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Difficulties in the Pronunciation of English Language of Law Students in Relation to Gender

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ABSTRACT

This research paper basically deals with qualitative and quantitative study through acoustics and phonemic analysis. The researcher has endeavoured to find out the difficulties in the pronunciation of English words of law students of Ambala district. . English being a global language has gained prestigious position in this world. This has increased competition among people not only within the country but even outside the country too. In such a competitive world, pronunciation is the most indispensable component of speaking skill. Since the purpose of this study was to identify the deviations in monosyllabic, bi-syllabic and multisyllabic words from RP (Received Pronunciation). It is a data-based study for which their voice samples were recorded through PRAAT and analysed in terms of Time, Pitch and Intensity. The term gender has been divided in two parts: boys and girls. Besides this, to know the level of significance, in reference to the hypothesis, conclusions were drawn by applying Independent T-test through SPSS (Statistical Package for Social Sciences).

1. Introduction

Speaking skill is a natural part of any language. English being a global language has gained prestigious position in this world. This has increased competition among people not only within the country but even outside the country too. In such a competitive world, pronunciation is the most indispensable component of speaking skill. It is possible to communicate one's intent without elegant pronunciation. However, such communication would be inadequate or could even lead to miscommunication. One should not forget that pronunciation lends accuracy to the message conveyed through spoken form. Peter Roach, an American linguist has defined intonation in the following words:

> Intonation enables us to express emotions and attitudes as we speak, and this adds a special kind of meaning to spoken language. This is often called the attitudinal function of intonation. (English Phonetics and Phonology :163)

People usually speak in sudden rising and falling intonation for all contexts and expressions. It has been for years that Indians speak in their own dialectal system. This has had a great impact on them in the way they think, act and express. Pronunciation is very important component in speaking. It is possible to communicate one's intent without elegant pronunciation. However, such communication would be inadequate or could even lead to miscommunication. The pronunciation lends accuracy to the message conveyed through spoken form. Language learner often produces errors of syntax and pronunciation caused by the influence of their mother tongue, such as mapping its grammatical patterns inappropriately on to the second language pronouncing certain sounds with difficulty.

Every language corresponds to four skills: listening, speaking, reading and writing. However, in our education system only reading and writing skills are emphasized. For some people, speaking English is a very difficult task. This is caused by many factors including – lagging behind in listening, speaking, reading and writing skills. Moreover, dialectal interpose is also one of the main reasons in the pronunciation of English words. Learning a second language is quite an effortful task. In fact, acquisition of language is more significant than learning as infants easily acquire a language without any formal guidance or education. Children easily acquire the structure of language in particular age and after this ephemeral period; they need to struggle to reach native like proficiency in using second language**.** Rekha Aslam iterates, "A language is said to be acquired when no formal education, instruction, or aids contribute to the learner's knowledge of it". (Aspects of language teaching, p:26)

English was introduced in India with the arrival of East-India Company in the year 1600. All those Indians who were associated with the company had to acquire the knowledge of English language. The company only had the British employees who used English for their correspondence. Initially, they hired domestic helpers like cooks, bearers and caretakers who acquired knowledge of English while working there. However, this company ruled over Eastern part of India and established its direct rule and expanded its kingdom. Then the company gradually ruled over the whole country and this gave a thrust to the acquisition of education in general and learning of English language.

After 1814, Lord Macaulay's system was introduced in India to train Indians in running the administration smoothly and submissively. Many schools were set up by Christian Missionaries and other organizations to teach English. Many methods like Grammar Translation method, direct method and indirect method etc were adopted for teaching English. In 1968, a National policy on education was adopted by the Indian government which emphasized the teaching of the

English language. Thousands of English medium schools affiliated to CBSE board, were set up in order to teach English. However, in our education system the focus remains mainly on reading and writing skills. This is one of the main reasons that people face difficulties in spoken English.

Presently, as compared to any other language, it is English language that is enjoying the prestige of lingua franca. Advancement in globalization, trade and commerce has further rivet the need for learning English. After UK and USA, India is the third largest country having maximum English speakers. In fact, there are around 750 million users of English language all over the world. Nowadays, English has plunged into every domain – finance, education, social, and personal. The rapid growth of English-medium schools has explored every nook and cranny of country and proves that there is a rapidly growing urge among Indian students to acquire the ability to speak English fluently. In other words, people are making strenuous efforts to acquire this second language. Furthermore, with the latest evolution in the IT sector, call centre, and hospitality industry, a concern and keen desire towards the improvement in spoken English can be seen in their efforts. People have become particular about their pronunciation and thus focusing more on their spoken English. It has been accepted as the language of administration, Indian press and of elite class. After independence the administrators even thought about the demise of English language. However, the result was that, it permeated in the Indian society like a necessity. Even Kachru also supported this statement.

