

## AN ANALYSIS OF TEACHING, LEARNING AND PRACTICE OF ENGLISH PHONOLOGY TO MULTILINGUAL UNDERGRADS

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### Abstract

The study of phonology plays a crucial role in enhancing English communication skills. English phonology instruction and study enhance communication in a variety of contexts. Phonology is vital to linguists, scholars, and students of English. To improve pronunciation, intonation, and rhythm for effective English communication, learn English phonology. Academics study numerous components of English phonology. The phonological training in multilingual English classes was evaluated in this study. The mixed-methods research included surveys and semi-structured interviews with English language students and teachers. 120 English language learners and educators submitted quantitative information. The research used descriptive statistics to analyze quantitative data situational analysis and theme exploration to analyze qualitative data. The results indicate that English phonology is still essential for language learning, and most teachers stress this in the classroom. Pronunciation is difficult since significant variances exist between English and the student's native tongue. The research highlights the need for improved phonological training that is learner-centered and focuses on teacher preparation and professional development. According to the study, English language learners should focus on phonology to improve pronunciation and language. To improve pronunciation, teachers must also teach their pupils the grammatical and phonetic differences between English and their native tongue. The use of more hospitable and culturally aware teaching and learning strategies, as well as language policies and programs, should be made. This research offers practitioners, scholars, and policymakers' brand-new information on phonological teaching and learning in multilingual settings. The research identifies problems with English phonology teaching and learning and suggests strategies to improve students' language and pronunciation skills.

**Keywords:** Teaching, learning, practice, English, Phonology, Multilinguals

## **Introduction**

English phonology has become a science regarding how words are made and sound and how people understand them (Pardo-Gonzalez, 2013). Pei and Qin (2015) say phonology is essential to learning English. English phonology students must be able to create each sound, describe its features, and discriminate between them (Hamka et al., 2020). Learning English phonology is more than just about sound production. English phonology offers alternatives and rules for the language's sounds (Shastri, 2010). English phonology deals with how sound functions in a language (Knight, 2012). Phonology in English aims to help students make the correct sound (Hamka et al., 2020). It is difficult for multilingual learners to learn English phonology since they must relearn the phonological norms and patterns of their native tongue. For example, the sounds of vowels and consonants in many languages differ from those in English, so students may have to work to replace them with their English equivalents. In addition, multilingual students may need assistance with English stress and intonation patterns, which may vary significantly from their native language.

People of many different backgrounds and cultures speak these languages, a testament to the country's rich history and diversity. The usage of numerous languages is referred to as multilingualism. The ability to communicate effectively in various languages is known as multilingualism. People who can communicate effectively in multiple languages and communities where several languages are spoken fall under this category. Multilingualism is a highly prevalent phenomenon throughout the globe. Punjab has the most inhabitants and languages. The predominant language in Punjab is Punjabi. Multilingualism is an integral part of Pakistani culture and society. It promotes stability and economic growth, improving communication and understanding across various language groups. However, it may also create obstacles, such as linguistic disparity and language learning issues.

In Pakistani public universities, teaching English phonology is typically incorporated as a course within the English language or linguistics program. The course is usually offered at the undergraduate or graduate level. The course content typically includes studying English's phonetic and phonological systems, including the sounds of English, stress and intonation patterns, and the relationship between sounds and spelling. Transcription of speech sounds using the International Phonetic Alphabet (IPA) and phonological analysis of written and spoken texts comprise some of the skills taught to students. As Jones (2002) outlined, teaching methods for pronunciation need to consider students' lack of intrinsic motivation and limited exposure to parent language to be effective (Akram & Qureshi, 2012).

### **1.1. Statement of the problem**

The objective of this research is to examine the elements that influence the teaching and learning of English phonology at the university level in Pakistan. The researchers examined why students have trouble making clear sounds and why teachers have difficulty teaching pronunciation. In this study, the central issue is how English phonology is taught and learned at the university level in Pakistan. It specifically aims to look at what influences the pronunciation issues students confront and the difficulty instructors encounter while trying to teach phonology to students.

### **1.2. Objective of the study**

The study's primary objective is to assess the proficiency level of English phonology among multilingual Pakistani university students. These are the goals of the research:

- 1) One goal was to assess the current status of how well English phonology is taught, learned, and used by multilingual students at public universities.
- 2) Examine how faculty at the University of Education and Punjab University support students from various linguistic and cultural backgrounds in their undergraduate classrooms.
- 3) To investigate the infrastructure of Higher Education institutions for teaching English phonology.
- 4) Outline the hurdles instructors and students faced throughout the English phonology course and how they overcame these hurdles.

### **1.3. Research questions**

This research endeavors to answer the following questions:

- To what extent do public universities provide courses in English phonology to students who speak languages other than English as a first or second language?
- What do the concerned faculty take special measures to teach English Phonology to undergrads?
- What academic difficulties are met by the concerned teachers while teaching English Phonology to multilingual undergrads?
- How does multilingualism affect the learning of English phonology?
- How did instructors and students deal with the problems of multilingualism in the educational process?

