

# Mother Tongue Influence on Spoken English of Degree College Students in Ambala District in Relation to Medium of Instruction

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## 1. Introduction

Human society has myths about the origin of a language. The society in which we live, functions in a different way. Language is a system of particular culture that is based upon a linguistic model. Since the middle of 20<sup>th</sup> century, highly sophisticated and critical theories have been fabricated over the world. Apparently these theories have been fabricated to explain the mysteries about the language. With the proliferation of information and communication technologies it has become easier to get access to different methods for teaching and learning. In the present times, the second language learners rely on advanced technologies as Information and Communication Technology has become ubiquitous and entered into man's daily life.

As India is a land of innumerable cultures, people belong to different regions, religions, caste and creed, and speak different languages and all these native languages impede the system of communication in English. People find it an uphill struggle after being acquainted with the rich structure of English language. English is an important language in India and for this reason; Indian learners need to be fluent in English. To express our views and to communicate with each other one uses a language flow, and divides sentences in different pitch and amplitude in such a way to make it easy for the listener to understand it. Brown, Gillian and George Yule states, "The speaker uses the resources of pausing and rhythm and, to a lesser extent, intonation to mark out the listener which parts of speech need to be for co-interpreted". (Teaching the Spoken Language: an approach based on analysis of conversational English, p:59)

However, pronunciation plays an important role in learning and acquiring second language. The second language learner face difficulties in learning English as a second language as neither they are familiar with the speech sounds nor they are able to recognize those speech sounds. The director Robert Lado has apparently explained in his book "English Pronunciation."

When a student of foreign language who has had some instruction according to the usual methods first hears the spoken language he often fails to understand what has been said. He usually claims that the vocabulary of the utterance is too difficult for him. When a written text is placed before him he can, many times, interpret the same material correctly and react accordingly. It is not, then, only a lack of knowledge of vocabulary items which is causing the trouble. It is the inability of the student to recognise the sounds of the language. (Lado Robert, 1958: i)

English as a second language is difficult to learn for some people, due to its complex structure. Every language is subject to change like our clothes, food, tools and speech as it changes from one generation to the next generation. In fact one can find the feature of concoction in English language as it has borrowed many words from different languages like Greek, Sanskrit, French, Latin, Hindi etc. Linguistically it has made the rapid progress and thus gained the status of Lingua Franca. AC Swinburne has very beautifully expressed his views in his book "An Introduction to the Pronunciation of English" in the following lines

Although linguistics has made rapid and spectacular progress in the present century, it is not merely modern times that speech language has been the object of serious study. Extensive accounts of pronunciation of Greek and Latin were 2000 years ago and in India, at about the same time, there appeared detailed phonological analysis of Sanskrit, which reveals remarkable affinities with modern ways of thoughts. (Gimson AC, 1989: 57)

## 2. Hypothesis

1. Deviations in the HMSP (Hindi medium students' pronunciation) and EMSP (English medium students' pronunciation) in Monosyllabic, Bi-syllabic and Multisyllabic words from RP in relation to Timing are insignificant.
2. Deviations in the HMSP and EMSP in Monosyllabic, Bi-syllabic and Multisyllabic words from RP in relation to pitch are insignificant.
3. Deviations in the HMSP and EMSP in Monosyllabic, Bi-syllabic and Multisyllabic words from RP in relation to intensity are insignificant.

## 3. Objectives

1. To Analyse the Deviation amongst HMSP and EMSP in Monosyllabic, Bi-syllabic, Multisyllabic words from RP in relation to timing.
2. To Analyse the Deviation amongst HMSP and EMSP in Monosyllabic, Bi-syllabic, Multisyllabic words from RP in relation to pitch.
3. To Analyse the Deviation amongst HMSP and EMSP in Monosyllabic, Bi-syllabic, Multisyllabic words from RP in relation to intensity.

## 4. Methodology

The present research is a data based study. The researcher has endeavoured to analyze the Mother Tongue Influence on Spoken English of Degree College Students in Ambala District through phonetic and acoustic analysis.

Primarily, the roaster of vowels and consonants was prepared in English language. Since the purpose of this study was to identify the deviations in monosyllabic, bi-syllabic and multisyllabic words from RP. The words were selected from the Academic word list (1 to 5000 words). She collected the data from different colleges of the above mentioned district. The respondents were given the list of words to pronounce. As this is a data based study, for which their voice samples were recorded through PRAAT, a software and deviation was analysed acoustically in monosyllabic, bi-syllabic and multisyllabic words from RP in terms of **Time, Pitch and Intensity**. The Data was analysed through averages taken out with the help of Microsoft Excel presented in the form of graphs and tables. Spectrograms and wave graphs were used as raw material to identify the individual's specific strengths and weaknesses in the terms of pronunciation. Then the data was fed in SPSS software for the statistical analysis in relation to the Medium of Instruction and analysed the data in the terms of Time, Pitch and Intensity. The term 'medium of instruction' was divided in two parts i.e. Hindi medium and English medium. Besides this, to know the significance of difference, she made the findings through statistical analysis with the help of

independent T-test through SPSS. Phonetic transcription made easy for the researcher to see the deviations in the monosyllabic, bi-syllabic and multisyllabic words from RP.

**5. Presentation of the data**

The present study deals with the variations in monosyllabic, bi syllabic and multisyllabic words with the help of wave graphs and spectrograms. Furthermore, t-test has been used in order to make the presentation more comprehensible. The investigator aspires to present the variations in the Monosyllabic, Bi-Syllabic and the Multisyllabic Words in relation to following variables:

1. Deviations Shown in the Time of Monosyllabic, Bi-Syllabic And Multisyllabic Words in Relation to Medium of Instruction
2. Deviations Shown in the Pitch of Monosyllabic, Bi-Syllabic And Multisyllabic Words in Relation to Medium of Instruction
3. Deviations Shown in the Intensity of Monosyllabic, Bi-Syllabic And Multisyllabic Words in Relation to Medium of Instruction

1.