India after becoming independent in 1947 was left with a colonial language, in this case English, as the language of government: it was thought that the end of the British Raj would mean the slow but sure demise of the English language in South Asia. This, of course, has not happened. The penetration of English in these societies is greater than it has ever been. (Kachru 1983: 542)

2. Research Methodology

The present study is an analytical one which deals with qualitative and quantitative research. The researcher aspires to analyse the Difficulties in the pronunciation of English Language of Law Students in relation to gender through acoustic analysis. Primarily, she made a list of vowels and consonants common in both languages. Since the purpose of this study was to identify the deviations in monosyllabic, bi-syllabic and multisyllabic words from RP (Received Pronunciation), she selected the words from Academic Word List (1 to 5000 words). Then she visited different colleges in the district and gave the respondents the list of the words to pronounce. It is a data-based study for which their voice samples were recorded through PRAAT (is a Dutch word which means to talk; is a scientific computer package for the analysis of speech in phonetic) and used as raw materials for acoustic analysis to identify the individual's deviations in terms of pronunciation. She then fed the data of thirty students in SPSS software for the acoustic analysis in relation to the Habitat and analysed in terms of Time, Pitch and Intensity. The term gender has been divided in two parts: boys and girls. Besides this, to know the level of significance, in reference to the hypothesis, conclusions were drawn by applying Independent T-test through SPSS (Statistical Package for Social Sciences).

3. Delimitation of the Project

This project is delimited at several levels. The project itself is confined to the study of Difficulties in the pronunciation of English Language of Law Students in relation to gender. Due to the constraints of time and considerable amount of work to collect data, the researcher decided to limit her study to Barara tehsil of this district to make it amenable for her to approach. It is further limited to the students of LLB Final Year students whose primary language is Hindi. The study delimits itself to gender: boys and girls. The another delimitation is the list of words which comprises of five monosyllabic, five bi-syllabic and five multisyllabic words. Furthermore, she aimed to analyze acoustically the mother tongue influence in monosyllabic, bi-syllabic and multisyllabic words in terms of time, pitch and intensity.

4. Hypothesis

1. Deviation in Pronunciation of Males and Females in Monosyllabic, Bi-syllabic and Multisyllabic words from RP in relation to Timing is insignificant.
2. Deviation in Pronunciation of Males and Females in Monosyllabic, Bi-syllabic and Multisyllabic words from RP in relation to Pitch is insignificant.
3. Deviation in Pronunciation of Males and Females in Monosyllabic, Bi-syllabic and Multisyllabic words from RP in relation to Intensity is insignificant.

5. Objectives

1. To Analyse the Deviation in Pronunciation of Males and Females in Monosyllabic, Bi-syllabic, Multisyllabic words from RP in relation to timing.
2. To Analyse the Deviation in Pronunciation of Males and Females in Monosyllabic, Bi-syllabic, Multisyllabic words from RP in relation to pitch.
3. To Analyse the Deviation in Pronunciation of Males and Females in Monosyllabic, Bi-syllabic, Multisyllabic words from RP in relation to intensity.

6. Deviations in Case of Gender

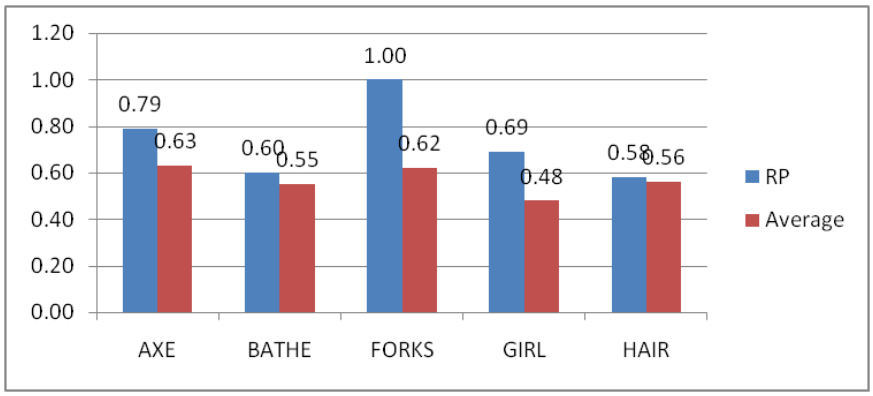
Deviations in the Timing of Monosyllabic Words in Case of Boys

Group Statistics					
	BOYS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	.7320	.17138	.07664
	2	5	.5680	.06058	.02709

