LOCATING THE ERRORS

3.1 Phonological Description of the Speech of Fifty Iranian Students

As mentioned in the previous chapter in order to analyse the students’ speech and identify their difficulties in pronunciation, the researcher needed to collect sample speech of fifty undergraduates studying in and around Tehran. This was accomplished by asking each learner to read loud a word list, a dialogue and participate in-group conversation, which were simultaneously phonemically transcribed and later, confirmed by referring to the recordings. A pattern of deviation as it emerged for the individual speaker as well as the group was the outcome of this analysis.

In this chapter we present a description of the analysis of our data. The chapter sets out to describe the consonants and vowels as pronounced by these speakers and certain other features of their speech, their word accentual patterns, and sentence stress and intonation patterns. Further, it also includes a description of the phonetic, phonemic and distributional divergences from R.P. that occur in the speakers’ consonant and vowel systems and focus attention on the deviations in word accent and certain other aspects of their group conversations as revealed through our data. On the basis of our analysis of the recorded material, we give below the pattern of the consonant and vowel
phonemes recurring in the spoken English of the group of students under study. A detailed description of the consonants and vowels as they occur in the speech of these students is given below:

3.1.1 CONSONANTS

/p/ occurs in the speech of all the speakers, e.g.

purchase – s.3; s.11; s.20; s.28; s.31;

special – s.8; s.10; s.29; s.35; s.49;

appointment – s.6; s.15; s.26; s.32; s.45; s.50;

apply – s.7; s.17; s.22; s.38; s.41

/b/ occurs in the speech of all the speakers, e.g.

brother – s.21; s.31; s.41; s.42; s.49;

obey – s.12; s.14; s.24; s.30; s.38; s.45; s.50;

/tf/ occurs in all positions in the speech of all the speakers. It is never aspirated. e.g.

tobacco [təˈbaɪkəʊ] - s.26; s.35

certain [ˈsɜːrˈtɛn] - s.11; s.49

student [ˈstjuːdənt] - s.18; s.23
30 out of 50 speakers use both the varieties of /t/, that is [t] and [t]. Out of these 30 speakers-s.2 s.8 s.11 s.17 s.26 s.27 s.33 s.35 s.46 and s.49 make use of both the varieties in all positions. e.g.

\[
\begin{align*}
\text{tobacco} & \quad [t] \\
\text{certain} & \quad [t] \\
\text{cart} & \quad [t] \\
\text{telephone} & \quad [t] \\
\text{certificate} & \quad [t]
\end{align*}
\]

However, the above mentioned speaker seem to use [t] and [t] arbitrarily in their speech e.g., they use [t] in student but not in station. Similarly speaker 2,17, 26, 35, 46 use [t] in tobacco but in today, whereas speaker 8,11,27,33, 49 use [t] in today but [t] in tobacco though /t/ occurs in a similar environment in both the words. We can therefore say that [t] and [t] are free variants in their speech. Even the other speakers seem to use [t] arbitrarily.

/\ d / occurs in all positions in the speech of all the speakers. e.g.

\[
\begin{align*}
\text{discard} & \quad - s.1; s.16; s.24; s.37; s.50 \\
\text{advance} & \quad - s.3; s.18; s.30; s.41; s.49
\end{align*}
\]

It has also a retracted variety [d] in the speech of eleven speakers, viz., s.2, s.4, s.8, s.11, s.15, s.26, s.34, s.45, s.46, s.47 and s.49. [d] occurs word medially and finally in the speech of these speakers. e.g.

\[
\begin{align*}
\text{conduct} & \quad [\text{k} \text{an } \text{'d} \text{akt}] - s.3, s.15, s.18, s.23 s.24, s.39, s.45 \\
\text{student} & \quad [\text{stU'den t}] - s.2, s.17, s.26, s.35, s.46
\end{align*}
\]
discard [dɪsˈkaːrd] - s.3, s.15, s.24, s.39, s.45

bird [bɜːrd] - s.2, s.4, s.8, s.11, s.35, s.26, s.27

There is thus, an indiscriminate use of [d] and [d̪] in the speech of these 20 speakers.

/k/ occurs in all positions in the speech of all the speakers. It is not aspirated when it occurs in the initial position of an accented syllable as done by R.P. speakers. e.g.

called [kaʊld] - s.10, s.20, s.21, s.38, s.50

tobacco [təˈbeɪko] - s.5, s.14, s.30, s.31, s.44

think [θɪŋk] - s.1, s.16, s.25, s.36, and s.48

/g/ occurs in the speech of all the speakers.

girls [gɜːrls] - s.7, s.19, s.22, s.37, s.42

begin [bɪˈɡɪn] - s.9, s.12, s.28, s.40, and s.41

/g/ occurs in the initial and medial positions in the data. This phoneme has no variants in the speech of these speakers.

/tʃ/ occurs in all positions in the speech of all the speakers. e.g.

Church [tʃɔːr] - s.3, s.15, s.24, s.39, s.45

purchase [ˈpɜːtʃəz] - s.5, s.14, s.30, s.31, s.44
/dʒ/ This consonant occurs in all positions in the data. All the speakers are found to pronounce correctly.

generosity [dʒənərositi] – s.3, s.21, s.23, s.38, s.49

psychological [səˈlɒkəldʒɪkəl] – s.5, s.12, s.16, s.29, s.36, s.50

marriage [ˈmærɪdʒ] – s.1, s.6, s.17, s.21, s.38, s.42

/f/ occurs in all positions in the speech of all the speakers. e.g.

photograph [ˈfɒtəɡrɑːf] – s.10, s.20, s.21, s.38, s.50

beautiful [bjuˈtɪfl] – s.4, s.18, s.23, s.31, s.42, s.48

/f/ is realized as [φ], a bilabial fricative in the speech of speakers 8, 11, 27, 33, 49, when it occurs word initially in the following words:

photograph [Fotograf]

photography [Fotografi]

photographic [Fotografɪk]

However, the speaker is found to use [f] as well in the initial position of other words such as follow [ˈfɒləʊ], father [ˈfɑːðər].

/v/ occurs in all positions in the speech of all the speakers. e.g.

verb [vɪrb] – s.3, s.24, s.35, s.46, s.50

divorce [divərs] – s.12, s.32, s.27, s.47
drive [ drəv ]-s.11,s.23,s.30,s.44,

/tʰ/ is a dental plosive. It is substituted for the R.P. consonant /θ/, a dental fricative, in all positions in the speech of all the speakers. e.g.

think [tʰθk ] - s.2 s.9 s.18 s.20 s.38 s.40

author [ɒrθə ] - s.5 s.21 s.28 s.45

sixth [ sɪlkθ ] - s.8 s.38 s.46 s.50

/ tʰ / is realized as [ t ] word medially in paths [ paːts ] by speakers 1,3,4,6,7,8,9,32,43,48,19 and 22. It is realized as [ t ] word finally in length lent] in the speech of speakers 3,4,5,7,8,11,14,15,19,24,27,33,37,42 and 44.

/d/ is used in place of the R.P. /θ/ by all the speakers. In our data it occurs in initial position as in those; in medial position as in further, and in final position in breathe.

those [ daːz ] -s.4,s.7,s.9,s.16,s.35,s.46,s.50

further [ fəːdər ] -s.1,s.13,s.21,s.27,s.37,s.41

breathe [ briːd ] -s.5,s.7,s.10,s.17,s.29,s.23,and s.43

/s/ is used by all the speakers in all positions. e.g.

stand [ stænd ] - s.4,s.18,s.23,s.34,and s.47

emphasis [ Imˈfæsɪs ] - s.5,s.14,s.30,s.31,s.44
/s/ is realised as [s], a retracted variety in the speech of some speakers. This sound is different from the retroflex [s] or the palato-alveolar [ʃ] through it seems to be somewhere in between. 20 speakers, viz., s.2, s.6, s.8, s.10, s.11, s.13, s.17, s.20, s.21, s.26, s.27, s.29, s.32, s.33, s.35, s.38, s.43, s.46, s.49, s.50 use these variety. In speakers 2,17,26,35,46’s speech it occurs in the following words:

- Questions [kwestən]
- Register [rədʒəstər]
- Student [ˈstʌdənt]

That is, in their speech /s/ is realized as [s] in clusters such as [st] and [st] in some words, but in some other words containing the cluster [st], it is realized as [s], and not [s]. e.g.