**1. Deviations Shown in the Timings of Monosyllabic Words in Case of Hindi Medium Students**

Group Statistics					
	HMS	N	Mean	Std. Deviation	Std. Error Mean
1	1	5	.7320	.17138	.07664
	2	5	.6220	.07463	.03338

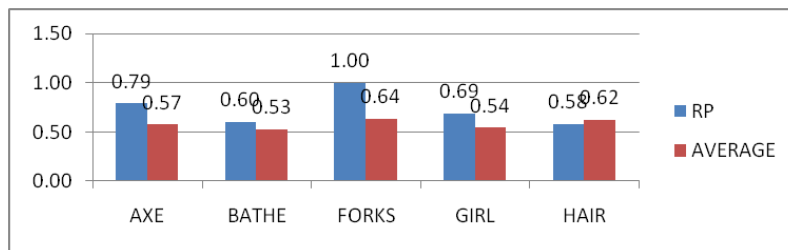
The above table gives the descriptive group statistics for RP and timing of HMS' pronunciation. This gives the mean of five monosyllabic words in RP and the mean is .7320 with standard deviation of .17138. The mean of Hindi medium

students is .6220 with standard deviation of .07463. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	2.751	.136	1.316	8	.225	.11000	.08359	-.08277	.30277
	Equal variances not assumed			1.316	5.465	.241	.11000	.08359	-.09951	.31951

The Sig. (2-Tailed) value in the above table is 0.225. This value is greater than 0.05 level of significance. Because of this, we can conclude that there is statistically significant difference between the RP and HMS' pronunciation of monosyllabic words in relation to timing. Since the above

Samples Statistics box reveals that the difference in the HMS' pronunciation is not likely due to chance but due to IV manipulation. Thus they deviate in the pronunciation of monosyllabic words due to mother tongue influence.



2. Deviations Shown in the Timings of Monosyllabic Words in Case of English Medium Students

Group Statistics					
	EMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	.7320	.17138	.07664
	2	5	.5800	.04848	.02168

The above table gives the descriptive statistics for RP and timing of EMS' pronunciation. This gives the mean of five monosyllabic words in RP and the mean is .7320 with standard

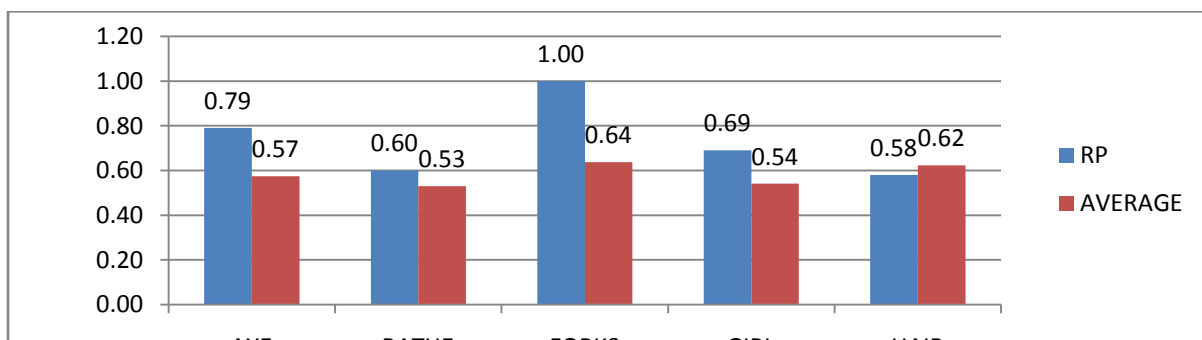
deviation of .17138. The mean of English medium students is .5800 with standard deviation of .04848. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	4.827	.059	1.908	8	.093	.15200	.07965	-.03167	.33567
	Equal variances not assumed			1.908	4.636	.119	.15200	.07965	-.05768	.36168

The Sig. (2-Tailed) value in the above table is 0.093. This value is greater than 0.05 levels of significance. Because of this, we can conclude that there is statistically no significant difference between the RP and EMS' pronunciation of monosyllabic words in relation to timing. Since the above Samples Statistics box reveals that the difference in the pronunciation of EMS is likely due to chance not due to IV manipulation.

Result of Hypothesis 1

There exists significant difference in the HMS' pronunciation of monosyllabic words in relation to timing. Hence, the Hypothesis 1 is rejected. There exists insignificant difference in the EMS' pronunciation of monosyllabic words in relation to timing. Hence, the Hypothesis 1 is accepted.



4. Deviations Shown in the Pitch of Monosyllabic Words in Case of Hindi Medium Students

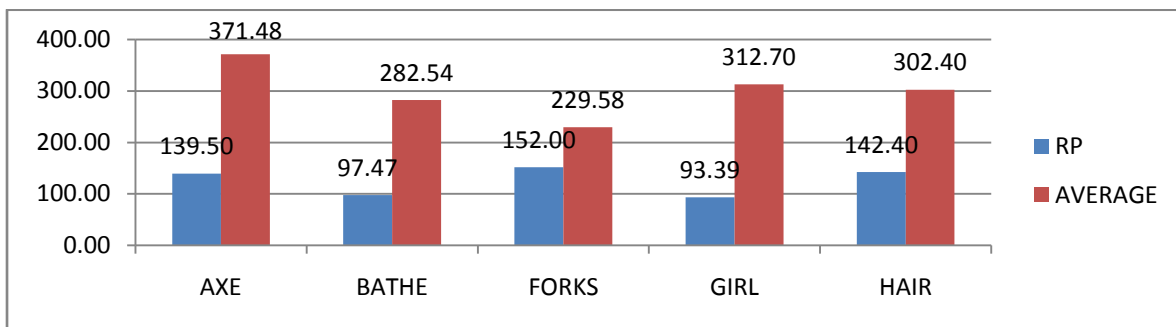
Group Statistics					
	HMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	124.9520	27.38198	12.24559
	2	5	299.7400	51.33208	22.95640

The above table gives the descriptive group statistics for RP and pitch of HMS' pronunciation. This gives the mean of five monosyllabic words in RP and the mean is 124.9520 with standard deviation of 27.38198. The mean of Hindi medium students is 299.7400 with standard deviation of 51.33208. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	.552	.479	-6.718	8	.000	-174.78800	26.01828	-234.78627	-114.78973
	Equal variances not assumed			-6.718	6.106	.000	-174.78800	26.01828	-238.18584	-111.39016

The Sig. (2-Tailed) value in the above table is 0.000. This value is less than 0.05 level of significance. Because of this, we can conclude that there is statistically significant difference between the RP and HMS' pronunciation of monosyllabic words in relation to Pitch. Since the above Samples Statistics

box reveals that the difference in the pronunciation of EMS is not likely due to chance but due to IV manipulation. Thus due to mother tongue they deviate in the pronunciation of monosyllabic words in relation to pitch.