The above table gives the descriptive group statistics for RP and the boys' pronunciation of monosyllabic words in relation to the timing. This gives the mean of five monosyllabic words in RP and the mean is .7320 with standard deviation of .17138. The mean of boys' pronunciation is .5680 with standard deviation of .06058. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	3.914	.083	2.017	8	.078	.16400	.08129	-.02345	.35145
	Equal variances not assumed			2.017	4.984	.100	.16400	.08129	-.04516	.37316

The Sig. (2-Tailed) value in the above table is 0.078. This value is greater than .05. Because of this, we can conclude that there is a statistically no significant difference between the RP and boys' pronunciation of monosyllabic words in relation to timing. Since the independent Samples Statistics box reveals that the deviation in monosyllabic words is likely due to chance, not due to IV manipulation.



Deviations in the Timing of Monosyllabic Words in Case of Girls

Group Statistics

	GIRLS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	.7320	.17138	.07664
	2	5	.6200	.05244	.02345

The above table gives the descriptive group statistics for RP and girls' pronunciation of monosyllabic words in relation to timing. This gives the mean of five monosyllabic words in RP and the mean is .7320 with standard deviation of .17138. The mean of girls is .6200 with standard deviation of .05244. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	4.820	.059	1.397	8	.200	.11200	.08015	-.07283	.29683
	Equal variances not assumed			1.397	4.743	.224	.11200	.08015	-.09744	.32144

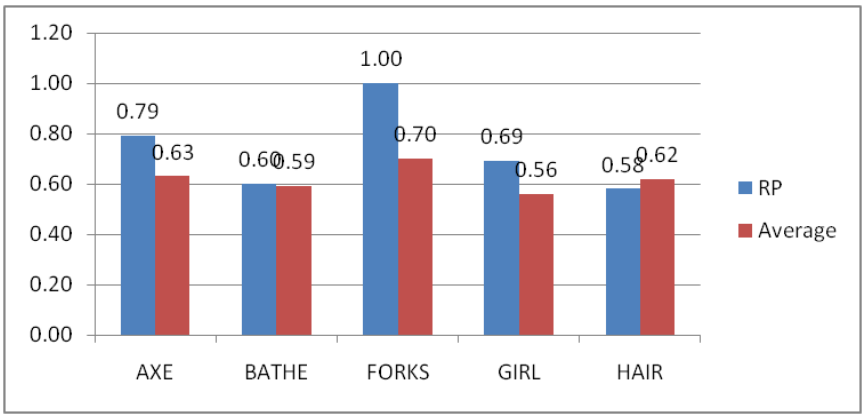
The Sig. (2-Tailed) value in the above table is .200. This value is greater to .05 level. Because of this, we can conclude that there is a statistically no significant difference between the RP and girls' pronunciation of monosyllabic words in relation to timing. Since the independent Samples Statistics box reveals that the deviation in monosyllabic words is likely due to chance, not due to IV manipulation.

Result of Hypothesis 1

There exists insignificant difference in the boys' and girls' pronunciation of monosyllabic words in relation to timing. Hence, the Hypothesis 1 is accepted.

Phonemic Analysis

- Boys have been seen deviating in the words like axe, forks and girl whereas girls deviate in the words like axe and forks.
- Boys and Girls both found difficulty in the articulation of the words like axe, bathe and girl.
- They replaced the vowel /æ/ with /e/ in axe.
- Most of them replaced /ei/ sound in bathe with /a:/
- Most of the boys and girls pronounced /r/sound in the word girl.



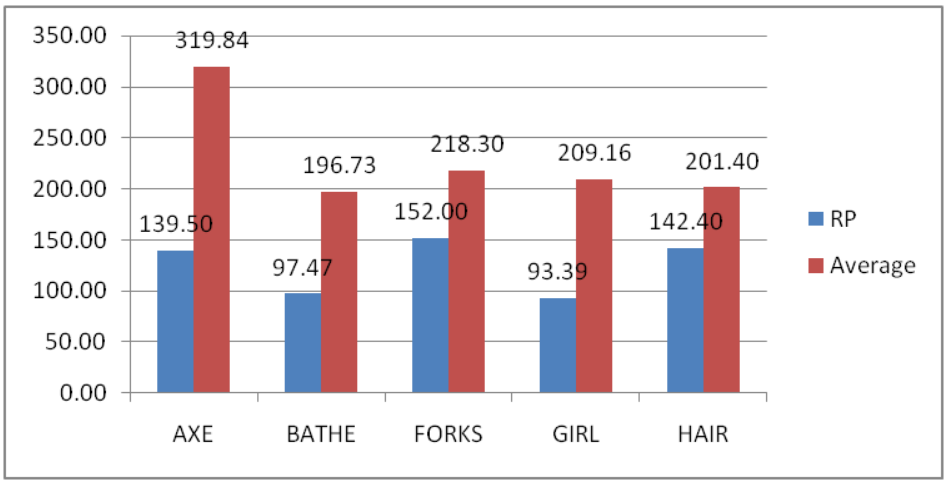
Deviations in the Pitch of Monosyllabic Words in Case of Boys