- Station [ˈsteɪʃən] - s.4, s.16, s.23, s.37, s.42, s.50
- Contest [ˈkɒntest] - s.2 s.9 s.18 s.20 s.38 s.40

Speakers 6, 13, 29, 32 and 43 also make use of [s] in their speech arbitrarily in the following words:

- Missed [mɪsd]
- Station [ˈsteɪʃən]
Speakers 6, 13, 29, 32 and 43 use [s] in consonant clusters [sd] and [st] in the above words only, everywhere else it is pronounced as [s]. Speakers 8, 11, 27, 33 and 49 use [s] in /st/ clusters everywhere. Speakers 10, 20, 21, 38 and 50 use [s] in consonant clusters /st/ and /str/ though they use [st] in the word contest.

/z/ occurs in the speech of all the speakers in all positions. The data contains words in which /z/ occurs in the initial, medial and final positions in words such as zero, examination and ease. /z/ is found to occur in all positions in the speech of all speakers.

\[
\begin{align*}
\text{zero} & \quad [\text{zɪr}] \\
\text{examination} & \quad [\text{ɪgzɛmɪnln}] \\
\text{ease} & \quad [\text{iːz}]
\end{align*}
\]

/j/ is found to occur in all positions in the speech of all speakers.

\[
\begin{align*}
\text{shall} & \quad [\text{ʃæl}] \\
\text{application} & \quad [\text{æplɪkeʃən}] \\
\text{ash} & \quad [\text{æʃ}]
\end{align*}
\]

/ʃ/ is found to occur in all positions in the speech of all speakers.

\[
\begin{align*}
\text{occasion} & \quad [\text{əˈkɑːʃən}] -s.6, s.15, s.24, s.36, s.49
\end{align*}
\]
measure [ mɛzər ] -s.11,s.17,s.28,s.35,s.50

/ h / is used by all the speakers. It is realized word initially in house

[ haus ] and medially in behind [ blʰaɪnd ]. It occurs in the final position in the word oh in the data, in the usage of 30 speakers.

house [ haus ]
behind [ blʰaɪnd ] s.8,s.12,s.19,s.25,s.29,s.38,s.47
oh [ əʊ ]

/ m / occurs in all positions in the speech of all the speakers. e.g.

measure [ mɛər ]
america [ æmərɪka ] s.9,s.19,s.23,s.36,s.41,s.47,s.50
him [ hɪm ]

/ n / is used in all positions by all the speakers. It occurs in not word initially; behind medially; and education word finally.

not [ nɒt ]
behind [ blʰaɪnd ] s.5,s.8,s.15,s.24,s.33,s.39- s.2,s.17,
education [ ɛdʒuˈkeɪʃn ]

39
/ ƞ / is realized in medial and final positions in the speech of all the speakers. When it occurs in the medial position it is always followed by [ ɡ ] or [ k ]. e.g.

- *think* [ ʈʰɨŋk ]
- *bringing* [ 'brɪŋɡəŋ ]
- *stronger* [ 'strɒŋɡər ]

s. 2, s. 5, s. 15, s. 27, s. 38, s. 46, s. 50

However, in the word *length* / ƞ / is realized as [ n ] by all the speakers. e.g.

*length* [ lɛnt ] / [ lɛntʰ ]. The phoneme occurs word finally in *strong* [ 'strɒŋg ].

/ l / occurs in all positions in the speech of all the speakers. However, only the clear variety of / l / is used in all positions. e.g.

- *letter* [ ˈletər ]
- *psychological* [ saɪˈkɒlədʒɪkl ]

/ r / is realized as [ r ] a post-alveolar flap in all positions in the speech of all the speakers. e.g.

- *register* [ ˈrɛdʒɪstər ] - s. 7, s. 22, s. 37, s. 49
- *umbrella* [ ˈʌmbrelə ] - s. 18, s. 23, s. 34
- *weather* [ ˈweðə ] - s. 24, s. 39, s. 45

/ j / is used by all the speakers. It occurs word initially and medially. e.g.

- *yourself* [ ˈjɔːrsɛlf ] - s. 1, s. 16, s. 25, s. 36, s. 48, s. 56
/ v / is a labio-dental frictionless continuant. Iranian speakers generally use it as a substitute for the R.P. / v /, a labio-dental fricative and also / w /, a bilabial semi-vowel. It occurs in all positions in the speech of all the speakers in our data. e.g.

village [ 'vɪlɪdʒ ] – s.10,s.11,s.13,s.22,s.37,s.43,s.50

heavy [ 'heɪvi ] – s.5,s.8,s.15,s.24,s.33,s.39,s.41,s.48,s.50

love [ lʌv ] – s.3,s.6,s.16,s.18,s.25,s.29,s.34,s.37,s.49

However, the variant [ w ] occurs whenever immediately preceded by / k / to form a cluster [ kw ] in words such as:

questions [ 'kwesʃənz ] – s.2,s.17,s.26,s.35,s.46

acquire [ ɪ'kwɛːr ] – s.8,s.11,s.27,s.33,s.49

3.1.2 Divergences from R.P. Phonemes

A comparison between the variety of English spoken by our students and R.P. shows the following deviations.

3.1.2.1 Phonemic Divergences

There are 24 consonants in R.P. whereas some of our students have 23 consonants in their phonemic inventory, and some others only 22, if we leave out of account / ʒ / which is rare. It is clearly shown in Table 2.
Table 2

Table Showing the Consonants of R.P and Consonants Spoken by the Students

<table>
<thead>
<tr>
<th>The Consonants of R.P.</th>
<th>Consonants found in the variety of English spoken by the students</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Plosives</td>
<td>8 plosives</td>
</tr>
<tr>
<td>p, b, t, d, k, g</td>
<td>p, b, tʰ, d, t, d, k, g</td>
</tr>
<tr>
<td>2 Affricates</td>
<td>2 Affricates</td>
</tr>
<tr>
<td>tf, dʒ</td>
<td>tf, dʒ</td>
</tr>
<tr>
<td>9 Fricatives</td>
<td>6 Fricatives</td>
</tr>
<tr>
<td>f, v, θ, ș, s, z, j̊, j̊, h</td>
<td>f, s, z, j̊, j̊</td>
</tr>
<tr>
<td>1 lateral</td>
<td>1 lateral</td>
</tr>
<tr>
<td>l</td>
<td>l</td>
</tr>
<tr>
<td>3 Nasals</td>
<td>3 Nasals</td>
</tr>
<tr>
<td>m, n, ɳ</td>
<td>m, n, ɳ</td>
</tr>
<tr>
<td>2 Smi-vowels</td>
<td>2 Smi-vowels</td>
</tr>
<tr>
<td>j, w</td>
<td>j, v</td>
</tr>
<tr>
<td>1 Plost-alveolar frictionless continuant</td>
<td>1 Plost-alveolar frictionless continuant</td>
</tr>
<tr>
<td>r</td>
<td>r</td>
</tr>
<tr>
<td>Total: 24</td>
<td>Total: 23</td>
</tr>
</tbody>
</table>

The deviations are detailed below:

i) The dental fricatives of R.P / θ / and / ș / are replaced by dental plosives / t / and / d / by our students.

ii) The distinction between the two R.P. phonemes / v / and / w / is not consistently maintained by our students, who in most cases replace them by a single phoneme. / v /.
3.1.2.2 Phonetic Divergences

There are deviations in the phonetic realizations of the following phonemes.

i) /θ/ and /δ/ the dental fricatives of R.P. are articulated as dental plosives /tʰ/ and /d/ by our students. e.g.