## **2. Review of Literature**

Humans can communicate with one another, so, they use language for communication. Language is used in communication (Ghafoor et al., 2016). It is a tool utilized by everyone in their everyday lives to express information and arguments to others. Language is a system, meaning that it is composed of several fixed and patternable components. Systematic means that the words are set up in a certain way, not randomly or arbitrarily. Simultaneously, "systematic" implies that a language is not a unified whole but a set of interconnected parts. The linguistic subsystem includes lexicology, syntax, morphology, and phonology. Therefore, the language is often considered particular and prevalent. Characteristics that are universal to all languages are called universal, whereas those distinctive to a specific language are called unique (Rabiah et al., 2012).

The area of linguistics known as phonetics is dedicated to studying spoken sounds, including their creation, transmission, and interpretation. It analyses speech sounds' acoustic and auditory characteristics and their physical characteristics, such as the carrier wave, frequency, and amplitude. Phoneticians study how different languages and dialects organize their speech sounds differently and the commonalities between them. It analyses how words and sentences are constructed from the constituent speech sounds (phones or phonemes). Articulatory phonetics and acoustic phonetics are the two primary branches of phonetics. Articulatory phonetics looks at how speech is made physically, while acoustic phonetics looks at how speech sounds are sent and heard physically. Phonetics is significant in many aspects, including its effect on language and speech development, its contribution to the study of linguistics and communication, and its practical uses in areas like voice recognition, speech synthesis, and speech therapy.

The International Phonetic Alphabet (IPA) has been developed and refined over a century into a stable analytic framework for dissecting speech into its parts. The author uses examples

from the English language to demonstrate how this alphabet's symbols can represent the sounds made by various regions of the human vocal tract when pronouncing certain words. Phonetics is the study of the various aspects of human speech. Our primary focus will be on articulatory phonetics, the science of sound production in speech. Both acoustic phonetics (the study of speech as airborne sound waves) and auditory phonetics (sometimes called perceptual phonetics) are related subfields of linguistics (Yule, 2017). Research on Pakistani phonology needs to be more reliable and has received relatively little attention (Mahboob, 2003).

Phonology studies speakers' understanding of a language's sound system. It is, therefore, entirely concerned with language or competence. Phonology may be divided into two branches: segmental phonology and suprasegmental phonology. Segmental phonology is based on how phonetics break language into different speech sounds. In contrast to phonetics, segmental phonology does not focus on how these sounds are made, how they feel, or how they are heard. Instead, it looks at how they work and work together in the sound system. Suprasegmental phonology, which is also called "prosody," looks at parts of speech that cover many sounds or segments. These things are stress, rhythm, and pronunciation (Skandera & Burleigh, 2005).

Changes in pedagogical practice and regulations throughout Pakistan have created more challenging environments for undergraduate instructors and students. This issue manifests in classrooms when English phonology professors engage with students from various cultural backgrounds. In Pakistan's public and private higher education systems, students learn English as a second language. From early childhood education through higher education, English is a must. These days, just about everyone can communicate in English. Some have even called it a "universal language" because of its widespread use. As a result, more resources have been devoted to expanding the research field that uses the language. The purpose of this research is to evaluate the effectiveness of multilingual English language lectures in helping professors at the undergraduate level manage students and cope with linguistic diversity. The academic achievements of multilingual learners may improve or worsen depending on how instructors choose to accommodate their needs (Waqar et al., 2021). Jesry (2005) argues that understanding English is more important than speaking it well, but it is optional. The mother tongue's phonological interference makes taking on a native-like accent difficult for a person's articulatory system to develop under their mother tongue's phonetic patterns. Therefore, it is only adaptable to changes. Because the speakers do not know how to say the words correctly in the target language, their mother tongue also affects how they say that their age.

Additionally, the phonemic changes make it challenging to master L2 pronunciation. Similarly, to this, non-native speakers often substitute sounds with similar ones. For instance, the participants could not tell the difference between /ɔ:/ the vowel and the /ɑ:/ vowel; the sample data revealed was owing to the excessive usage of the /ɑ:/ sound in their mother language. As was previously said in part before, there might be variances when non-native speakers give a foreign language's pronunciation a local flavor. The effect of L1, which impedes the learning of L2 pronunciation, is the cause of this aberration. The primary challenge of English pronunciation is creating a new set of sounds that match English sounds and dismantling the arrangement of sounds that our L1's habits and systems have powerfully established (Hassan, 2014, p. 33). As a result, changing these behaviors that a learner has had from infancy may be challenging and takes much effort and consistent practice (Tabassum et al., 2020).

In linguistics, phonology and pronunciation are closely related but have different subfields. Phonology studies a language's sounds and the principles that determine how they

might be combined to make words. It is the investigation of a language's acoustic structure. On the other hand, pronunciation describes how sounds are made and heard during speaking. It is the physical form of abstract symbols that are studied in phonology. It considers stress, rhythm, intonation, and differences between regions and dialects. In other words, pronunciation relates to the actual manifestation of those sounds in speech, while phonology offers a framework for comprehending a language's sound system. The connection between phonology and pronunciation is like the connection between grammar and how we use language.