Group Statistics					
	BOYS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	124.9520	27.38198	12.24559
	2	5	229.0860	51.38846	22.98162

The above table gives the descriptive group statistics for RP and pitch of boys. This gives the mean of five monosyllabic words in RP and the mean is 124.9520 with standard deviation of 27.3198. The mean of boys is 229.0860 with standard deviation of 51.38846. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	.769	.406	-3.999	8	.004	-104.13400	26.04053	-164.18358	-44.08442
	Equal variances not assumed			-3.999	6.102	.007	-104.13400	26.04053	-167.59576	-40.67224

The Sig. (2-Tailed) value in the above table is 0.004. This value is less than .05. Because of this, we can conclude that there is a statistically significant difference between the RP and boys' pronunciation of monosyllabic words in relation to pitch. Since the independent Samples Statistics box reveals that the difference is not likely due to chance but due to IV manipulation. Thus they deviate in the pronunciation of monosyllabic words due to mother tongue influence.



Deviations in the Pitch of Monosyllabic Words in Case of Girls

Group Statistics					
	GIRLS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	124.9520	27.38198	12.24559
	2	5	308.3440	28.24942	12.63352

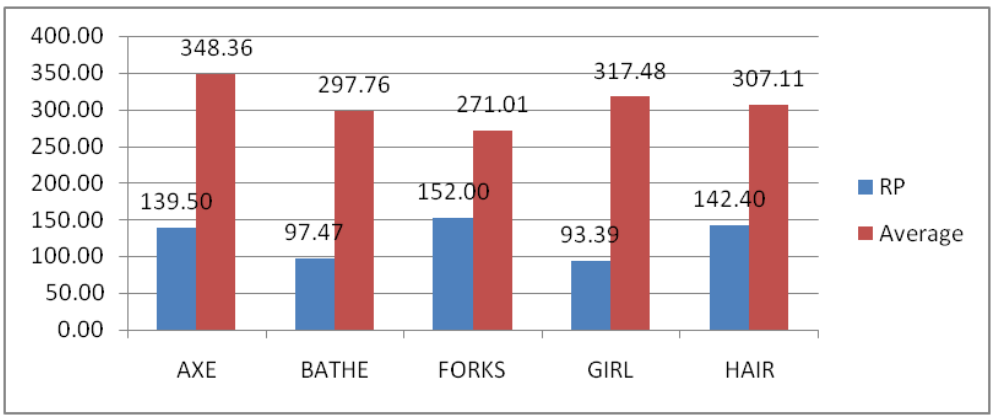
The above table gives the descriptive statistics for RP and pitch of girls. This gives the mean of five monosyllabic words in RP and the mean is 124.9520 with standard deviation of 27.3198. The mean of girls is 308.3440 with standard deviation of 28.24942. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	.213	.657	-10.423	8	.000	-183.39200	17.59433	-223.96460	-142.81940
	Equal variances not assumed			-10.423	7.992	.000	-183.39200	17.59433	-223.97147	-142.81253

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

Result of Hypothesis 2

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



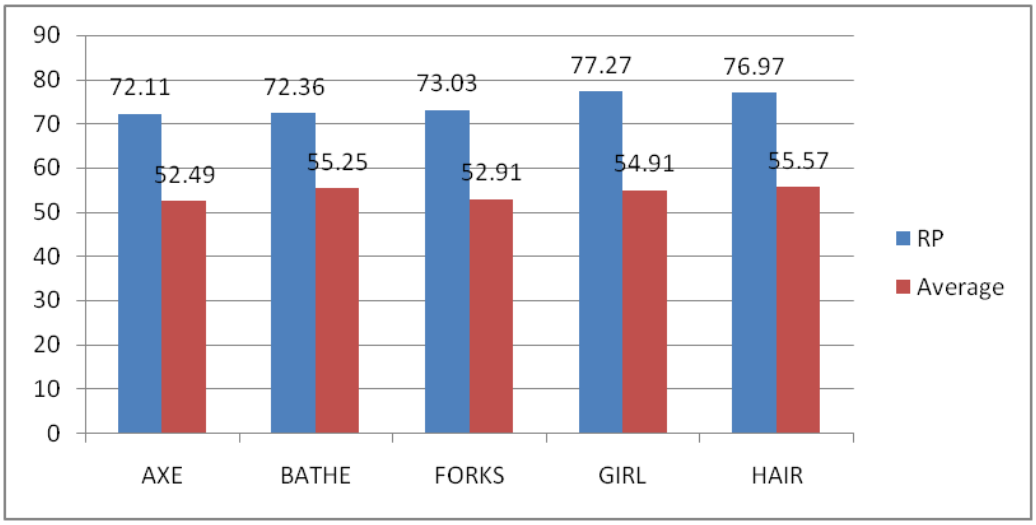
Deviations in the Intensity of Monosyllabic Words in Case of Boys