<table>
<thead>
<tr>
<th>R.P.</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>[θIŋk]</td>
<td>[tʰIŋk]</td>
</tr>
<tr>
<td>[δaʊz]</td>
<td>[doːz]</td>
</tr>
</tbody>
</table>

Further, /t/ has a variant [t] in word final position and when followed by /s/. Thus, length is pronounced as [lent] by 25 speakers, while paths has been pronounced [paːts] by 35 speakers.

ii) The alveolar plosives of R.F., /t/ and /d/, occur in the speech of all the students. But a retracted variety of these phonemes [t] and [d], is also used by some speakers. Some speakers use these in particular environments, while others use [t] and [t], [d] and [d] quite indiscriminately. e.g.

- bird [bɔːrd] – s. 2, s.35, s.46
- cart [kaːrt] – s.2, s.8, s.17, s.26, s.27, s.49
- student [ɪstʌdεnt] – s.8, s.33, s.49

iii) /s/ has a retracted variety [s] in the speech of speakers

- station [ˈsteɪʃan] – s.32, s.33, s.35, s.38, s.43, s.46, s.49, and s.50
- contest [ˈkɒntest] – s.11, s.13, s.17, s.20, s.21, s.26, s.27, s.29
iv) /f/ the labio-dental fricative has been realized as [ Φ ], a bilabial fricative in word-initial position in the speech of speakers 8,11,27,33,49. However, the speaker has also made use of [ f ] in the same position in other words. e.g.

photograph [Φo'to'gra:f] – s.8,s.11,s.27,s.33,and s.49.

follow [ˈfɔlo] – s.8,s.11,s.27,s.33,s.49.

v) /l/ only the clear variety (unvelarized) of /l/ has been used by the students. The dark [ ɬ ] never occurs in their speech in the environments that it does in R.P.

3.1.2.3 Distributional Divergences

i) /tʰ/ is generally articulated as [ t ] – word finally. e.g.

Length [ lent ] and when it is followed by [ s ].Paths [ paːts ].

ii) /t/ and /d/ have retracted variety [ t ] and [ d ] respectively generally when they are preceded by [ r ] a post-alveolar frictionless continuant. e.g.

cart [ kart ] – s.17,s.26

certain [ saːr'ten ] – s.27,s.49

bird [ baːrd ] – s.17,s.26,s.35,s.46

It is interesting to note that in R.P., on the other hand, /t/ and /d/ are slightly retracted when, followed, by the post-alveolar /r/ as in try and drain.
iii) /ŋ/ is articulated by the students as [ŋɡ] in all those cases where -ng- occurs medially and intervocalically in the spelling of a word. e.g.

bringing [ˈbrɪŋɡɪŋ] – s.6, s.11, s.13, s.29, s.31, s.48, s.50

The students, influenced purely by the spelling of the words pronounce [ˈbrɪŋɡɪŋ] as [ˈbrɪŋɡɪŋ] on the analogy of words, such as stronger, which also has the spelling -ng- word medially and is pronounced /strɒngə/ in R.P.

iv) Syllabic [l] is replaced by [æl], [ɪl] and [ʊl]. e.g.

apple [ˈæplɪ] – s.8, s.11, s.27, s.49

[æpʊl] – s.6, s.13, s.29, s.32, s.43

[æpal] – s.4, s.18, s.23, s.34, s.47

single [ˈsɪŋgl] – s.1, s.16, s.25, s.36, s.48

Similarly, syllabic [n] in a word such as certain is pronounced as [ən], [eːn] or [ən]. e.g.

certain [səːrˈtɛn] – s.29, s.32, s.43

[ʃærˈteːn] – s.18, s.23, s.34

[ʃærˈtæn] – s.15, s.39, s.45

v) In R.P. voiceless plosives /p/, /t/ and /k/ are normally aspirated when they occur at the beginning of an accented syllable. Our students do not
aspirate / p /, / t / and / k / when these occur in the initial position of a stressed syllable. e.g.

pushes [ 'pufes ] – s.14,s,30,s.31,s.44

called [ køld ] – s.13,s.29,s.32,s.43

talked [ tøkd ] – s.7,s.19,s.22,s.37,s.42

vi) In R.P. the plural marker and present tense, third person, singular number marker –s is pronounced [ z ] when it is preceded by a voiced phoneme. It is pronounced [ s ] when preceded by a voiceless phoneme. The students tend to use consistently whether the plural marker is preceded by a voiced or a voiceless consonant prompted again purely by the spelling of these words. e.g.

occasions [ o'keəns ] – s.1,s.25,s.36,s.48

paths [ paːts ] – s.9,s.12,s.28,s.40,s.41

vii) Similarly in R.P. the past tense markers –d and –ed are pronounced [ d ] when they are preceded by a voiced phoneme. These are pronounced [ t ] when preceded by a voiceless consonant. Our students consistently pronounce the past tense marker as [ d ] whether preceded by a voiced or a voiceless phoneme. e.g.

missed [ mlød ]

all the speakers

called [ køld ].
Our students find it difficult to pronounce the consonant clusters /st-/, /sk-/ and /sp-/ when they occur in the initial position of a word. They tend to add /I/ before the cluster and thus deviate from the standard native English. e.g.

station [ˈste:ʃən] – s.5,s.10,s.11,s.24,s.39,s.50

student [ˈstju:dənt] – s.8,s.13,s.19,s.29,s.31,s.48

special [ˈspesəl] – s.5,s.8,s.16,s.19,s.25,s.36,s.50

The students unable to pronounce the cluster /stj-/ make a vowel /I/ in the initial position while omitting /j/ from the /stj-/ cluster.

3.1.3 Certain other characteristic features in the pronunciation of students

There are certain other features which are peculiar to the speech of these students and are thus worth mentioning.

3.1.3.1 The Addition or Insertion of Phonemes

Most of the speakers insert the vowel /I/ before consonant clusters /sp/, /st/ and /sk/ when they occur in the initial position of a word because they find the clusters /sp/, /st/ and /sk/ difficult to articulate in word initial position. e.g.

student [ˈstju:dənt] – s.6,s.13,s.29,s.32,s.43

special [ˈspeʃəl] – s.9,s.12,s.28,s.40,s.41
ii) The students tend to insert a vowel, usually either /ə/, /ʌ/ or /l/, before syllabic /n/ and /l/. This feature is common to all the speakers. e.g.

   example [ɪgˈzampəl] – s.2,s.17,s.26,s.35,s.46
   single [ˈsɪŋɡəl] – s.3,s.15,s.24,s.39,s.45
   apple [ˈæpl] – s.9,s.12,s.23,s.40,s.41
   citizen [ˈsɪtɪzn] – s.5,s.14,s.30,s.31,s.44
      [sltɪˈzn] – s.6,s.12,s.38,s.40,s.41

   The reason behind this, perhaps, is that in Persian the combinations, /pl/, /gl/, /sn/, /sm/, etc., do not occur word finally. There is always a vowel following these. Hence, finding it difficult to pronounce these word-final clusters, they commonly insert a vowel between these.

iii) The speakers tend to add or insert /g/ in the pronunciation of words such as bringing [ˈbrɪŋɡɪŋ], where ‘g’ occurs in the spelling of these words. This is re-inforced by the ‘ng’ pattern in words such as stronger [ˈstrɒŋɡər].