Phonology may also convey other forms of social identification, such as socioeconomic status or gender, to some degree. People who fall into various socioeconomic groups, such as those with and without college degrees or those with high, medium, and lower incomes, often have somewhat distinct pronunciation patterns. Thus, phonological markers express a speaker's conscious or unconscious desire to conform to and identify with a particular group's morals and social mores. The pronunciation of the English vowel known as short-a, which appears in a vast number of terms such as class, bath, plan, sad, at, and, can, and daddy, is an excellent illustration of variances in pronunciation patterns between groups of speakers. A person's pronunciation pattern in a short-a-word sample may accurately predict both socioeconomic class and geographic areas, such as various regions of North America and the British Isles.

Many factors have contributed to the neglect and avoidance of teaching pronunciation to EFL students. Those who teach English as a foreign language but are not native speakers often struggle to convey the importance of proper pronunciation to their students. Most non-native teachers lack the necessary English language knowledge since they have not spent enough time around or studying in an English-speaking country. Another reason many educators are hesitant to cover pronunciation is that it necessitates using technological aids such as audio and video. A fourth cause is that professors must use real-world examples to demonstrate correct pronunciation. As a result, the course loses its practical and participatory elements and becomes no different from any other theoretical course. Fifthly, most educators need to employ more active learning in their lessons. Instead, they frequently resort to lecturing, which is boring for both the teacher and the students. The correct pronunciation is crucial, and it extends far beyond communicating effectively (Ghounane, 2018).

Mahmud (2018) describes English phonology as a fundamental English language discipline. English language instruction includes phonology. Students of English, particularly those enrolled in higher education, often find this course mandatory. Students taking this class should have a firm grasp of the fundamentals of vowels and consonants, including their symbols and how to generate them. This knowledge is essential because it gives you the basic ideas to understand sound productions in English. According to Fraser (2000), many modern teachers struggle with teaching pronunciation since they were not given a solid basis during their education. There has been an increase in calls for addressing pronunciation in natural conversation as part of more communicative, holistic methods of teaching English as a second language (Gilakjani, 2011). Developing "phonological awareness" is impossible without first knowing the phonology of a language. The ability to recognize the individual sounds that make up words is known as "phonological awareness." Phonology is one of the required subjects in the English department curriculum because it helps students develop phonological awareness, which includes the ability to identify rhyming words, determine whether words begin or end with the same sounds, recognize that sounds can be manipulated to create new words and break down words into their component sounds (Fithri, 2018).



Practice is the most remarkable approach to acquiring any language since skills are involved in learning any language, and skills only develop with practice. English language teachers should organize engaging exercises that showcase students' talents. Dobinson (2001) says, "Learners may learn language via exposure and learning chances in actual circumstances." Unfortunately, it did not witness classroom language-development activities. The teacher's responsibility was limited to "information transmission," and the learners were passive listeners. In teaching and learning English, students must participate in practical tasks, and learners may be motivated to study a foreign language if they engage in activities and content. Asian research shows that children ask authority-based questions and learn via transmission. Students must explore information and attitudes. They depend on the translation technique, which is quite simple yet valuable for improving language abilities (Mohammad et al., 2017).

Ghounane (2018) examined EFL learners' difficulties with English pronunciation. They emphasize the importance of pronunciation in teaching and learning to any educational institution that offers English as a subject, especially tertiary institutions. The researchers used the questionnaire to gather data using analytical methods. It includes data presentation, SPSS analysis, discussion, and tables and graphs to achieve relevant conclusions and suggestions for language learning problem-solving research.

James claims that a phonological mistake will lead to grammatical and spelling errors, such as incorrect usage of the third person. The mistake made by a Thai learner is to substitute the target language's consonant sound with a consonant sound that sounds similar to the target language's consonant sound, which is the fault in the interdental fricatives (Sagala et al., 2019). This mispronunciation is an example of the interference that can occur between speakers of different languages due to differences in their phonological systems (Habibi et al., 2019). Along with developing word count mastery, regular practice, system comprehension, and habituation are necessary to improve interference (Irwan & Indrasari, 2019). Vowels and consonants are included in the segmental mistakes; cluster consonants, linkage, and weak form are included in the combination errors; and rhythm, stress, and intonation are included in the supra-segmental errors (Huda et al., 2020). The propensity for dropping final consonants causes the -s to sound at the end of words to be omitted or mispronounced. (Hasanah, 2019) said that people who do this will be challenging to grasp and will confuse their listeners (Purnama et al., 2019).

### **3. Research Methodology and Procedure**

In order to better understand the present situation of English phonology instruction, learning, and practice among multilingual students in Pakistan's public universities, this study employed a variety of methodologies. For this study, the researchers employed both quantitative and qualitative techniques. The study employed a "fairly mixed structure," where both qualitative and quantitative portions "take place concurrently," although the qualitative component is "the greater focus." Contrarily, the qualitative method is utilized to confirm the conclusions from the quantitative data and get insight into the current state of English phonology education and practice. Therefore, the research strategy adopted the "mixed-methods approach" which refers to combining qualitative and quantitative research techniques within the same investigation. This strategy aims to get a deeper grasp on the study issue by combining the advantages of the two approaches.

The researchers think that a questionnaire study would be advantageous in several ways. At first, it would provide her with a thorough understanding of how second language learners

worldwide perceive English phonology. This would enable them to uncover any common similarities or variances in how English language learners perceive and acquire phonology, which could improve teaching strategies and materials. Second, the researchers can use the results of previous studies in English phonology to guide the creation and evaluation of her questionnaire. Overall, the researchers could acquire much information about second language learners' perceptions of English phonology using a questionnaire investigation approach, which can be utilized to improve methods of instruction in this area.