5. Deviations Shown in the Pitch of Monosyllabic Words in Case of English Medium Students

Group Statistics					
	EMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	124.9520	27.38198	12.24559
	2	5	264.1080	27.41174	12.25890

The above table gives the descriptive group statistics for RP and pitch of EMS' pronunciation. This gives the mean of five monosyllabic words in RP and the mean is 124.9520 with standard deviation of 27.38198. The mean of English medium

students is 264.1080 with standard deviation of 27.41174. The last column gives the standard error mean for each of the two variables

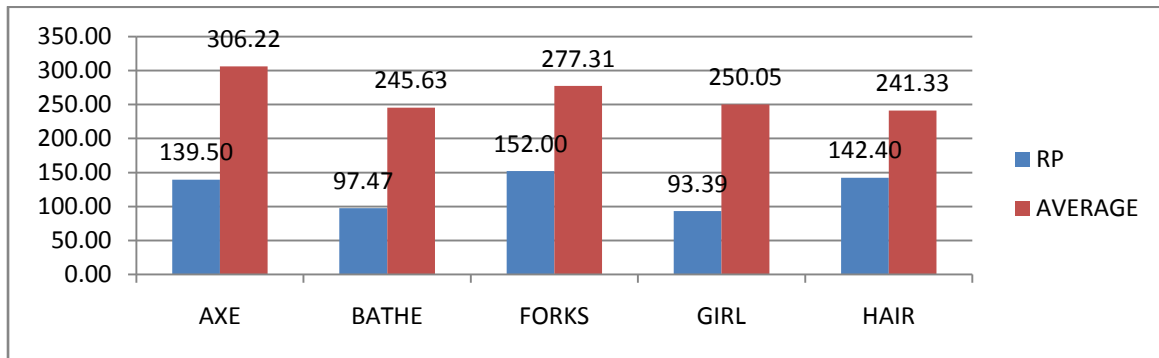
Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	.058	.816	-8.031	8	.000	-139.15600	17.32730	-179.11282	-99.19918
	Equal variances not assumed			-8.031	8.000	.000	-139.15600	17.32730	-179.11283	-99.19917

The Sig. (2-Tailed) value in the above table is 0.000. This value is less than 0.05 level of significance. Because of this, we can conclude that there is statistically significant difference between the RP and EMS' pronunciation of monosyllabic words in relation to Pitch. Since the above Samples Statistics box reveals that the difference in the pronunciation of EMS is not likely due to chance but due to IV manipulation. Thus due

to mother tongue they deviate in the pronunciation of monosyllabic words in relation to pitch.

**Result of Hypothesis 2**

There exists significant difference in the HMS and EMS' of monosyllabic words in relation to pitch. Hence, the Hypothesis 2 is rejected.



**6. Deviations Shown in the Intensity of Monosyllabic Words in Case of Hindi Medium Students**

Group Statistics					
	HMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	74.3480	2.55494	1.14260
	2	5	54.0320	1.03328	.46210

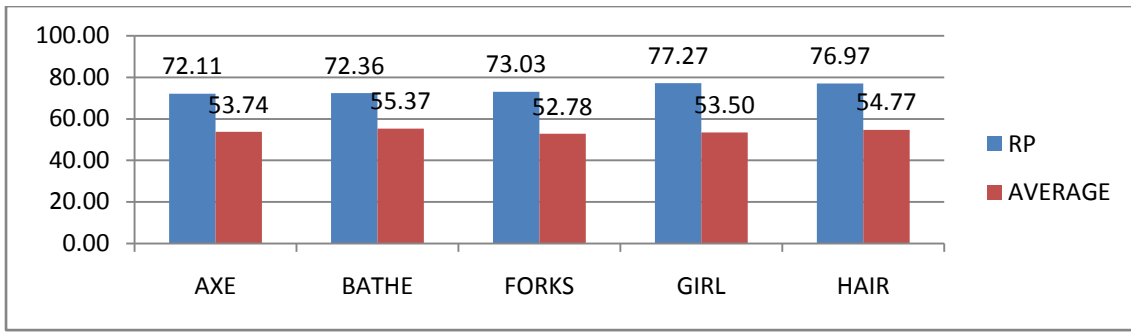
The above table gives the descriptive statistics for RP and pronunciation of HMS. This gives the mean of five monosyllabic words in RP and the mean is 74.3480 with standard deviation of 2.55494. The mean of Hindi medium

students is 54.0320 with standard deviation of 1.03328. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	16.412	.004	16.483	8	.000	20.31600	1.23251	17.47383	23.15817
	Equal variances not assumed			16.483	5.274	.000	20.31600	1.23251	17.19667	23.43533

The Sig. (2-Tailed) value in the above table is 0.000. This value is less than 0.05 and .01 levels of significance. Because of this, we can conclude that there is statistically significant difference between the RP and HMS' pronunciation of monosyllabic words in relation to intensity. Since the above

Samples Statistics box reveals that the difference in the pronunciation of EMS is not likely due to chance but due to IV manipulation. Thus due to mother tongue they deviate in the pronunciation of monosyllabic words in relation to pitch.



7. Deviations Shown in the Intensity of Monosyllabic Words in Case of English Medium Students

Group Statistics					
	EMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	74.3480	2.55494	1.14260
	2	5	57.5760	1.72960	.77350

The above table gives the descriptive statistics for RP and pronunciation of EMS. This gives the mean of five monosyllabic words in RP and the mean is 74.3480 with standard deviation of 2.55494. The mean of English medium

students is 57.5760 with standard deviation of 1.72960. The last column gives the standard error mean for each of the two variables.

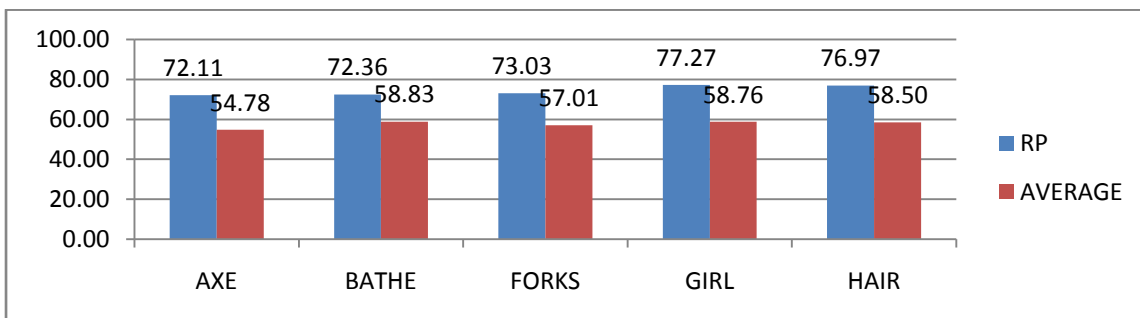
Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
RP1	Equal variances assumed	3.427	.101	12.155	8	.000	16.77200	1.37980	13.59017	19.95383	
	Equal variances not assumed			12.155	7.030	.000	16.77200	1.37980	13.51210	20.03190	

The Sig. (2-Tailed) value in the above table is 0.000. This value is less than 0.05 level of significance. Because of this, we can conclude that there is statistically significant difference between the RP and EMS' pronunciation of monosyllabic words in relation to intensity. Since the above Samples Statistics box reveals that the difference in the pronunciation of EMS is not likely due to chance but due to IV manipulation.

Thus due to mother tongue influence they deviate in the pronunciation of monosyllabic words in relation to intensity.

Result of Hypothesis 3

There exists significant difference in the HMSP and EMSP' of monosyllabic words in relation to intensity. Hence, the Hypothesis 3 is rejected.