3.1.3.2 The Omission of Phonemes

Many speakers omit phonemes in their pronunciation of certain words. Indeed, such omissions are common to all. e.g.

   questions [ˈkwəfəns] – s.1,s.16,s.36,s.48 – omission of /w/
   questions [kwɛʃən] – s.2,s.17,s.26,s.35 – omission of final /s/. 
3.1.3.3 Plural Markers

The speakers do not use the plural marker [ z ] after voiced sounds. / s / is the invariant plural marker used everywhere, whether the words end in voiced or voiceless sounds. e.g.

occasions [ əkəzəns ] – s.13, s.29, s.32, s.43

paths [ paːts ] – s.16, s.25, s.36

tours [ tuːrs ] – s.26, s.35, s.46

The plural marker / Iż / is pronounced variably as [ ez ], [ es ], and [ Iż ] by different speakers after sibilants. e.g.

pushes [ puʃeζ ] – s.2, s.17, s.26, s.35, s.46

[ puʃIż ] – s.6, s.13, s.29, s.32, s.43

[ puʃes ] – s.7, s.19, s.22, s.37, s.42

bridges [ brɪdʒez ] – s.1, s.16, s.36, s.48

3.1.3.4 Past Tense Markers

All the speakers have used / d / as the past tense marker after both voiced and voiceless sounds. e.g.
called [ kɔld ] – s.7,s.11,s.20,s.35,s.44,s.50

talked [ tɔkd ] – s.10,s.21,s.34,s.39,s.48

missed [ mlsd ] – s.2,s.8,s.12,s.16,s.38,s.41

For the past tense markers of words ending in / t / and / d / they have again
variedly used either [ ed ], [ ed ] or [ Id ]. e.g.

wanted [ 'vɒntd ] – s.1,s.16,s.25,s.36,s.48

defended [ dl'fɛndəd ] – s.9,s.12,s.28,s.40,s.41

conducted [ 'kɑndaked ] – s.4,s.18,s.23,s.34,s.47

defended [ dlfɛndɪd ]

     )

     s.2,s.17,s.26,s.35,s.46

conducted [ 'kɑndəktɪd ]

3.1.3.5 The Dropping of / r / Word Finally and before a Consonant

Generally / r / is retained word-finally and before a consonant by these
speakers. e.g.

further [ 'fɑrdər ] – s.18,s.23,s.34,s.47

certain [ 'sɑ:rtən ] – s.15,s.39,s.45
In contradiction to this general pattern speakers 1, 16, 25, 36, 48 is found to omit /\r/ word finally and before consonants consistently. In the case of speakers 2, 17, 26, 35, 46, /\r/ is omitted in girls [gə:ls] word medially before consonant. Everywhere else s.2, 17, 26, 35, 46, retains /\r/. Speakers 9, 12, 28, 40, 41 drops /\r/ in the words further [fə:da] and letter [letə] but they retains /\r/ in these environments everywhere else. All the other speakers have retained /\r/ word finally and before a consonant.

3.1.3.6 Aspiration of /p/, /t/ and /k/

None of the speakers has aspirated /p/, /t/ and /k/ when these occur in the initial position of an accented syllable. /p/, /t/ and /k/ in R.P. are aspirated in such environments.

3.1.3.7 Reading Errors

The speakers have made certain errors while reading the words contained in the word list and the text passages recorded, quite often distorting the pronunciation of these words beyond recognition. e.g.

superficial [ˈsʌpərflɪkəl] – s.1, s.16, s.36
recognise [ˈrɪɡənæt] – s.6, s.29, s.32, s.43
read [rəl] – s.6, s.13, s.32
argue [aːrg] – s.9, s.12, s.28
wanted [wɒnt] – s.9, s.40, s.41
3.1.4 VOWELS

/ i:/ this vowel occurs in the speech of all the speakers. It is used by 23 speakers in accented position only and by 27 in both accented and unaccented positions.

This phoneme occurs in the following words in their speech.

- mean [mi:n] – s.7, s.19, s.22, s.37, s.42
- read [ri:d] – s.10, s.20, s.21, s.38, s.50
- zero [‘zi:ro:] – s.1, s.16, s.25, s.36, s.48
- mechanically [me‘kænikali:] – s.2, s.17, s.26, s.35, s.46
- city [‘siti:] – s.2, s.17, s.26, s.35, s.46
- engineer [In’dʒi:nl9r] – s.8, s.11, s.27, s.33, s.49
- ease [i:z] – s.6, s.13, s.29, s.32, s.43

A shorter variant of this phoneme [i] has been used by all the speakers in both accented and unaccented positions. e.g.

- heavy [‘hævi] – s.10, s.20, s.21, s.38, s.50
- responsibility [rɪs‘pɒnsəlbɪlti] – s.1, s.16, s.25, s.36, s.48
- city [‘siti:] – s.2, s.17, s.26, s.35, s.46
- village [‘vɪlɛdʒ] – s.5, s.14, s.30, s.31, s.44
/I/ occurs in both accented and unaccented positions in the speech of all the speakers. e.g.

beautiful [‘bjutɪl] – s.1,s.16,s.25,s.36,s.43,s.44,s.49

application [əˈplɪkəʃən] – s.2,s.15,s.16,s.25,s.29,s.33,s.48,s.50

In a number of words that end with /I/, such as psychology, ceremony, city, mechanically, generosity, really, almost all the speakers are found to substitute [i], a closer variety for [I].

In the case of some speakers the final /I/ is not only closer but also longer and may be said to be pronounced as /iː/. e.g.

Ceremony [‘serməni: ].

Some speakers use these vowels indiscriminately. Speakers 2,17,26,35,46 use /I/ in beautiful [bjʊˈtɪfil] in the dialogue. The same word, however, is pronounced as [bjʊˈtɪfil], that is, using a closer vowel [i], when it occurs in the words list. Speaker 1,5,8,9,10,45,50 replaces [I] in the final syllable of city by [iː] pronouncing it as [stɪː] but has a shorter variety in generosity [ˈdʒenrəsɪti].

/eː/ has been use by all the speakers in both accented and unaccented syllables as a substitute for the diphthong /eI/. They have used this phoneme in other environments also. e.g.

purchase [‘pɑːrtʃəz] – s.9,s.12,s.28,s.40,s.41

examination [ɪɡˈzɛmlˈneɪʃən] – s.2,s.17,s.26,s.35,s.46
/ e / All the speakers have use this vowel in accented as well as unaccented positions. According to Lutfulah Mohamadi (1986), the quality of this vowel is more open than in British R.P.

In the speech of these speakers both the varieties, viz., / e / and / ε / have been used. / e / is more frequently used than / ε /. Hence / e / is included in the phonemic inventory of these speakers with [ ε ] as its variant. In the pronunciation of the word education, for example, 35 out of 50 speakers have use / e /. Speakers 2,4,12,17,18,23,26,28,34,35,40,41,46 and 47 have use / ε /. The word length has been pronounced by 45 speakers with the vowel / e /. Only speakers 2,17,26,35,46 has use the opener variety / ε /.

There are some divergences from R.P. in the pronunciation of this vowel common to many speakers. e.g.

i) Words beginning with re- as in recognise and recommend are pronounced as [ rl ] instead of [ re ], perhaps on the analogy of similar words spelt with re-, such as receive, relieve, remain, etc.

ii) In words like special, measure, weather and so on a longer variety of /e/, that is / e:/ has been generally used by the speakers.

iii) The word friend has been pronounced with [ ε ], the opener variety, by 45 speakers out of 50. Speaker 9,13,23,27,28,31,35,47,48 have generally use [ε ] where others have use / e /, the closer variety.
The vowel /e/ has been realised in the speech of most of the speakers in accented and unaccented syllables in the following words:

defended [dɪˈfendd] – s.1,s.16,s.25,s.36,s.48

present [ˈprezent] – s.3,s.15,s.24,s.39,s.45

(Adjective and Verb)

Most of the speakers use /e/ and [ɛ] indiscriminately in their speech. For instance, speakers 3,15,24,39,45 pronounced wanted as [vanted] in the word list, but as [wanted] in the short dialogue.

/æ/ occurs in the speech of 35 speakers in both accented and unaccented positions. It is used by 15 speakers in the accented position only. e.g.

photography [ˈfətəgrafɪ] – s.2,s.17,s.26,s.35,s.46

marriage [ˈmaːrɪdʒ] – s.5,s.14,s.30,s.31,s.44

10 speakers, speakers 2,17,26,35,46 and speakers 6,13,29,32,43 use a variant [æs] in act (speakers 2,17,26,35,46) can and that (speakers 6,13,29,32,43). Speakers 10,20,21,38,50 use the variant [æt] in marriage. Though these variants do not occur in their speech regularly yet, it is possible that this is a result of the influence of their mother tongue Persian.