**Table. 1**

*Background Statistics of Students:*

|                |         | Age of respondent | Gender of respondent | University of respondent | The first language of the respondent |
|----------------|---------|-------------------|----------------------|--------------------------|--------------------------------------|
| N              | Valid   | 100               | 100                  | 100                      | 100                                  |
|                | Missing | 0                 | 0                    | 0                        | 0                                    |
| Mean           |         | 2.8700            | 1.6100               | 2.0000                   | 1.7100                               |
| Median         |         | 3.0000            | 2.0000               | 2.0000                   | 1.0000                               |
| Mode           |         | 3.00              | 2.00                 | 1.00 <sup>a</sup>        | 1.00                                 |
| Std. Deviation |         | .86053            | .49021               | .84087                   | .89098                               |
| Variance       |         | .741              | .240                 | .707                     | .794                                 |

Although the research sample comprised undergraduate students, the group was less homogeneous than initially assumed. The participants' backgrounds in native languages and genders were different. Most participants spoke Punjabi as their native language, with significant differences. The sample consisted of 61% female and 39% male students, which is surprising given the reputation of Pakistani society for conservatism.

**Table. 2** *Teacher Sample's Background Statistics*

|                |         | Instructor's universities | How long have you been teaching? | Methodology teachers use in classes. |
|----------------|---------|---------------------------|----------------------------------|--------------------------------------|
| N              | Valid   | 20                        | 20                               | 20                                   |
|                | Missing | 0                         | 0                                | 0                                    |
| Mean           |         | 1.5500                    | 3.9500                           | 2.2000                               |
| Median         |         | 1.0000                    | 5.0000                           | 2.0000                               |
| Mode           |         | 1.00                      | 5.00                             | 1.00                                 |
| Std. Deviation |         | .82558                    | 1.31689                          | 1.19649                              |

Analysis of the collected data revealed that one-third of the participating educators used phonemic pairs as a means of training learners on English phonology. Additionally, thirty percent of the teachers used minimum pairs, and twenty percent of them utilized pronunciation

exercises. This suggests that there is variety in the teaching techniques employed by the instructors and that the approach using phonemic pairings is the one that is utilized by the instructors the majority of the time.

### **Interviews**

The researchers used semi-structured interviews to collect participant-provided qualitative data. This approach was used because it allowed participants to provide in-depth explanations and arguments on many facets of English phonology teaching and learning in governmental entities. The interviews were transcribed and written at the outset of the qualitative data examination to aid in future study and analysis. Semi-structured interviews have an adaptable framework because the evaluator may alter the order and wording of previously scheduled questions to help the candidate or dive into fascinating developments that emerge throughout the conversation (Cohen et al., 2007).

### **Qualitative Data Analysis Procedure**

The interview recordings were transcribed and made into scripts to start the qualitative data analysis. The data were then subjected to a thematic analysis. The qualitative analysis method employed a situational analysis, and the resulting information was organized using open codes. These codes were developed from previously published works, survey variables, and fresh ideas from the data. All the teaching, learning, and practicing elements examined in the questionnaire were included in the list of preset codes to support the quantitative findings acquired from the questionnaire. In order to provide a straightforward collection of pre-existing and emerging categories, these codes were then condensed and classified according to the critical aspects of the data.

**Table. 3**

*English Phonology Teaching Statistics (Mean, Mode, Std. Deviation)*

#### ***English Phonology teaching statistics***

|                                                                                                   | N<br>Valid | Missing | Mean   | Median | Mode | Std.<br>Deviation |
|---------------------------------------------------------------------------------------------------|------------|---------|--------|--------|------|-------------------|
| 1. I plan lessons with a key focus on phonetics and phonology.                                    | 20         | 0       | 1.5500 | 1.0000 | 1.00 | .75915            |
| 2. Students have questions concerning phonology.                                                  | 20         | 0       | 1.7000 | 2.0000 | 2.00 | .92338            |
| 3. I correct the phonological mistakes of my students.                                            | 20         | 0       | 1.4000 | 1.0000 | 1.00 | .68056            |
| 4. Multilingualism is a hindrance in the teaching, learning, and practicing of English phonology. | 20         | 0       | 2.4500 | 2.0000 | 2.00 | .94451            |
| 5. Multilingual students use and mix different language rules while pronouncing words in English. | 20         | 0       | 2.0500 | 2.0000 | 2.00 | .82558            |



|                                                                                                                                                     |    |   |        |        |      |        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----|---|--------|--------|------|--------|
|                                                                                                                                                     |    |   |        |        |      |        |
| 6. I support multilingualism in the classroom as it can be a practical pedagogical approach that positively affects students' academic achievement. | 20 | 0 | 2.1500 | 2.0000 | 2.00 | .87509 |
| 7. Knowledge of English phonology is necessary for English language learners.                                                                       | 20 | 0 | 1.7500 | 2.0000 | 2.00 | .55012 |
| 8. English language competence has a significant role in acquiring English language phonology.                                                      | 20 | 0 | 1.6500 | 1.5000 | 1.00 | .81273 |
| 9. I need more educational resources, such as computer technology and software, to teach English phonology.                                         | 20 | 0 | 1.7000 | 2.0000 | 1.00 | .73270 |
| 10. I wish I had more training in phonology instruction.                                                                                            | 20 | 0 | 1.1500 | 1.0000 | 1.00 | .36635 |