8. Deviations Shown in the Timings of Bi-syllabic Words in Case of Hindi Medium Students

Group Statistics					
	HMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	.8060	.06804	.03043
	2	5	.6340	.05030	.02249

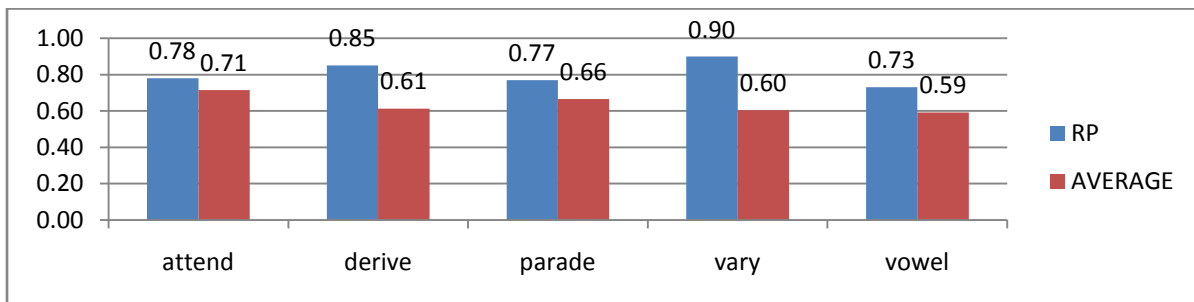
The above table gives the descriptive group statistics for RP and pronunciation of HMS. This gives the mean of five bi-syllabic words in RP and the mean is .8060 with standard

deviation of .6804. The mean of pronunciation of HMS is .6340 with standard deviation of .05030. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	.816	.393	4.545	8	.002	.17200	.03784	.08474	.25926
	Equal variances not assumed			4.545	7.366	.002	.17200	.03784	.08341	.26059

The Sig. (2-Tailed) value in the above table is 0.002. This value is less than .05 level of significance. Because of this, we can conclude that there is a statistically significant difference between the RP and HMS' pronunciation of bi-syllabic words in relation to timing. Since the above Samples Statistics box

reveals that the difference in the pronunciation of HMS is not likely due to chance but due to IV manipulation. Thus due to mother tongue influence they deviate in the pronunciation of bi-syllabic words in relation to timing.



9. Deviations Shown in the Timings of Bi-syllabic Words in Case of English Medium Students

Group Statistics					
	EMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	.8060	.06804	.03043
	2	5	.6320	.04266	.01908

The above table gives the descriptive group statistics for RP and pronunciation of EMS. This gives the mean of five bi-syllabic words in RP and the mean is .8060 with standard

deviation of .6804. The mean of pronunciation of EMS is .6320 with standard deviation of .04266. The last column gives the standard error mean for each of the two variables.

Independent Samples Test			
		Levene's Test for Equality of Variances	t-test for Equality of Means

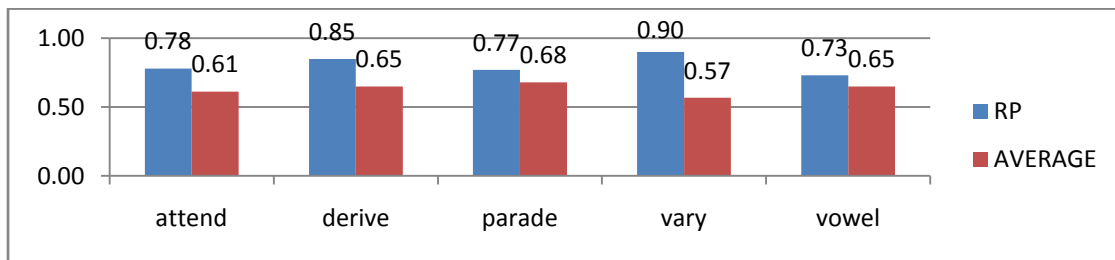
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	1.897	.206	4.845	8	.001	.17400	.03592	.09118	.25682
	Equal variances not assumed			4.845	6.724	.002	.17400	.03592	.08836	.25964

The Sig. (2-Tailed) value in the above table is 0.001. This value is less than .05. Because of this, we can conclude that there is a statistically significant difference between the RP and EMS' pronunciation of bi-syllabic words in relation to timing. Since the above Samples Statistics box reveals that the difference in the pronunciation of EMS is not likely due to chance but due to IV manipulation. Thus due to mother tongue

influence they deviate in the pronunciation of bi-syllabic words in relation to timing.

**Result of Hypothesis 4**

There exists significant difference in the HMSP and EMSP' of bi-syllabic words in relation to timing. Hence, the Hypothesis 2 is rejected.



**10. Deviations Shown in the Pitch of Bi-syllabic Words in Case of Pitch Hindi Medium Students**

Group Statistics					
	HMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	109.3720	16.18223	7.23691
	2	5	297.9480	18.14243	8.11354

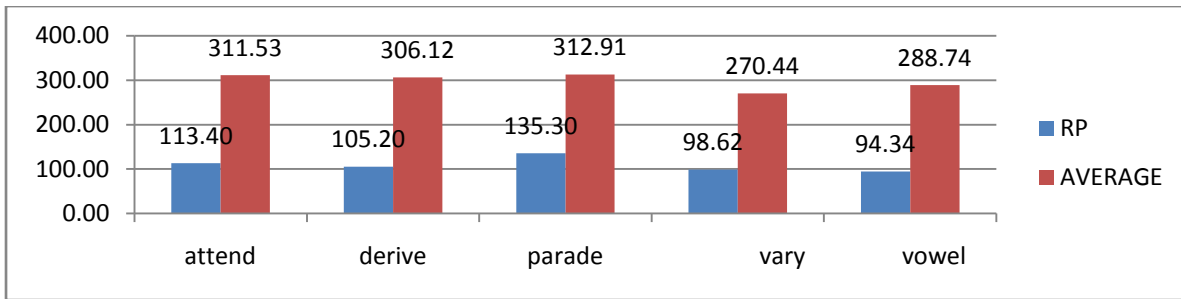
The above table gives the descriptive group statistics for RP and pronunciation of HMS. This gives the mean of five bi-syllabic words in RP and the mean is 109.3720 with standard

deviation of 16.18223. The mean of HMS' pronunciation is 297.9480 with standard deviation of 18.14243. The last column gives the standard error mean for each of the two variables.

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
P1	Equal variances assumed	.258	.625	-17.345	8	.000	-188.57600	10.87210	-213.64710	-163.50490	
	Equal variances not assumed			-17.345	7.898	.000	-188.57600	10.87210	-213.70377	-163.44823	

The Sig. (2-Tailed) value in the above table is 0.000. This value is less than .05 level of significance. Because of this, we can conclude that there is statistically significant difference between the RP and HMS' pronunciation of bi-syllabic words in relation to pitch. Since the above Samples Statistics box

reveals that the difference in the pronunciation of HMS is not likely due to chance but due to IV manipulation. Thus due to mother tongue influence they deviate in the pronunciation of bi-syllabic words in relation to pitch.