Group Statistics					
	BOYS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	74.3480	2.55494	1.14260
	2	5	54.2260	1.42024	.63515

The above table gives the descriptive group statistics for RP and pronunciation of boys. This gives the mean of five monosyllabic words in RP and the mean is 74.3480 with standard deviation of 2.55494. The mean of boys' is 54.2244 with standard deviation of 1.42043. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	9.292	.016	15.392	8	.000	20.12200	1.30727	17.10743	23.13657
	Equal variances not assumed			15.392	6.257	.000	20.12200	1.30727	16.95475	23.28925

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



Deviations in the Intensity of Monosyllabic Words in Case of Girls

Group Statistics

	GIRLS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	74.3480	2.55494	1.14260
	2	5	56.5940	1.12082	.50124

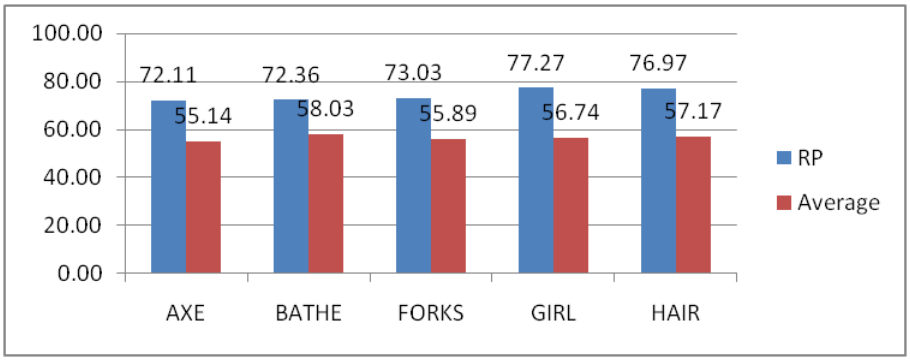
The above table gives the descriptive group statistics for RP and pronunciation of girls. This gives the mean of five monosyllabic words in RP and the mean is 74.3480 with standard deviation of 27.38198. The mean of rural students is 56.5940 with standard deviation of 1.12082. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	13.003	.007	14.229	8	.000	17.75400	1.24771	14.87677	20.63123
	Equal variances not assumed			14.229	5.485	.000	17.75400	1.24771	14.63004	20.87796

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

Result of Hypothesis 3

There exists significant difference in the difference in the boys' and girls' pronunciation of monosyllabic words in relation to intensity. Hence, the Hypothesis 12 is rejected.



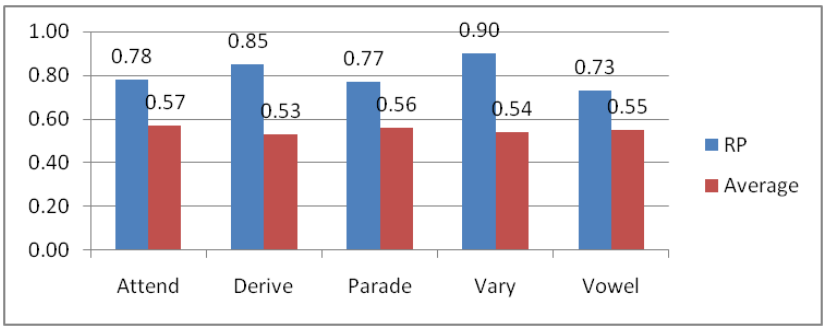
Deviations in the Timing of Bi-Syllabic Words in Case of Boys

Group Statistics					
	BOYS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	.8060	.06804	.03043
	2	5	.5500	.01581	.00707

The above table gives the descriptive group statistics for RP and pronunciation of boys. This gives the mean of five bi-syllabic words in RP and the mean is .8060 with standard deviation of 06804. The mean of boys is .5500 with standard deviation of .01581. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	10.470	.012	8.194	8	.000	.25600	.03124	.18396	.32804
	Equal variances not assumed			8.194	4.431	.001	.25600	.03124	.17249	.33951