### **Qualitative Data Analysis**

In order to acquire qualitative data from the participants, the researchers conducted interviews that were only semi-structured. This methodology was selected as the most appropriate because it enabled participants to offer in-depth explanations and arguments on several aspects of English phonology instruction and acquisition in governmental bodies. In order to facilitate further research and evaluation in the future, the interviews were transcribed and written down from the very beginning of the qualitative data assessment. Methodologies for the study of qualitative data, such as situational analysis and theme inquiry, were used in the research to pursue answers. These methods included classifying the data into several open codes, such as those already in use based on previous research and literature, survey-based motivators, and new ideas derived from the data itself.

The interviews, sample given as appendix D, were transcribed and scripted at the outset of the qualitative data investigation to facilitate further research. The study analyzed the qualitative data through situational analysis and thematic investigation. Employing established qualitative analysis protocols, the investigator classified the data into multiple open codes, encompassing pre-existing literature-based codes, survey-based motivating factors, and new ideas derived from the data.

Qualitative data from interviews were utilized to supplement the quantitative data from the questionnaire and provide additional insights and perspectives. To accomplish this, all questionnaire-researched factors about English phonology learning and instruction were initially classified according to predetermined codes. Then, these codes were refined and connected to

produce a more specific set of categories that incorporated pre-existing and emerging themes from the data. This approach helped to simplify the data and allowed for a deeper comprehension of the various factors influencing English phonology learning and instruction.

#### **4. Discussion and Recommendations**

When asked about the importance of English phonology concerning their proficiency in the English language, the participants provided their responses. When asked how understanding English phonology affects full language proficiency, many said it had a significant impact. Phonology is an area of study that examines a language's sound system, encompassing its intonation, pronunciation, rhythm, and stress patterns. A comprehensive grasp of English phonology is essential as it facilitates accurate pronunciation and comprehension of the language, thereby enabling effective communication with individuals who are native speakers of English.

As teachers of English phonology in Government institutions in Pakistan, our primary role is to help students develop a strong foundation in English pronunciation. We teach them vowel and consonant sounds, stress patterns, and intonation. Additionally, we assist students in recognizing and correcting pronunciation errors. Our responsibilities include organizing practical exercises and drills to improve their pronunciation skills. Teaching English phonology can be challenging due to the diverse linguistic backgrounds of our students. Many students come from regions with their phonological systems, which can make it difficult for them to adapt to English phonology rules. To address this, we implement strategies to bridge the gap between their native phonological patterns and English phonology.

Student attitudes toward learning English phonology vary widely. Some students are highly motivated, especially those who recognize the significance of clear pronunciation in their future careers. However, others may initially find the subject less engaging. To enhance motivation, we strive to make the material relatable and emphasize the practical applications of phonology in effective communication. To enhance students' proficiency in English phonology, we incorporate modern technology, such as pronunciation apps and multimedia resources, into my teaching. These tools provide students with opportunities for independent practice and self-assessment. Additionally, they encourage peer feedback and group activities, which create a supportive learning environment and help students become more aware of their pronunciation. The government plays a crucial role in shaping the curriculum and policies related to English phonology instruction in public universities. It sets standards for the content to be covered and the proficiency levels to be achieved. Collaborating with government bodies ensures that our teaching methods align with national language education goals.

The prospects for teaching English phonology in government institutions in Pakistan are promising, as English proficiency remains a valuable skill in various fields. However, resource constraints and the need for continuous teacher training persist. To improve English phonology instruction, we recommend allocating more resources for professional development and promoting phonological awareness in the curriculum. At Pakistani Government institutions of higher education, Teachers primarily teach English phonology. They are responsible for various tasks, including instructing students on vowel and consonant sounds, stress patterns, and intonation and identifying and correcting pronunciation problems. They also set up practical drills and activities to improve students' pronunciation. They play a crucial role for their pupils to have a solid foundation in English pronunciation.

The students' wide range of language origins is one of the main difficulties they encounter. It might be difficult for the pupils to adjust since their native phonological systems vary significantly from English phonology. Teachers use techniques to close the gap between the native phonological patterns of their pupils and English phonology to solve this issue. The requirement for a flexible teaching strategy to accommodate students from various language origins is highlighted by this adaption. Teachers mention that there might be a lot of variation in students' motivation levels when it comes to their attitudes. Others may find the topic less attractive, even if some are highly driven and understand the value of good pronunciation in their future employment. In order to address this, Teachers strongly emphasizes the practical uses of phonology in successful communication, which helps the students relate to the subject matter.

They use cutting-edge methods in their instruction and contemporary technology, like pronunciation applications and multimedia materials. These resources promote autonomous practice and self-evaluation, helping students become more proficient in English phonology. Students become more conscious of their pronunciation thanks to peer feedback and group activities that provide a supportive learning environment. Their teaching methods are more successful because they combine technology with group collaboration. The government's crucial influence on the curriculum and regulations governing English phonology education in public colleges is highlighted by Teachers. This makes sure that their teaching strategies match the objectives of the national language education program. It emphasizes the significance of working together with governmental organizations to achieve high-quality education.