/a:/ is used by most of the speakers in the accented position only. e.g.

father [ˈfaːdər] – s.6,s.11,s.23,s.27,s.33,s.46,s.49,s.50

advance [ədˈvaːns] – s.4,s.8,s.9,s.12,s.23,s.32,s.44,s.47
the shorter variant of this phoneme is realised in the speech of all the
speakers in accented as well as unaccented positions. e.g.

gramophone [ˈɡramə fɔ:n] – s.7,s.10,s.16,s.20,s.29,s.36,s.40

umbrella [ˈʌm brelə] – s.18,s.23,s.36,s.45,s.50

/ɒ/ occurs in the speech of almost all the speakers in both accented and
unaccented positions. e.g.

object [ˈɒbdʒekt] – s.14,s.30,s.31,s.44

recognize [ˈrɪknəlz] – s.11,s.27,s.33,s.49

contesting [kɑnˈtestɪŋ] – s.12,s.28,s.40,s.41

[ɒ:] the longer variety of the phoneme /ɒ/ is generally used by all the
speakers in accented positions only. e.g.

although [əldo:] – s.4,s.18,s.23,s.34,s.47

author [əˈtʃər] – s.7,s.19,s.22,s.37,s.42

audience [əˈdiːns] – s.9,s.12,s.28,s.40,s.41

/ɑː/ all the speakers in both accented and unaccented positions use the back
rounded half-close vowel. e.g.

tobacco [tʊˈbæko:] – s.4,s.10,s.12,s.23,s.32,s.38,s.41,s.50

although [əldo:] – s.1,s.8,s.16,s.20,s.26,s.29,s.34,s.48
the shorter variety of the vowel / oː / generally occurs in the speech of all the speakers in accented as well as unaccented positions. e.g.

obey [ obeː ] – s.1,s.11,s.18,s.25,s.33,s.38,s.41,s.48,s.50

progress [ prog res ] – s.3,s.7,s.11,s.18,s.35,s.43,s.50

/ ʊ / is articulated by all the speakers in both accented and unaccented positions. e.g.

beautiful [ bju'tɪfəl ] – s.5,s.10,s.19,s.21,s.36,s.45,s.48,s.50

pushes [ 'pʊʃɪz ] – s.6,s.11,s.16,s.29,s.32,s.41,s.46

tomorrow [ tU 'mɑro ] – s.2,s.8,s.27,s.29,s.46,s.50

/ uː / occurs in the speech of the student in the following words:

two [ tuː ] – s.5,s.14,s.30,s.31,s.44,s.48

huge [ hjuːdʒ ] – s.8,s.11,s.27,s.33,s.49

tours [ tuːrs ] – s.9,s.12,s.28,s.40,s.41

you [ juː ] – s.4,s.18,s.36,s.39,s.45,s.50

The students articulate the shorter variety [ ʊ ] in place of / uː / in the words: argue, student, opportunity, beautiful.

/ə/ occurs in the speech of almost all the speakers in accented and unaccented syllables. e.g.

citizen [ sɪtɪˈzɑn ] – s.5,s.11,s.23,s.39,s.41,s.50

questions [ ˈkwɛstʃəns ] – s.6,s.9,s.21,s.36,s.49,s.50
the lower variety of / a / is used by some speakers, e.g.

bird [ bəːd ] – s.1, s.16, s.25, s.36, s.48

/ A / is rarely used by the speakers. The R.P. vowel / A / is generally replaced by / a / by our students.

/ aɪ / generally occurs in accented as well as unaccented positions in the speech of all the speakers, e.g.

describe [ dɪsˈkrɪb ] – s.10, s.20, s.21, s.38, s.50

psychology [ səlˈkɒlɒdʒi ] – s.8, s.11, s.27, s.33, s.49

/ ɪə /, the Iranian variety of / ɒl / is generally used by all the speakers.

It occurs in the following words:

boil [ boʊl ] – s.9, s.12, s.28, s.40, s.41

voice [ voʊs ] – s.2, s.17, s.26, s.35, s.46

employ [ ɪmˈploʊ ] – s.1, s.16, s.25, s.36, s.48

A few speakers, however, do have the diphthong [ ɒl ], which is closer to the R.P. vowel. e.g. speakers 1, 2, 4, 5, 6, 7, 10, 13, 14, 16, 17, 26, 30, 34, 42, 44, 50 have use [ ɒl ] in the pronunciation of the word

Appointment [ əˈpɔɪntmənt ]

[ əˈpɔɪntmənt ]
However, though these 17 speakers use / ɒl / in appointment, they have the Iranian variety / ɐe / in other words, such as boil, voice, and employ.

/ aʊ / All the speakers have this vowel occurring in words such as:

house [ hauːs ] – s.6,s.13,s.29,s.32,s.43,s.50
allow [ æˈlau ] – s.9,s.10,s.21,s.38,s.42,s.48

/ I ə / is generally used in both accented and unaccented positions by all the speakers. e.g.

ear-ring [ ˈtɑːrɪŋ ] – s.9,s.13,s.30,s.37,s.40,s.49
engineer [ ɪnˈdʒiːnər ] – s.2,s.24,s.33,s.48,s.50

In the speech of some speakers the second element of this diphthong has a very different quality, and sounds more like [ Ie ]. e.g.

convenience [ ˈkʌnvɪnəns ] – s.2,s.17,s.26,s.35,s.46
audience [ ˈɔːdlɛns ] – s.4,s.18,s.23,s.34,s.47

Note: This divergence may be due to the spelling of the words.

/ e θ / occurs in the words care and where. 25 speakers, viz., speakers 2,3, 5,8,9,11,12,14,15,17,24,26,27,28,30,31,33,35,39,40,41,44,45,46,49 have use a sequence of two vowel phonemes [ eθ ] in the word care, pronouncing the word as though it has two syllables instead of one.
/ û / occurs in the speech of all the speakers in the word:

poor [ pûar] – s.1,s.2,s.16,s.20,s.21,s.25,s.36,s.38,s.48,s.50

But 45 speakers out of 50 have pronounced *tours* as [ tuːrs ].

The words *endure* and *sure* however are articulated by most of the speakers as

[ endjʊˈr ] and [ ʃjʊˈr ], respectively.

### 3.1.4.1 Divergences from R.P. Phonemes

### 3.1.4.2 Phonemic Divergences

R.P. has 20 vowels, which can further be divided into 12 monophthongs and 8 diphthongs. On the basis of an analysis of the recorded material we have seen that the speakers have 17 vowel phonemes in their phonemic inventory Out of these 11 are monophthongs and 6 diphthongs. These are as follows:

**Monophthongs:**

**Unrounded**

1) /i:/ a front close unrounded
2) /ɪ/ a front unrounded vowel, between close and half-close.
3) /ɛ:/ a centralized front unrounded vowel, just below half-close
4) /ɛ/ a front unrounded vowel, between half-close and half-open
5) /æː/ a front unrounded vowel, just below half-open.
6) /ɑː/ an open unrounded vowel, more front than the R.P. / ɑː /. It slightly centralized.

**Rounded**

7) /o/ a back open rounded
8) /ɔ:/ a centralized back half-close rounded vowel.
9) /U/ a back rounded vowel, between close and half-close.
10) /u:/ a back close rounded vowel.
11) /ə/ a central unrounded vowel, between half-close and half-open

**Diphthongal glides:**

(12) /ai/ a diphthongal glide. It begins near the front open unrounded position and moves in the direction of /ɪ/ - a front unrounded vowel, just above half-close. The lips are neutral at first and then are loosely spread.