The Sig. (2-Tailed) value in the above table is 0.012. This value is less than .05. Because of this, we can conclude that there is a statistically significant difference between the RP and boys' pronunciation of bi-syllabic words in relation to timing. Since the independent Samples Statistics box reveals that the difference is not likely due to chance but due to IV manipulation. Thus they deviate in the pronunciation of monosyllabic words due to mother tongue**.**



Deviations in the Timing of Bi- syllabic Words in Case of Girls

Group Statistics					
	GIRLS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	.8060	.06804	.03043
	2	5	.6760	.04775	.02135

The above table gives the descriptive statistics for RP and pronunciation of girls. This gives the mean of five bi-syllabic words in RP and the mean is .8060 with standard deviation of 06804. The mean of boys is .6760 with standard deviation of .04775. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	1.202	.305	3.497	8	.008	.13000	.03718	.04427	.21573
	Equal variances not assumed			3.497	7.171	.010	.13000	.03718	.04252	.21748

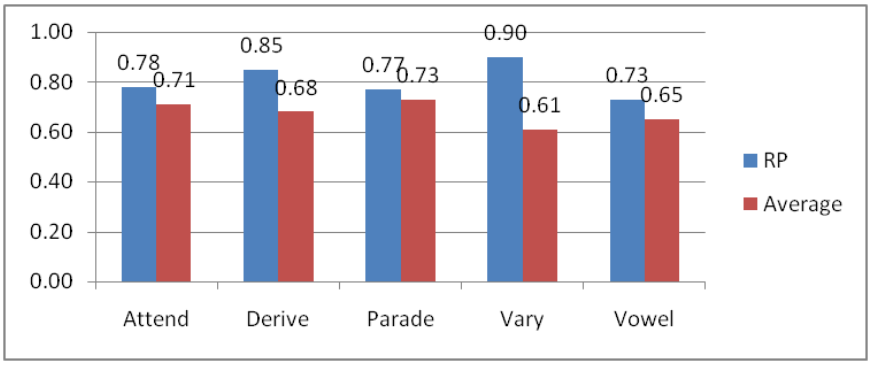
The Sig. (2-Tailed) value in the above table is 0.008. This value is less than .05. Because of this, we can conclude that there is a statistically significant difference between the RP and girls' pronunciation of bi-syllabic words in relation to timing. Since the independent Samples Statistics box reveals that the difference is not likely due to chance but due to IV manipulation. Thus they deviate in the pronunciation of monosyllabic words due to mother tongue**.**

Result of Hypothesis 4

There exists significant difference in the difference in the boys' and girls' pronunciation of bi-syllabic words in relation to timing. Hence, the Hypothesis 4 is rejected.

Phonemic Analysis

- In relation to the timing, boys deviate in almost all the Bi-Syllabic words whereas girls deviate only in the word vary and there is not much difference in the other words.
- Most of the boys and girls found problem in the articulation of vary, vowel and parade.
- They replaced the /eə/ sound in vary with /e/ in very.
- They also found problem in the articulation of semi-vowel sound /w/ and replaced it with /v/.
- Due to mother tongue influence they could not aspirate /p/ sound at the initial level. Furthermore mispronounced the word as /pəra:di/ and /pæred/
- Both of them replaced the vowel/i/ in derive with /ə/.



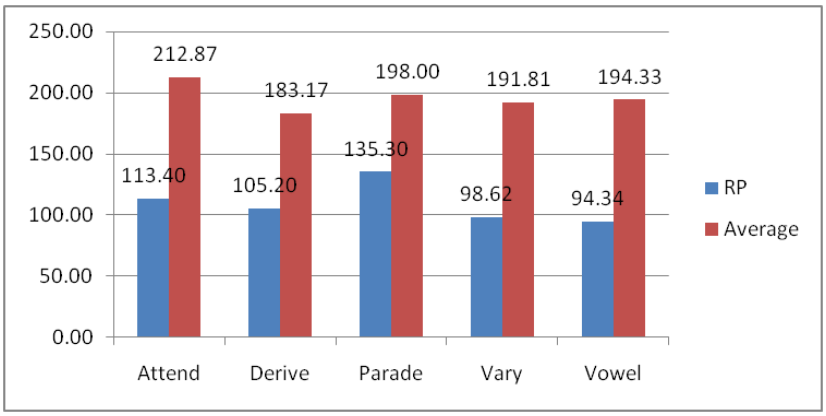
Deviations in the Pitch of Bi- syllabic Words in Case of Boys

Group Statistics					
	BOYS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	109.3720	16.18223	7.23691
	2	5	196.0360	10.88054	4.86592