As a result of the ongoing need for English competence, teaching English phonology at government institutions in Pakistan has bright future potential. The necessity for continued teacher training and resource limitations, however, poses difficulties. Teachers suggest increasing funding for professional development and incorporating phonological awareness into the curriculum to solve these issues. In order to successfully fulfill the challenges of teaching English phonology, this suggests a recognition of the need for ongoing teacher development and curriculum reform.

The study's objective was to examine the present state of English phonology learning and teaching and the impact of multilingualism on this domain. The research employed a mixed-methodology approach, integrating quantitative and qualitative data. The questionnaire was utilized to gather information from language teachers who taught English phonology to students with multilingual backgrounds and from language students who were in charge of learning English phonology for students with multilingual backgrounds. In order to understand more about how multilingualism influences English phonology learning and teaching, a questionnaire was conducted.

According to the survey's findings, a sizable portion of the respondents believed multilingualism significantly impacted English phonology teaching and learning. The authors recognized that learners with varying linguistic backgrounds frequently encounter distinct obstacles in acquiring English phonology, such as disparities in pronunciation regulations between their mother tongue and the English language. In addition, a considerable number of respondents highlighted the necessity of adopting a versatile and innovative teaching methodology to cater to the varying requirements of students when instructing English phonology in a multilingual setting.

Due to students' diverse linguistic backgrounds, limited class hours, and scarce phonetic resources, teaching English phonology is difficult. Student pronunciation problems often result

from missing phonemes in their native languages. Practice must be consistent and varied to improve English phonology. Sound repetition, listening to native English speakers, self-recording, pronunciation software, and phonology activities work well. Second-language English learners face phonological challenges. These include English's many vowel and consonant sounds, complex intonation patterns, and the distinction of closely related phonemes. Multilingual learners have trouble distinguishing and pronouncing sounds from their native languages. English phonology is essential to language learning and calls for thorough pedagogical approaches. The difficulties faced by students who speak multiple languages and the requirement for efficient phonological practice highlight the significance of ongoing research and advancement in this area.

### **5. Conclusion**

According to the findings, learning about English phonology can significantly impact one's linguistic competence generally. The results of this research reveal the status of native-level English proficiency for second-language learners' acquisition of English phonology. Participants in the study reported that more excellent teaching resources, including computer tools and software, would facilitate the instruction of English phonology. Furthermore, several teachers have voiced a desire for additional phonological instruction training. The results also highlighted the difficulties associated with teaching English phonology to students of several languages. Many participants found it challenging to adjust their pronunciation to reflect the significant differences in pronunciation norms between English and their native tongues. According to teachers, multilingualism also confuses students and makes English phonology harder to teach.

This study shows how crucial English phonology is for improving broader English literacy and how more resources and training are needed for phonology teaching. The findings underscore the need for more research in English phonology teaching, as they reveal multilingualism's challenges. The results indicate the difficulties presented by the presence of various languages in instructing English phonology, highlighting the necessity for additional investigation in this domain.

### **6. Recommendations**

This research provides solid evidence for the following, which can be used to improve the instruction and learning of English phonology in a multilingual context:

- English language classes should include additional explicit instruction and practice in English phonology. One potential approach to fostering improved phonetic and phonological proficiency among students is to allocate designated class time for these areas of study while also allowing learners to engage in targeted exercises to enhance their pronunciation and phonological awareness abilities.
- Promoting genuine supplies, such as English language films and television programs, is recommended to facilitate learners' exposure to genuine English intonation and pronunciation patterns.
- Offering professional development opportunities and assistance to educators to enhance their proficiency and expertise in instructing English phonology. Enhancing one's skills and knowledge can be accomplished by participating in professional development workshops and courses and receiving peer observation and feedback.
- Encourage a favorable mindset towards multilingualism and the variety of English accents and dialects. An appreciation for linguistic diversity can be facilitated through classroom discussions and activities.

- Use technology to improve English phonology instruction and learning by utilizing pronunciation applications, web-based materials, and computer-aided pronunciation instruction (CAPI) systems.

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**Appendix: A**  
**Student Questionnaire**

|    | <b>English phonology learning</b>                                                                                       | <b>Always</b> | <b>Some times</b> | <b>Often</b> | <b>Rarely</b> | <b>Never</b> |
|----|-------------------------------------------------------------------------------------------------------------------------|---------------|-------------------|--------------|---------------|--------------|
| 1  | English phonology instruction is essential.                                                                             |               |                   |              |               |              |
| 2  | Learning phonetic transcription is one of the most vital components of phonology learning.                              |               |                   |              |               |              |
| 3  | Learning phonology increases linguistic accuracy rather than pronunciation.                                             |               |                   |              |               |              |
| 4  | Learning appropriate phonology is the aim of a student of English phonology.                                            |               |                   |              |               |              |
|    | <b>English phonology teaching</b>                                                                                       |               |                   |              |               |              |
| 5  | My instructor corrects my phonological mistakes.                                                                        |               |                   |              |               |              |
| 6  | My instructors have enough training to teach English phonology.                                                         |               |                   |              |               |              |
| 7  | The instructor uses a local accent while teaching English phonology.                                                    |               |                   |              |               |              |
|    | <b>Multilingualism and phonology</b>                                                                                    |               |                   |              |               |              |
| 8  | Multilingualism is a hindrance in the teaching, learning, and practicing of English phonology.                          |               |                   |              |               |              |
| 9  | Multilingual students use and mix different language rules in English phonology.                                        |               |                   |              |               |              |
| 10 | Is multilingualism a hindrance in the learning and practice of English phonology?                                       |               |                   |              |               |              |
|    | <b>Future goals</b>                                                                                                     |               |                   |              |               |              |
| 11 | My English is improved after studying a course of phonetics and phonology.                                              |               |                   |              |               |              |
| 12 | I need more educational resources such as computer technology and software to practice English phonetics and phonology. |               |                   |              |               |              |