11. Deviations Shown in the Pitch of Bi-syllabic Words in Case of English Medium Students

Group Statistics					
	EMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	109.3720	16.18223	7.23691
	2	5	255.9560	9.45306	4.22754

The above table gives the descriptive statistics for RP and pronunciation of girls. This gives the mean of five bi-syllabic words in RP and the mean is 109.3720 with standard deviation

of 16.18223. The mean of boys is 255.9560 with standard deviation of 9.45306. The last column gives the standard error mean for each of the two variables.

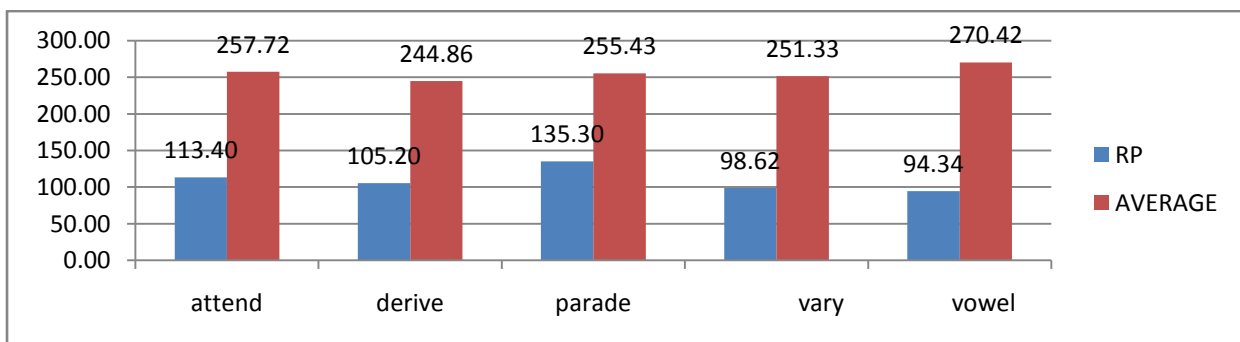
Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
RP1	Equal variances assumed	1.264	.294	-17.490	8	.000	-146.58400	8.38123	-165.91115	-127.25685
	Equal variances not assumed			-17.490	6.445	.000	-146.58400	8.38123	-166.75357	-126.41443

The Sig. (2-Tailed) value in the above table is 0.000. This value is less than .05 level of significance. Because of this, we can conclude that there is statistically no significant difference between the RP and EMS' pronunciation of bi-syllabic words in relation to pitch. Since the above Samples Statistics box reveals that the difference in the pronunciation of EMS is not likely due to chance but due to IV manipulation. Thus due to

mother tongue influence they deviate in the pronunciation of bi-syllabic words in relation to pitch.

Result of Hypothesis 5

There exists significant difference in the HMSP and EMSP' of bi-syllabic words in relation to pitch. Hence, the Hypothesis 3 is rejected.



12. Deviations Shown in the Intensity of Bi-syllabic Words in Case of Hindi Medium Students

Group Statistics					
	HMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	75.1600	1.38342	.61868
	2	5	54.7880	.86129	.38518

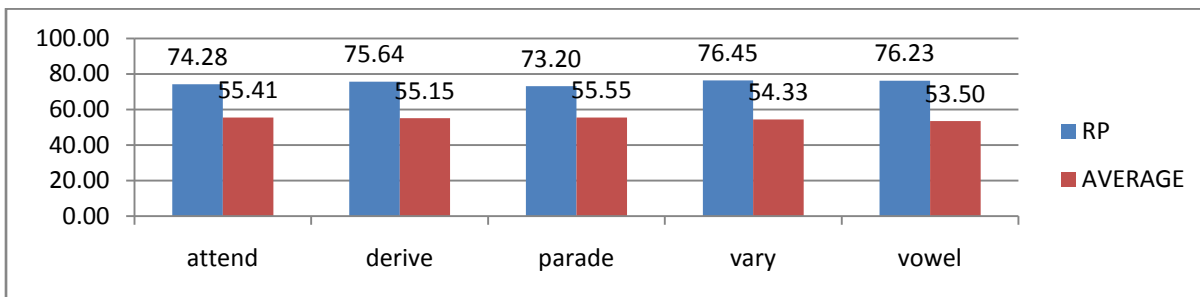
The above table gives the descriptive group statistics for RP and pronunciation of HMS. This gives the mean of five bi-syllabic words in RP and the mean is 75.1600 with standard

deviation of 1.38342. The mean of HMS is 54.7880 with standard deviation of 0.86129. The last column gives the standard error mean for each of the two variables.

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
RP1	Equal variances assumed	2.212	.175	27.953	8	.000	20.37200	.72879	18.69141	22.05259	
	Equal variances not assumed			27.953	6.696	.000	20.37200	.72879	18.63269	22.11131	

The Sig. (2-Tailed) value in the above table is 0.000. This value is less than .05 level of significance. Because of this, we can conclude that there is statistically significant difference between the RP and HMS' pronunciation of bi-syllabic words in relation to intensity. Since the above Samples Statistics box

reveals that the difference in the pronunciation of HMS is not likely due to chance but due to IV manipulation. Thus due to mother tongue influence they deviate in the pronunciation of bi-syllabic words in relation to intensity.



13. Deviations Shown in the Intensity of Bi-syllabic Words in Case of English Medium Students

Group Statistics					
	EMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	75.1600	1.38342	.61868
	2	5	58.0240	1.06690	.47713

The above table gives the descriptive group statistics for RP and pronunciation of EMS. This gives the mean of five bi-syllabic words in RP and the mean is 75.1600 with standard

deviation of 1.38342. The mean of boys is 58.0240 with standard deviation of 1.06690. The last column gives the standard error mean for each of the two variables.