The above table gives the descriptive group statistics for RP and pronunciation of girls. This gives the mean of five bi-syllabic words in RP and the mean is 109.3720 with standard deviation of 16.18223. The mean of boys is 196.0360 with standard deviation of 10.88054. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	.766	.407	-9.938	8	.000	-86.66400	8.72067	-106.77391	-66.55409
	Equal variances not assumed			-9.938	7.003	.000	-86.66400	8.72067	-107.28335	-66.04465

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



Deviations in the Pitch of Bi-syllabic Words in Case of Girls

Group Statistics					
	GIRLS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	109.3720	16.18223	7.23691
	2	5	317.2980	12.61496	5.64158

The above table gives the descriptive statistics for RP and pronunciation of girls. This gives the mean of five bi-syllabic words in RP and the mean is 109.3720 with standard deviation of 16.18223. The mean of boys is 317.2980 with standard deviation of 12.61496. The last column gives the standard error mean for each of the two variables.

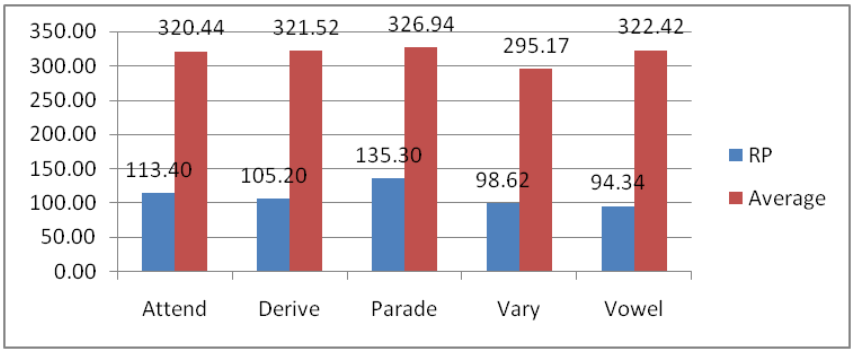
Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-	Mean	Std. Error	Lower	Upper

						tailed)	Difference	Difference		
RP1	Equal variances assumed	.341	.575	-22.660	8	.000	-207.92600	9.17607	-229.08607	-186.76593
	Equal variances not assumed			-22.660	7.550	.000	-207.92600	9.17607	-229.30738	-186.54462

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

Result of Hypothesis 5

There exists significant difference in the difference in the boys' and girls' pronunciation of bi-syllabic words in relation to pitch. Hence, the Hypothesis 5 is rejected.



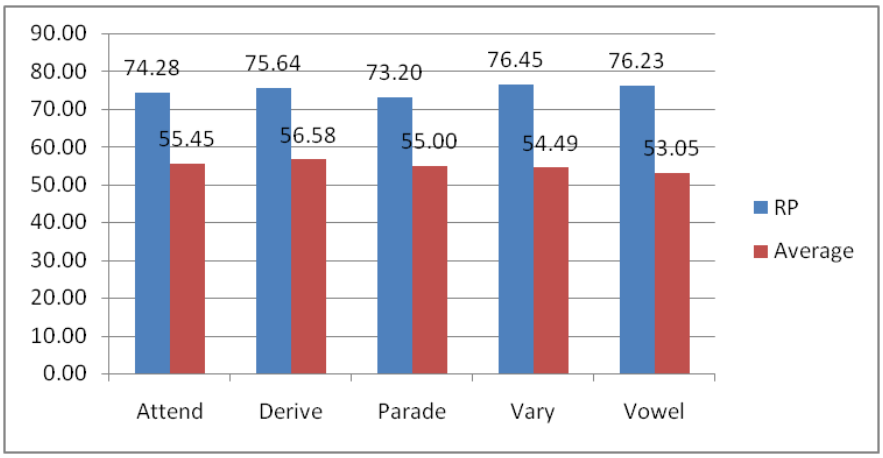
Deviations in the Intensity of Bi-syllabic Words in Case of Boys

Group Statistics					
	BOYS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	75.1600	1.38342	.61868
	2	5	54.9140	1.29658	.57985

The above table gives the descriptive group statistics for RP and pronunciation of girls. This gives the mean of five bi-syllabic words in RP and the mean is 75.1600 with standard deviation of 1.38342. The mean of boys is 54.9140 with standard deviation of 1.29658. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	.261	.623	23.877	8	.000	20.24600	.84794	18.29066	22.20134
	Equal variances not assumed			23.877	7.967	.000	20.24600	.84794	18.28923	22.20277

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



Deviations in the Intensity of Bi-syllabic Words in Case of Girls

Group Statistics					
	GIRLS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	75.1600	1.38342	.61868
	2	5	57.1500	.85475	.38226