(13) /εe/ the glide begins at a point between the back open and half-open positions and moves in the direction of /ε/ - a front unrounded vowel, just above half-open.

(14) /au/ a diphthongal glide which begins at the central open unrounded position and moves in the direction of /ʊ/ - a centralized back rounded vowel, just above half-close.

**Centering diphthongs**

(15) /ıə/ a glide beginning from a front unrounded position, just above half-close and moving in the direction of a central unrounded vowel, between half-close and half-open.

(16) /eə/ the glide begins at the front unrounded position, between half-close and half-open and moves in the direction of a central unrounded vowel, between half-close and half-open.

(17) /uə/ the glide begins from a back rounded vowel just above the half-close position and moves in the direction of a central unrounded vowel, between half close and half-open.

A detailed description of the vowel phonemes and their variants are given below:
i) Whereas R.P. has two distinct vowels / o / and / æː /, our students have only / o / in their inventory of phonemes, which they use in place of the R.P. / æː / as well.

ii) R.P. has three central vowels / a /, / æː / and / ʌ /. Our students have only one central vowel in their inventory, viz., / a / which they commonly use to substitute for / æː / and / ʌ /.

iii) The R.P. diphthong / eɪ / is replaced by / eː /, a longer variety of the vowel / e /.

iv) The variety of English spoken by our students has the monophthong / oː / which is a substitute for the R.P. diphthong / əʊ /.

3.1.4.3 Phonetic Divergences

i) The R.P. / I / is articulated in three ways, viz., [ I ], [ i ] and [ iː ]. e.g.

   |       |       |
   | [ I ]  | [ i ]  | [ iː ] |
   | sixth  | mystery | city   |
   | [ slkst ] | [ 'mlstri ] | [ 'siti: ] |
   | s.6,s.13,s.29,s.32,s.43 | s.1,s.10,s.18,s.24,s.25,s.39 | s.2,s.16,s.29,s.35,s.43,s.41,s.50

ii) / e / is generally pronounced as / e / by the speakers. An opener variety [ɛ] is also used by the students. Most of the speakers use [ e ] and [ ɛ ] indiscriminately. e.g.

\[ T \]
\[
\begin{array}{c}
428.24 \\
5924 \, R \\
\end{array}
\]

\[ 543206 \]
Besides this, our students have sometimes used a longer variety, [ e: ] in place of / e / e.g.

measure [ 'meːʃər ] – s.17, s.26, s.35, s.46

heavy [ 'heːvi ] – s.14, s.31, s.36, s.44

iii) / æ / has been articulated by 15 speakers as [ æe ] while speakers 10, 20, 21, 38, 50 have used [ æɪ ], although all of them have / æ / in their inventory. e.g.

act [ æe kɛt ] – s.2, s.8, s.11, s.17, s.26, s.27, s.33, s.35, s.46, s.49

and [ æɛnd ] – s.11, s.27, s.33, s.49

that [ dæt ] – s.13, s.29, s.32, s.43

marriage [ 'mærɪdʒ ] – s.10, s.20, s.21, s.38, s.50

iv) The vowel corresponding to the R.P. / a:/ is a more fronted variety /a:/.

Advance [ advaːns] - s.5, s.8, s.12, s.29, s.35, s.45, s.50
v) The students have tendency to lengthen the vowels. Hence the short vowels / i /, / e / and / u / are sometimes pronounced [ i: ], [ e: ] and [ u: ].

think [tiːŋ k]-s.7,s.11,s.27,s.36,s.46,

special [tspeʃəl]- s.2, s.17, s.26, s.33, s.49, s.50

vi) In place of the R.P. vowels / o / and / ō /, our students have only one phoneme / o /, the more open of the two. It has [ ə: ] as its phonetic variant and they make indiscriminate use of these two phonemes. e.g.

called [ kɔld ]

s.1,s.2,s.3,s.5,s.16,s.24,s.30,s.31,s.44

ball [ ˈbɔːl ]

vii) The R.P. diphthongs / el / and / əʊ / are pronounced as monophthongs /e:/ and / o:/, respectively by our students.

Made [meːd]-s.6, s.11, s.18, s.23, s.35, s.50

Follow [foloː]-s.9, s.18, s.27, s.34, and s.48

Viii) / əʊ / has been generally realized as [oe] by the speakers. Our students make the second element of this diphthong opener than that of /əʊ /. e.g.

voice [vɔʊz] – s.4,s.18,s.23,s.34,s.47
/eə/ is replaced by [eə] in the speech of our students. In [eə] the first element of the diphthong is less open than the R.P. vowel /əə/. Occasionally, some speakers replace [eə] by [eɔ] in such monosyllabic words as where, care, etc. In this case they sound like disyllabic words, i.e., as if there were two distinct vowels and not a diphthong, e.g.

where [veə] – s.14, s.30, s.31, s.44

3.1.4.4 Distributional Divergences

English spelling is often misleading and the language has been traditionally notorious for the discrepancy between its spelling and pronunciation. Our students learn English mainly from books. As they have inadequate exposure to the spoken form of English, they are guided purely by the spelling and hence deviate from standard native English in their pronunciation of a number of words. This is particularly common not only in the choice of vowels in particular words but also in the maintaining of certain vowel distinctions that exist in the standard variety. In the pronunciation of the words marriage, and discourage, for example, in which standard native varieties use a different vowel in the final syllable, the students, perhaps, think that these words ending in -age, as they do, are to be pronounced in the same way as the words age and rage, simply because they are spelt alike and therefore pronounce these words as [mɛərədʒ] and [diskʌrədʒ]. Similarly, finding a similarity in the spelling of rough and cough they pronounce the latter
as [ kaf ] using a vowel very different from the standard variety. There are many such instances in their speech.

i) Similarly, in the words given below the unstressed prefixes and word endings are found to be pronounced as they are spelt.

<table>
<thead>
<tr>
<th>Words</th>
<th>R.P.</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrive</td>
<td>[əˈraɪv]</td>
<td>[əˈraɪv]</td>
</tr>
<tr>
<td>advance</td>
<td>[ədˈvɑːns]</td>
<td>[ˈədvaːns]</td>
</tr>
<tr>
<td>convenience</td>
<td>[ˌkɒnˈvɪnəns]</td>
<td>[ˈkɒnvlnlens]</td>
</tr>
<tr>
<td>certificate</td>
<td>[ˈsaɪtəlkaɪt]</td>
<td>[saːrtɪflˈkeːt]</td>
</tr>
<tr>
<td>horizon</td>
<td>[ˈhɑːrzn]</td>
<td>[ˈhɔrɪzn]</td>
</tr>
<tr>
<td>opportunity</td>
<td>[ɒpəˈtʃuːnəti]</td>
<td>[əˈpɔrtʃʊnti]</td>
</tr>
<tr>
<td>audience</td>
<td>[ˈɒdəns]</td>
<td>[ɒˈdɪəns]</td>
</tr>
</tbody>
</table>

ii) So also words ending in -ed, the past tense marker, are pronounced according to the spelling, e.g.

<table>
<thead>
<tr>
<th>Words</th>
<th>R.P.</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>wanted</td>
<td>[ˈwɒntld]</td>
<td>[ˈvanted]</td>
</tr>
<tr>
<td>defended</td>
<td>[dɪˈfendɪd]</td>
<td>[dɪˈfended]</td>
</tr>
</tbody>
</table>
iii) The plural marker –es is pronounced [ es ], again prompted by the spelling.

e.g.