Independent Samples Test					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df

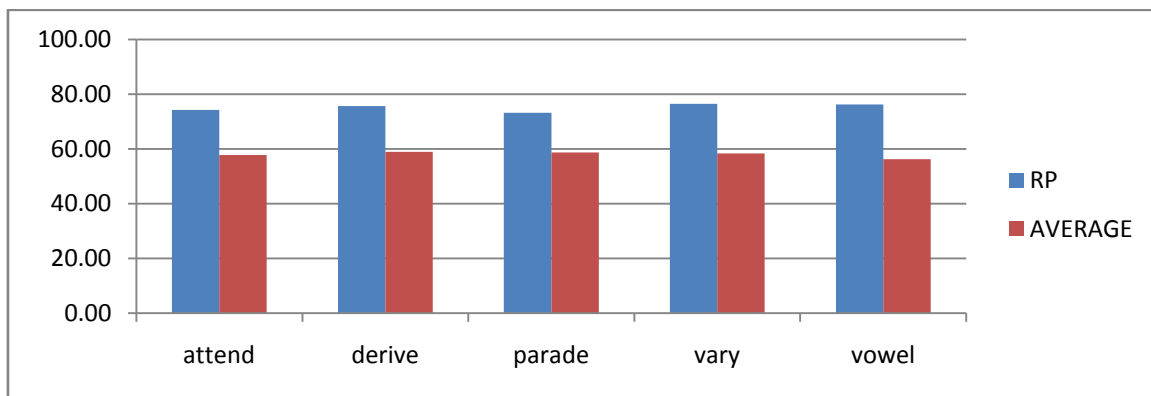
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	.926	.364	21.933	8	.000	17.13600	.78130	15.33432	18.93768
	Equal variances not assumed			21.933	7.515	.000	17.13600	.78130	15.31387	18.95813

The Sig. (2-Tailed) value in the above table is 0.000. This value is less than .05 level of significance. Because of this, we can conclude that there is statistically significant difference between the RP and EMS' pronunciation of bi-syllabic words in relation to intensity. Since the above Samples Statistics box reveals that the difference in the pronunciation of EMS is not likely due to chance but due to IV manipulation. Thus due to

mother tongue influence they deviate in the pronunciation of bi-syllabic words in relation to intensity.

**Result of Hypothesis 6**

There exists significant difference in the HMSP and EMSP' of bi-syllabic words in relation to intensity. Hence, the Hypothesis 4 is rejected.



**14. Deviations Shown in the Timings of Multisyllabic Words in Case of Hindi Medium Students**

Group Statistics					
	HMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	1.0800	.17507	.07829
	2	5	.7840	.05941	.02657

The above table gives the descriptive group statistics for RP and pronunciation of HMS. This gives the mean of five multisyllabic words in RP and the mean is 1.0800 with

standard deviation of .17507. The mean of HMS is .7840 with standard deviation of .5941. The last column gives the standard error mean for each of the two variables.

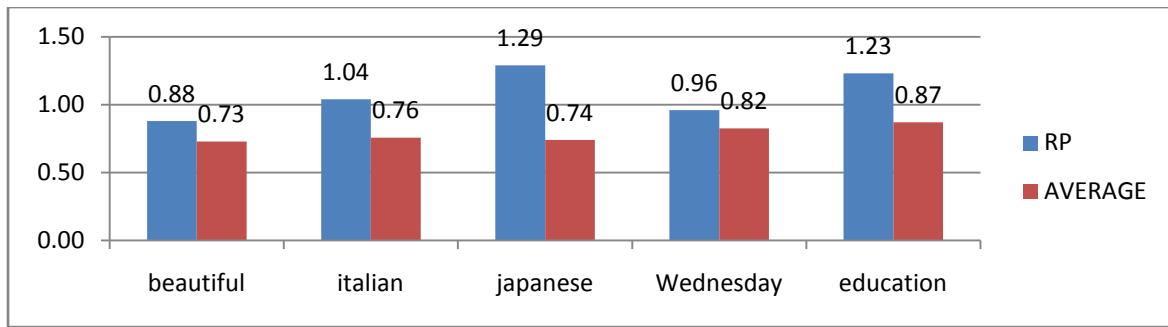
Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
RP1	Equal variances assumed	8.577	.019	3.580	8	.007	.29600	.08268	.10534	.48666	
	Equal variances not assumed			3.580	4.909	.016	.29600	.08268	.08228	.50972	

The Sig. (2-Tailed) value in the above table is 0.007. This value is less than .05 level of significance. Because of this, we

can conclude that there is statistically significant difference between the RP and HMS' pronunciation of multisyllabic words

in relation to timing. Since the above Samples Statistics box reveals that the difference in the pronunciation of HMS is not likely due to chance but due to IV manipulation. Thus due to

mother tongue influence they deviate in the pronunciation of multisyllabic words in relation to timing.



15. Deviations Shown in the Timings of Multisyllabic Words in Case of English Medium Students

Group Statistics					
	EMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	1.0800	.17507	.07829
	2	5	.8720	.08871	.03967

The above table gives the descriptive group statistics for RP and pronunciation of EMS. This gives the mean of five multisyllabic words in RP and the mean is 1.0800 with

standard deviation of .17507. The mean of EMS is .8720 with standard deviation of .8871. The last column gives the standard error mean for each of the two variables.

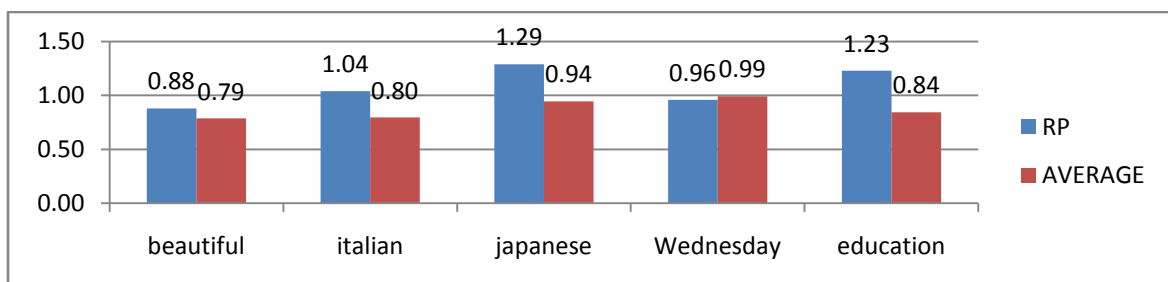
Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
RP1	Equal variances assumed	4.264	.073	2.370	8	.045	.20800	.08777	.00560	.41040	
	Equal variances not assumed			2.370	5.927	.056	.20800	.08777	-.00741	.42341	

The Sig. (2-Tailed) value in the above table is 0.045. This value is less than .05 level of significance. Because of this, we conclude that there is statistically significant difference between the RP and EMS' pronunciation of multisyllabic words in relation to timing. Since the above Samples Statistics box reveals that the difference in the pronunciation of EMS is not likely due to chance but due to IV manipulation. Thus due to

mother tongue influence they deviate in the pronunciation of multisyllabic words in relation to timing.

**Result of Hypothesis 7**

There exists significant difference in the HMSP and EMSP' of multisyllabic words in relation to timing. Hence, the Hypothesis 25 is rejected.