*Appendix: B*  
**Teacher Questionnaire**

|    |                                                                                                                                                   | <b>Always</b> | <b>Someti<br/>mes</b> | <b>Often</b> | <b>Rarely</b> | <b>Never</b> |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------|--------------|---------------|--------------|
| 1  | I plan lessons with a key focus on phonetics and phonology.                                                                                       |               |                       |              |               |              |
| 2  | Students have questions concerning phonology.                                                                                                     |               |                       |              |               |              |
| 3  | I correct the phonological mistakes of my students.                                                                                               |               |                       |              |               |              |
| 4  | Multilingualism is a hindrance in the teaching, learning, and practicing of English phonology.                                                    |               |                       |              |               |              |
| 5  | Multilingual students use and mix different language rules while pronouncing words in English.                                                    |               |                       |              |               |              |
| 6  | I support multilingualism in the classroom as it can be a practical pedagogical approach with positive effects on students' academic achievement. |               |                       |              |               |              |
| 7  | Knowledge of English phonology is necessary for English language learners.                                                                        |               |                       |              |               |              |
| 8  | English language competence has a significant role in acquiring English language phonology.                                                       |               |                       |              |               |              |
| 9  | I need more educational resources, such as computer technology and software, to teach English phonology.                                          |               |                       |              |               |              |
| 10 | I wish I had more training in phonology instruction.                                                                                              |               |                       |              |               |              |

*Appendix: C*

**Interview Questions**

- Can you describe your role and responsibilities as a teacher of English phonology in a government institution in Pakistan?
- What challenges have you encountered when teaching English phonology, specifically in the context of government institutions in Pakistan?
- How do you perceive the students' attitudes and motivations toward learning English phonology, and how does it impact your teaching approach? How do you assess your

students' progress and learning outcomes in English phonology, and what assessment methods do you find most informative?

- Can you provide examples of successful approaches or strategies you have used to enhance students' proficiency in English phonology?
- In your view, what role does the government play in shaping the curriculum and policies related to English phonology instruction in public universities?
- What do you believe are the prospects and challenges for teaching English phonology in government institutions in Pakistan? What improvements or changes would you suggest?

## Appendix: D

### Sample Transcription of Interviews

'ti:ʃə

rəʊl ænd rɪˈspɒnsɪˈbɪlətɪz: æz ə 'ti:ʃər ɒv 'ɪŋɡlɪʃ fəʊ'nɒlədʒi in ə 'ɡʌvnmənt ˌɪnstɪ'tju:ʃn in 'pækɪsˌtæn, maɪ 'praɪməri rəʊl ɪz tu: help 'stju:dənts dɪˈveləp ə strɒŋ faʊnˈdeɪʃn in 'ɪŋɡlɪʃ prəˌnɑːnsiˈeɪʃn. aɪ ti:ʃə ðəm ðə 'veəriəs 'vaʊəl ænd 'kɒnsənənt saʊndz, strɛs 'pætənz, ænd ˌɪntəʊˈneɪʃn. əˈdɪʃnəli, aɪ əˈsɪst 'stju:dənts in 'rɛkəɡnaɪzɪŋ ænd kəˈrɛktɪŋ prəˌnɑːnsiˈeɪʃn 'erəz. pɑ:t ɒv maɪ rɪˈspɒnsɪˈbɪlətɪz inˈkluːdʒ ˈɔːɡənaɪzɪŋ 'præktɪkəl 'ɛksəsaɪzɪz ænd drɪlz tu: ɪmˈpruːv ðeə prəˌnɑːnsiˈeɪʃn skɪlz.

'ʃʌləndɪzɪz: 'ti:ʃɪŋ 'ɪŋɡlɪʃ fəʊ'nɒlədʒi kæn bi: 'ʃʌləndɪŋ dʒu: tu: ðə daɪˈvɜ:s lɪŋˈɡwɪstɪk 'bækɡraʊndz ɒv 'a ʊəˈstju:dənts. 'meni 'stju:dənts kʌm frɒm 'rɪːdʒənz wɪð ðeə əʊnˈfɒnəˈlɒdʒɪkəl 'sɪstəmz, wɪʃ kæn meɪk ɪt 'dɪfɪkəlt fɔ: ðəm tu: əˈdæpt tu: 'ɪŋɡlɪʃ fəʊ'nɒlədʒi ru:lz. tu: əˈdres ðɪs, aɪ 'ɪmˌplɪmənt 'strætɪdʒɪz tu: brɪdʒ ðə ɡæp bɪˈtwi:n ðeə 'neɪtɪv ˌfɒnəˈlɒdʒɪkəl 'pætənz ænd 'ɪŋɡlɪʃ fəʊ'nɒlədʒi.