<table>
<thead>
<tr>
<th>Words</th>
<th>R.P.</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>pushes</td>
<td>[ 'pu: iz ]</td>
<td>[ 'pu:es ]</td>
</tr>
<tr>
<td>bridges</td>
<td>[ 'brldz ]</td>
<td>[ 'brld3es ]</td>
</tr>
</tbody>
</table>

iv) In R.P. the short central vowel / \( \text{\( a \)} \) / is always unaccented. In our students’ pronunciation / \( \text{\( a \)} \) / occurs in accented as well as unaccented positions, since the vowels / \( \text{\( \backslash a \) } \) / and / \( \text{\( \backslash a : \) } \) / both of which occur in accented positions in R.P., are generally replaced by / \( \text{\( a \)} \) / in their speech. This is one of the reasons why / \( \text{\( a \)} \) / occurs in both accented and unaccented positions in our data.

v) Our students’ English lacks the stress-timed rhythm of native speaker of native speaker of English. In English, the accented syllables have a tendency to occur at regular intervals of time. In between these accented syllables, there are a number of weak or unaccented syllables. In a sentence like “You have made good progress in English”, “You have” will be pronounced [ ju:v ] in colloquial native English. Our students, on the other hand, being unaware of the use of weak forms in informal speech, tend to give all the vowels their full value, pronouncing it as [ ju: hæv ]. Similarly in a sentence like “I hope you’ll progress further”, our students have said [ ju: vɪl ], instead of [ ju:l ]. Our students have used strong forms where native speakers would have used the
weak forms of the words in question. Hence their English lacks the characteristic rhythm of English. e.g.

<table>
<thead>
<tr>
<th>Words</th>
<th>Weak Forms</th>
<th>Forms used by the Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>here's</td>
<td>[ hlaz ]</td>
<td>[ hlərɪz ]</td>
</tr>
<tr>
<td>we'll</td>
<td>[viːl ]</td>
<td>[viː vɪl ]</td>
</tr>
<tr>
<td>it is</td>
<td>[ Its ]</td>
<td>[ It ɪz ]</td>
</tr>
<tr>
<td>I am</td>
<td>[ alm ]</td>
<td>[ al æm ]</td>
</tr>
</tbody>
</table>

3.1.5 Word Accent

Word stress is the relative degree of force used in pronouncing the different syllables of a di-syllabic or a poly-syllabic word (Kingdon, 1958:1).

It is a well known fact that if we stress the wrong syllable of a word, or stress words that are normally not accented in connected speech by native English speakers, this can cause unintelligibility (Bansal, 1972:86).

Word accent as found in the English spoken by Iranian students diverges from R.P. accentual patterns in a number of ways.

i) Most of the students have a tendency to accent the first syllable of a word.

The word discourage normally pronounced as [ dɪsˈkærɪdʒ ] in R.P. is pronounced by 45 speakers out of 50 as [ dɪskərɛdʒ ]. It was observed that here the vowel in the last syllable / eː / was longer than the two vowels in the
word, i.e. / l/ and / a /, and there was a secondary accent on the last syllable.

Such examples were frequently met with in the speech of these students.

<table>
<thead>
<tr>
<th>Words</th>
<th>R.P.</th>
<th>students' Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>superficial</td>
<td>[ sju(:)pə'flʃæl ]</td>
<td>[ 'sʊpəflʃæl ]</td>
</tr>
<tr>
<td>unconscious</td>
<td>[ n'kəŋfəs ]</td>
<td>[ 'ankənʃæs ]</td>
</tr>
<tr>
<td>discard</td>
<td>[ dɪs'kɑːd ]</td>
<td>[ 'dɪskɑːrd ]</td>
</tr>
</tbody>
</table>

It became evident that there is a general tendency of accenting the first syllable in these students with Persian as L .

ii) Divergences in word accent found in our data are closely connected with faulty pronunciation prompted mainly be spelling. e.g. the word horizon which in R.P. is [ hɔ'ralzn ], is pronounced by our students as ['hɔːrɪzn ]. Owing to faulty pronunciation the accent, instead of falling on the second syllable of the word, has fallen on the first syllable itself. Given below are a few more examples of this type of errors:

<table>
<thead>
<tr>
<th>Words</th>
<th>R.P.</th>
<th>students' Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>opportunity</td>
<td>[ ə'pərt ʃʊnɪtl ]</td>
<td>[ a'pərt ʃʊnɪtl ]</td>
</tr>
<tr>
<td>occur</td>
<td>[ ə'k ə:]</td>
<td>[ 'ə k ər ]</td>
</tr>
<tr>
<td>occasions</td>
<td>[ ə'kɛlənz ]</td>
<td>[ 'okeziəns ]</td>
</tr>
</tbody>
</table>
iii) The quality and length of the vowels used often differ from those used in R.P., especially with regard to unstressed syllables. The students seldom weaken the vowels in the unstressed syllables. This naturally affects the word accentual pattern. The accent is often placed on a syllable different from that in R.P. In the pronunciation of the word *advance*, for example, some speakers substitute [æ] or [ɛ] for [ə] in the first syllable, pronouncing it as [ˈædvaːns] or [ˈɛdvaːns] instead of [ədˈvaːns]. Here in place of a very short and weak vowel /ə/, they use a stronger vowel [æ] or [ɛ]. The use of a strong vowel in turn tends to attract prominence on that syllable and affects the word stress pattern. A similar example is that of *arrive* articulated as [ˈəraɪv] instead of the R.P. [əˈraɪv].

iv) Length also contributes to the prominence of a syllable. Most of these speakers pronounce *ultimate* as [ˈæltɪmət] as against the [ˈɔltɪmət]. First, the speakers use a long vowel /e:/ in place of /ɪ/. This substitution of a long vowel in place of a short one makes the last syllable relatively prominent. Conversely, the strong vowel /ʌ/ in the first syllable is replaced by /ə/ and thus the accent tends to shift from the first to the last syllable. Deviation in word stress is thus reinforced by the change in the length and quality of the vowels.

v) In English we cannot assume that words with the same stem will necessarily have the primary stress on the same syllable. Stress shift in derivatives is quite
normal. But these students diverge from the normal stress pattern of derivatives stressing the same syllable in each case by analogy. e.g.

<table>
<thead>
<tr>
<th>Word</th>
<th>R.P.</th>
<th>students’ accent</th>
</tr>
</thead>
<tbody>
<tr>
<td>photograph</td>
<td>‘photograph</td>
<td>photo ‘graph</td>
</tr>
<tr>
<td>photography</td>
<td>pho ‘tography</td>
<td>photo ‘graphy</td>
</tr>
</tbody>
</table>

**vi)** In English there are certain di-syllabic words, the accentual pattern of which depends upon their grammatical category, that is, whether the word is used as a noun, adjective or a verb. If the word is a noun or an adjective the accent is on the first syllable. The accent is on the second syllable if the word is used as a verb. The students, who are largely unaware of this rule, tend to stress the same syllable in such words, whether they are used as noun, adjective or verb. A few examples are given below:

<table>
<thead>
<tr>
<th>Word</th>
<th>R.P.</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>object</td>
<td>‘object (N)</td>
<td>‘object (N &amp; V)</td>
</tr>
<tr>
<td></td>
<td>ob ‘ject (V)</td>
<td>30 speakers</td>
</tr>
<tr>
<td>insult</td>
<td>‘insult (N)</td>
<td>in ‘sult (N &amp; V)</td>
</tr>
<tr>
<td></td>
<td>in ‘suit (V)</td>
<td>all the speakers</td>
</tr>
<tr>
<td>record</td>
<td>‘record (N)</td>
<td>re ‘cord (N &amp; V)</td>
</tr>
<tr>
<td></td>
<td>re ‘cord (V)</td>
<td>45 speakers</td>
</tr>
</tbody>
</table>
3.1.6 Sentence Stress, Rhythm and Intonation

“Sentence stress is the relative degree of force given to the different words in a sentence” (R. Kingdon, 1958:1).