16. Deviations Shown in the Pitch of Multisyllabic Words in Case of Hindi Medium Students

Group Statistics					
	HMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	181.2200	34.86190	15.59072
	2	5	309.7820	24.28980	10.86273

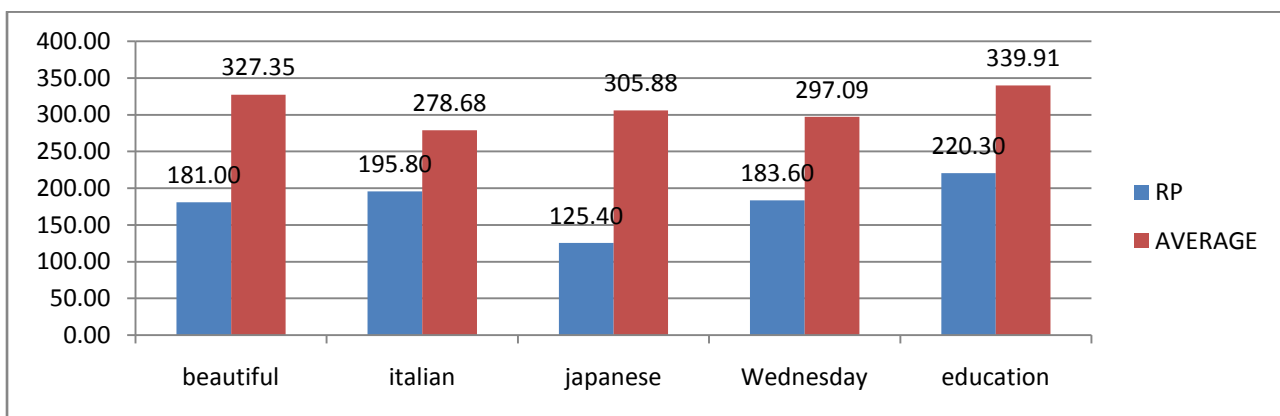
The above table gives the descriptive statistics for RP and pitch of HMS. This gives the mean of five multisyllabic words in RP and the mean is 181.2200 with standard deviation of

34.86190. The mean of HMS is 309.7820 with standard deviation of 24.28980. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	.077	.788	-6.766	8	.000	-128.56200	19.00182	-172.38028	-84.74372
	Equal variances not assumed			-6.766	7.143	.000	-128.56200	19.00182	-173.31254	-83.81146

The Sig. (2-Tailed) value in the above table is 0.000. This value is less than .05 level of significance. Because of this, we can conclude that there is statistically significant difference between the RP and HMS' pronunciation of multisyllabic words in relation to pitch. Since the above Samples Statistics box

reveals that the difference in the pronunciation of HMS is not likely due to chance but due to IV manipulation. Thus due to mother tongue influence they deviate in the pronunciation of multisyllabic words in relation to timing.



17. Deviations Shown in the Pitch of Multisyllabic Words in Case of English Medium Students

Group Statistics					
	EMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	181.2200	34.86190	15.59072
	2	5	280.7240	14.43346	6.45484

The above table gives the descriptive group statistics for RP and pitch of EMS. This gives the mean of five multisyllabic words in RP and the mean is 181.2200 with standard deviation

of 34.8190. The mean of EMS is 280.7240 with standard deviation of 14.43346. The last column gives the standard error mean for each of the two variables.

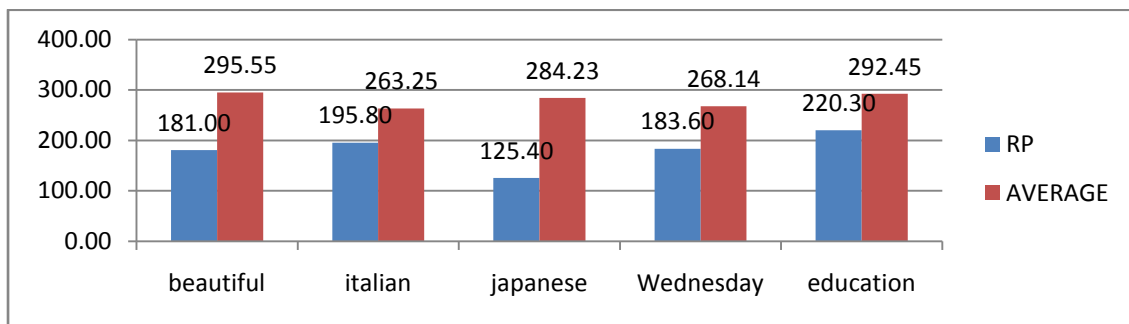
Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	.878	.376	-5.897	8	.000	-99.50400	16.87410	-138.41575	-60.59225
	Equal variances not assumed			-5.897	5.332	.002	-99.50400	16.87410	-142.08003	-56.92797

The Sig. (2-Tailed) value in the above table is 0.000. This value is less than .05 level of significance. Because of this, we can conclude that there is statistically significant difference between the RP and EMS' pronunciation of multisyllabic words in relation to pitch. Since the above Samples Statistics box reveals that the difference in the pronunciation of EMS is not likely due to chance but due to IV manipulation. Thus due to

mother tongue influence they deviate in the pronunciation of multisyllabic words in relation to pitch.

**Result of Hypothesis 8**

There exists significant difference in the HMSP and EMSP' of multisyllabic words in relation to pitch. Hence, the Hypothesis 6 is rejected.



18. Deviations Shown in the Intensity of Multisyllabic Words in Case of Hindi Medium Students

Group Statistics					
	HMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	73.0880	2.95342	1.32081
	2	5	53.5180	1.78851	.79985

The above table gives the descriptive group statistics for RP and HMS. This gives the mean of five multisyllabic words in RP and the mean is 73.0880 with standard deviation of

2.95342. The mean of HMS is 53.5180 with standard deviation of 1.78851. The last column gives the standard error mean for each of the two variables.

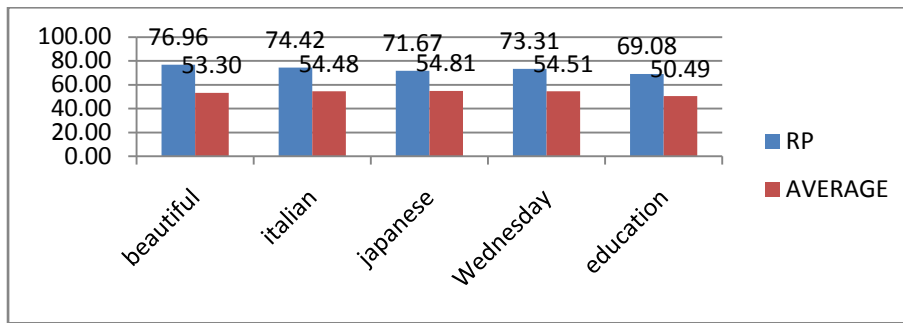
Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	.968	.354	12.674	8	.000	19.57000	1.54411	16.00927	23.13073
	Equal variances not assumed			12.674	6.586	.000	19.57000	1.54411	15.87170	23.26830

The Sig. (2-Tailed) value in the above table is 0.000. This value is less than .05 level of significance. Because of this, we can conclude that there is statistically significant difference

between the RP and HMS' pronunciation of multisyllabic words in relation to intensity. Since the above Samples Statistics box reveals that the difference in the pronunciation of HMS is not

likely due to chance but due to IV manipulation. Thus due to mother tongue influence they deviate in the pronunciation of

multisyllabic words in relation to intensity.