'stju:dənt 'ætɪtju:dʒ: 'stju:dənt 'ætɪtju:dʒ təˈwɔ:d 'lɜ:nɪŋ 'ɪŋɡlɪʃ fəʊ'nɒlədʒi 'veəriˈwaɪdli. sʌm 'stju:dənts ɑ: 'haɪli 'məʊtɪvɪtɪd, ɪˈspeʃli ðəʊz hu: 'rɛkəɡnaɪz ðə sɪɡˈnɪfɪkəns ɒv kɪə prəˌnɑːnsiˈeɪʃn in ðeə 'fju:ʃə kəˈrɪ əz. haʊˈevə, 'ʌðəz meɪ ɪˈnɪʃli faɪnd ðə 'sʌbdʒɪkt lɛs inˈɡeɪdʒɪŋ. tu: ɪnˈhɑːns ˌməʊtɪˈveɪʃn, aɪ strɑɪv tu: meɪk ðə məˈtɪəriəl rɪˈleɪtəbəl ænd ˈɛmfəsaɪz ðə 'præktɪkəl ˌæplɪˈkeɪʃnz ɒv fəʊ'nɒlədʒi in ɪˈfektɪv kəˌmjuːnɪˈkeɪʃn.

səkˈsesfʊl əˈprəʊʃɪz: tu: ɪnˈhɑːns 'stju:dənts prəˈfɪʃnsi in 'ɪŋɡlɪʃ fəʊ'nɒlədʒi, aɪ ɪnˈkɔ:pəreɪt 'mɒðən tekˈnɒlədʒi, sʌʃ æz prəˌnɑːnsiˈeɪʃn æps ænd ˌmʌltɪˈmiːdiə rɪˈsɔ:sɪz, ˌɪntu: maɪ 'ti:ʃɪŋ. ðɪz tu:lz prəˈvaɪd 'stju:dənt s wɪð ɒpəˈtju:nətɪz fɔ:r ɪndɪˈpendənt 'præktɪs ænd self-əˈsɛsmənt. əˈdɪʃnəli, aɪ ɪnˈkʌrɪdʒ prəˈfɪːdbæk ænd ɡruːp ækˈtɪvətɪz, wɪʃ kɪˈreɪt ə səˈpɔ:tɪv 'lɜ:nɪŋ ɪnˈvərənmənt ænd help 'stju:dənts bɪˈkʌm mɔ:r əˈweər ɒv ðeə prəˌnɑːnsiˈeɪʃn.

'ɡʌvnmənt rəʊl: ðə 'ɡʌvnmənt pleɪz ə 'kru:ʃl rəʊl in 'feɪrɪŋ ðə kəˈrɪkjələm ænd 'pɒləsɪz rɪˈleɪtɪd tu: 'ɪŋɡlɪʃ fəʊ'nɒlədʒi inˈstrʌktʃn in 'pʌblɪk ˌjuːnɪˈvɜ:sətɪz. ɪt sɛts 'stændədʒ fɔ: ðə 'kɒntent tu: bi: 'kʌvəd ænd ðə prəˈfɪʃnsiˈleɪvɪz tu: bi: əˈʃɪːvd. kəˈlæbərəɪtɪŋ wɪð 'ɡʌvnmənt 'bɒdɪz ɪnˈʃʊəz ðæt 'aʊə 'ti:ʃɪŋ 'mɛθədʒ əˈlaɪn wɪð 'næʃnəl 'læŋɡwɪdʒ ˌɛdʒʊˈkeɪʃn ɡəʊlz.

'prɒspekts ænd 'ʃʌləndɪzɪz: ðə 'prɒspekts fɔ: 'ti:ʃɪŋ 'ɪŋɡlɪʃ fəʊ'nɒlədʒi in 'ɡʌvnmənt ˌɪnstɪ'tju:ʃnz in 'pækɪsˌtæn ɑ: 'prɒmɪsɪŋ, æz 'ɪŋɡlɪʃ prəˈfɪʃnsi rɪˈmeɪnz əˈvæljəbəl skɪl in 'veəriəs fɪːldz. haʊˈevə, 'ʃʌləndɪzɪz sʌʃ æz rɪˈsɔ:s kənˈstreɪnts ænd ðə nɪːd fɔ: kənˈtɪnjuəs 'ti:ʃə 'treɪnɪŋ pəˈsɪst. tu: ɪmˈpruːv 'ɪŋɡlɪʃ fəʊ'nɒlədʒi ɪnˈstrʌktʃn, aɪ ˌrɛkəˈmɛnd ˌæləʊkɛɪtɪŋ mɔ: rɪˈsɔ:sɪz fɔ: prəˈfeɪʃnəl dɪˈveləpmənt ænd prəˈməʊtɪŋ ˌfɒnəˈlɒdʒɪkəl əˈweənəs in ðə kəˈrɪkjələm.