Sentence stress in the English spoken by our students deviates from R.P. in many different ways. Some of the features of the speech of these students are given below:

3.1.6.1 Accent on the Wrong Words

In English in connected speech, content words, that is, main verbs, adverbs, nouns, adjectives, demonstratives are generally accented. Other categories of words such as auxiliary verbs, conjunctions, prepositions, pronouns, relative pronouns and articles, that is, form words, are more likely to be unaccented. There may be some exceptions depending upon the emphasis or contrast in meaning, which the speaker wishes to convey. Unaware of this pattern, these students tend to accent content words as well as form words. e.g.

i) I , wish/ I , could/ , write/ ‘ like / that/ ‘ you can ‘ read / ‘ it / Eva// - s.10,s.20,s.21,s.50

Normal pattern:

I ‘ wish I could ‘ write like that / you can ‘ read it Eva//

ii) It ‘ seems his friends/ deﬁned his conduct/ and/ conducted ‘ him t the/e’ lection ‘ ofﬁcer// - s.6,s.13,s.29,s.43

Normal pattern:
It seems his 'friends defended his conduct and conducted him to the election/

3.1.6.2 Faulty Tone Group Divisions

An utterance is normally divided into groups by noting carefully structural and semantic clues. These students not only tend to divide utterances into several tone groups but these generally do not even seem to correspond to complete sense units. Therefore, a number of unnecessary pauses are found to occur in a single utterance thus disturbing the rhythm. E.g.

1) Don't, absent/ yourselves from/ class to morrow/ - s.6 - s.32 - s.43

Normal pattern:

Don't ab'sent your's selves from class to morrow/

2) We are anxiously/ waiting for the result/ of this contest/-s.23,s.45,s.50

Normal pattern:

We are anxiously waiting for the re sult of this contest./

i) Tone group division in which the auxiliary is separated from the main verb:

E.g

I could/write – s.21, s.38, s.50

You will/progress/further – s.3, s.15, s.39, s.45
ii) Tone group division leading to the separation of the subject and the verb.  
e.g.

It seems/his friends/defended/his conduct/and/

conducted him to the election officer. s.8, s.11, s.27, s.33.

iii) The separation of the verb and its object complement.  e.g.

You always/praise/his handwriting – s.7, s.19, s.37, s.42

But I would never do/that – s.18, s.34, s.47.

we’ll buy/a taperecorder – s.12, s.23, s.41

iv) The separation of an adverb and the verb.  e.g.

We are anxiously/waiting for the resultof this contest. – s.2, s.8, s.11, s.27, s.35, s.36.

v) Division of prepositionel phrases into preposition and noun.  e.g.

Don’t absent/yourselves from/class tomorrow – s.6, s.13, s.29

vi) Separation of modifier and the headword.  e.g.

I just wanted to see your friends’/handwriting.

You always praise his handwriting. – s.40, s.41, s.28.

vii) Separation of the verb and the prepositional phrases.  e.g.

I object/to your remark – s.9, s.12, s.28, s.40.
viii) In addition to faulty division of tone groups, there are also divergences in the placing of the nucleus. e.g.

1) *I wish/I 'could 'write like that// - s.5, s.14, s.30, s.31*

Normal pattern:

*I 'wish I could 'write like, that/

2) *This 'act is 'an 'suit to me//- s.28, s.40, s.41.*

Normal pattern:

*This 'act is an 'insult to me//

3) *I 'did not 'mean to in 'suit you// - s.12, s.32, s.36, s.47, s.50*

Normal pattern

*I did not 'mean to in 'suit you//

ix) Where in some students speech an utterance has been divided into a number of such redundant tone groups, there are sometimes only two and at times even a single word in the tone group and the nucleus is placed on that word, distorting the entire rhythm of the utterance. e.g.

1) *It seems/his friends/ defended/his conduct/And/con ducted 'him to the 'election officer// - s.11, s.27, s.30, s.39, s.41*

Normal pattern

It 'seems his 'friends de'fended his conduct/and con'ducted him to the election officer//
x) The students make indiscriminate use of tones using the rising intonation for the falling tone and vice versa. And this is very common. e.g

(i) Is it in English/ may I see it/ - s.4, s.18, s.34, s.47.

Normal pattern:

Is it in English/may I see it/

(ii) You 'always praise his handwriting/- s.10, s.20, s.21,s.56.

Normal pattern

You 'always 'praise his handwriting/

The divergences noticed in the spoken English of the group under study can now be summarised as follows.

3.1.7 Review of the Divergences

Having now undertaken the description of the phonological and phonetic patterns found in the speech of fifty students form in and around Tehran., our aim now is to design a remedial course for the improvement of their pronunciation on the basis of the divergences found in their speech. It is felt that one needs to focus attention on the pronunciation problems of these students and identify those areas, which need immediate remediation. These may be summarised as follows.

3.1.7.1 Consonants

i) /θ/ and / ʒ /,. The dental fricatives are replaced by / tʰ / and / d / the dental plosives.

ii) The labio-dental fricative /v/ is replaced by / v / a frictionless continuant.
iii) The semi-vowel /w/ is also replaced by /v/

iv) The dark variety [+] does not exist in our students' speech. They use the clear variety /l/ in all positions.

v) /η/ is articulated as /ŋ / when –ng- occurs word medially and inter vocally in the spelling of the words.

3.8.2 Vowels

In the articulation of vowels our students diverge from R.P. in maintaining both vowel length and quality.

i) They replace the diphthongs /el/ and /əU/ by the monophthongs /e:/ and /ə:/, respectively.

ii) In place of the three vowels /ə/, /ə:/ and /ə/ they have only one central vowel /ə/, with its variant [ə:].

iii) They tend to lengthen the vowel sounds [I], [U] and [e], thus leading to a neutralization of certain important distinctions.

iv) For each of the vowels /I/, /e/, /o/ and /U/ the students commonly have two or three free variants, e.g. /I/ is sometimes pronounced [ I ] sometimes [i] and sometimes [i:]. Similarly /e/ has a free variant [e:], [ o ] has the variant [ɔ:], and [ U ] has the variant [u:].

v) Some of the students have [æe] and [æl] as phonetic variant of [æ]. Still others use [æ] as a variant of /æ/.

The quality of the vowels changes in these cases. Such substitution of one sound for another leads to confusion.

3.1.8 Distributional Divergences

Apart from these phonemic and phonetic divergences there are many distributional divergences worthy of attention.

i) In R.P. the voiceless plosives /p/, /t/ and /k/ are aspirated when the occur in the initial position of an accented syllable. Our students do not aspirate /p/, /t/ and /k/ in such environments.
ii) In R.P. the plural, possessive and the third person singular number suffixes is pronounced \[z\] when immediately preceded by a voiced or a voiceless sound.

iii) Guided purely by the spelling pronunciation, the students use \[d\] as a past tense marker in the case of words ending with both voiced and voiceless sounds. e.g.

- Missed [mlsd]
- Called [kald]
- Talked [takd]

iv) In unstressed prefixes, unstressed word endings and in connected speech, our students fail to weaken the vowels where necessary. As result, stress is often placed on the wrong syllable and the rhythm of the sentence is distorted.

e.g.

<table>
<thead>
<tr>
<th>Words</th>
<th>R.P.</th>
<th>student’s pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrive</td>
<td>[əˈraɪv]</td>
<td>[æraɪv]</td>
</tr>
<tr>
<td>Discourage</td>
<td>[dɪsˈkɑrɪdʒ]</td>
<td>[diskɛre:ʤ]</td>
</tr>
<tr>
<td>You have</td>
<td>[ju:v]</td>
<td>[ ju:ɪv]</td>
</tr>
<tr>
<td>I am</td>
<td>[aɪm]</td>
<td>[ aɪm]</td>
</tr>
</tbody>
</table>

The summary clearly indicates the major problem areas in spoken English of the students. So the remedial programme i.e. the second part of the present study will have to be developed around these areas i.e.

(a) Difficult areas in the production of consonants and vowels

(b) Vowel contrasts, with practice in the production of certain problematic vowels,

(c) Consonant clusters
(d) Syllabic consonants.

(e) Difficulties in pronunciation arising out of spelling pronunciation and false analogy.

(f) Rules of word-stress regarding

(i) Prefixes.

(ii) Suffixes – inflectional and derivational.

(iii) The grammatical function of words, and Sentence stress.