19. Deviations Shown in the Intensity of Multisyllabic Words in Case of English Medium Students

Group Statistics					
	EMS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	73.0880	2.95342	1.32081
	2	5	55.9180	1.22212	.54655

The above table gives the descriptive group statistics for RP and EMS. This gives the mean of five multisyllabic words in RP and the mean is 73.0880 with standard deviation of

2.95342. The mean of EMS is 55.9180 with standard deviation of 1.22212. The last column gives the standard error mean for each of the two variables.

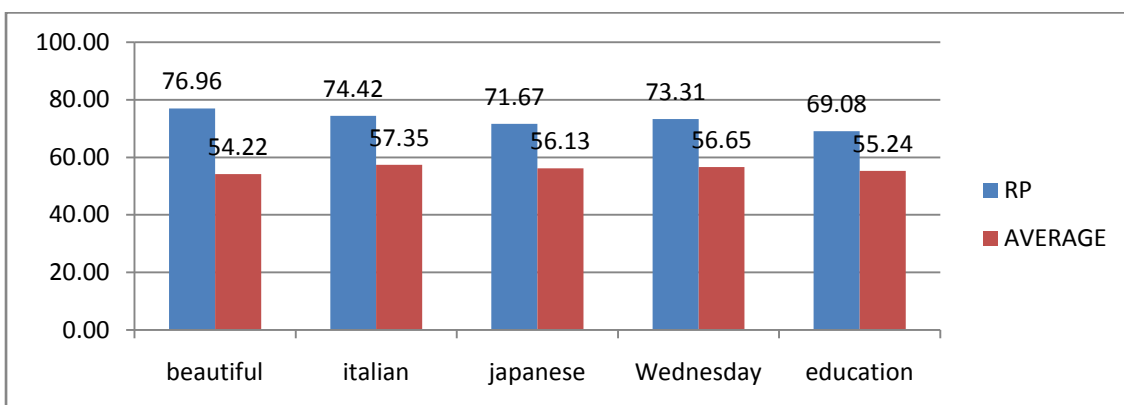
Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
RP1	Equal variances assumed	2.326	.166	12.012	8	.000	17.17000	1.42942	13.87375	20.46625	
	Equal variances not assumed			12.012	5.331	.000	17.17000	1.42942	13.56309	20.77691	

The Sig. (2-Tailed) value in the above table is 0.000. This value is less than .05 level of significance. Because of this, we can conclude that there is statistically significant difference between the RP and EMS' pronunciation of multisyllabic words in relation to intensity. Since the above Samples Statistics box reveals that the difference in the pronunciation of EMS is not likely due to chance but due to IV manipulation. Thus due to

mother tongue influence they deviate in the pronunciation of multisyllabic words in relation to pitch.

**Result of Hypothesis 9**

There exists significant difference in the HMSP and EMSP' of multisyllabic words in relation to intensity. Hence, the Hypothesis 7 is rejected.



## 6. Conclusion

### Problems Faced in Monosyllabic Words

- Almost all the students were unable to articulate the vowel sounds in monosyllabic words. They faced problems in the articulation of vowel sounds like /æ/, /ei/, /ɜ: / and /ɔ: / in axe, bathe, girl and fork respectively.
- Some students even skipped the word like bathe as they found it difficult to pronounce.
- None of them aspirated /p/ at the initial level and it seemed that they were not familiar with the form of aspiration.
- The phenomenon of phonemic alternation is presented in the case of consonants and vowels. Though it is found to lesser degree in case of consonants.
- Some of the students put [ə] at the end of monosyllabic words.
- HMS have been seen deviating in the words like axe, forks and girl whereas EMS deviate in the words like axe and forks.
- They both found difficulty in the articulation of the words like axe, bathe and girl.
- They replaced the vowel /æ/ with [e:] in axe.
- Most of them replaced /ei/ sound in bathe with [a:]
- Most of the students pronounced [r] sound in the word girl.

### Problems Faced in Bi-syllabic Words

- All most all the students were found deviating in the articulation of Bi-syllabic words. They found difficulty in the articulation of the words like derive, vary, vowel and parade.
- Their voice was found flat in the articulation of the words like derive, vary and vowel.
- In relation to the timing, HMS deviate in almost all the Bi-syllabic words whereas girls deviate only in the word vary and there is not much difference in the other words.
- Most of the students found problems in the articulation of the words like vary, vowel and parade.
- They replaced the /eə/ sound in vary with [e:] in vary.
- They also found problem in the articulation of semi-vowel sound /w/ and replaced it with [v].
- Due to mother tongue influence, they could not aspirate /p/ sound at the initial level. Furthermore, they mispronounced the word as [pəɾɑ:ɖi] and [pɛɾed].
- Both of them replaced the vowel/i/ in derive with [ə].

### Problems in the Multisyllabic Words

- In relation to timing, HMS deviate in the words like beautiful, Italian, Japanese and Education whereas there is not much difference in the EMS' pronunciation of multisyllabic words in relation to timing.
- Both found problem in the articulation of Italian and Japanese. They replaced the vowel /æ/ with /ə/ in Japanese and pronounced it as [Jəpɑ:ni:z]. The difference in the articulation of Italian and Japanese can be clearly seen in the following wave graphs in comparison to RP
- Most of them pronounced semi-vowel consonant /w/ as [v] in Wednesday.
- They also found problem in the articulation of semi-vowel sound /w/ and replaced it with [v].
- Due to mother tongue influence they could not aspirate /p/ sound at the initial level. Furthermore mispronounced the word as [pəɾɑ:ɖi] and [pɛɾed].
- Both of them replaced the vowel/i/ in derive with [ə].
- Similarly they have shown low energy in the pronunciation of the words like vary and vowel.

There were many factors that researcher encountered during her research. But the important question was which factor needed to be taken into account. Thus the researcher decided to take phonological and acoustic factor into consideration in this study. The researcher remained vigilant of the fact that mother tongue is a phonological phenomenon that springs from the interaction of languages stored and processed within the same mind. When a Hindi speaker exhibits influence of his mother tongue in his use of English, it is only because of his own knowledge of mother tongue that influences his use of English. .

In this research, the investigator has compared groups of learners from L1 backgrounds and found that learners with alphabetic literacy background rely somewhat on phonological information than on orthographic information. The findings thus show interesting and complex ways in which L1 phonology and writing system affect learners' perception and production of speech. In this study mother tongue influence is one of the major factors affecting learners' perception and production of L2 segments. Thus the investigator could deal with phonological transfer exclusively from the perspective of forward transfer i.e. L1>L2. The present study suggests that the human perceptual system remains somewhat flexible throughout life course. Consequently, second language learners rely on their mother tongue for the second language acquisition.

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