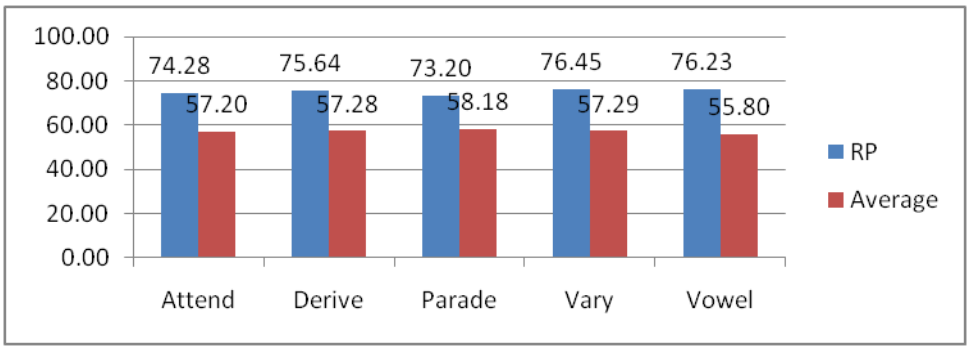
The above table gives the descriptive statistics for RP and pronunciation of girls. This gives the mean of five bi-syllabic words in RP and the mean is 75.1600 with standard deviation of 1.38342. The mean of boys is 57.1500 with standard deviation of .85475. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	2.663	.141	24.765	8	.000	18.01000	.72725	16.33296	19.68704
	Equal variances not assumed			24.765	6.666	.000	18.01000	.72725	16.27268	19.74732

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

Result of Hypothesis 6

There exists significant difference in the difference in the boys' and girls' pronunciation of bi-syllabic words in relation to intensity. Hence, the Hypothesis 6 is rejected.



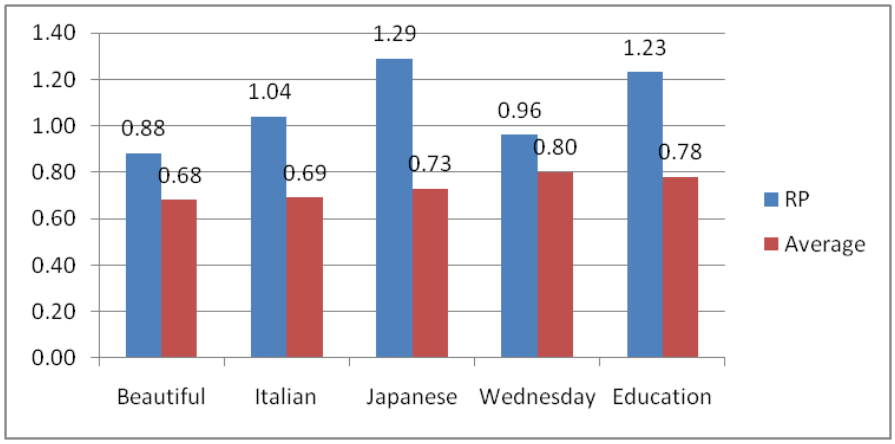
Deviations in the Timing of Multisyllabic Words in Case of Boys

Group Statistics					
	BOYS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	1.0800	.17507	.07829
	2	5	.7360	.05320	.02379

The above table gives the descriptive group statistics for RP and pronunciation of boys. This gives the mean of five multisyllabic words in RP and the mean is 1.0800 with standard deviation of .17507. The mean of boys' pronunciation is .7360 with standard deviation of .05320. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	9.719	.014	4.204	8	.003	.34400	.08183	.15530	.53270
	Equal variances not assumed			4.204	4.732	.010	.34400	.08183	.13002	.55798

The Sig. (2-Tailed) value in the above table is .010. This value is less than .05 level of significance. Because of this, we can conclude that there is statistically significant difference between the RP and boys' pronunciation of multisyllabic words in relation to timing. Since the independent Samples Statistics box reveals that the difference is not likely due to chance but due to IV manipulation. Thus they deviate in the pronunciation of monosyllabic words due to mother tongue.



Deviations in the Timing of Multisyllabic Words in Case of Girls

Group Statistics					
	GIRLS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	1.0800	.17507	.07829
	2	5	.8760	.06804	.03043

The above table gives the descriptive group statistics for RP and pronunciation of boys. This gives the mean of five multisyllabic words in RP and the mean is 1.0800 with standard deviation of .17507. The mean of girls is .8780 with standard deviation of .06804. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-	Mean Difference	Std. Error Difference	Lower	Upper

						tailed)				
RP1	Equal variances assumed	7.078	.029	2.429	8	.041	.20400	.08400	.01030	.39770
	Equal variances not assumed			2.429	5.182	.058	.20400	.08400	-.00967	.41767

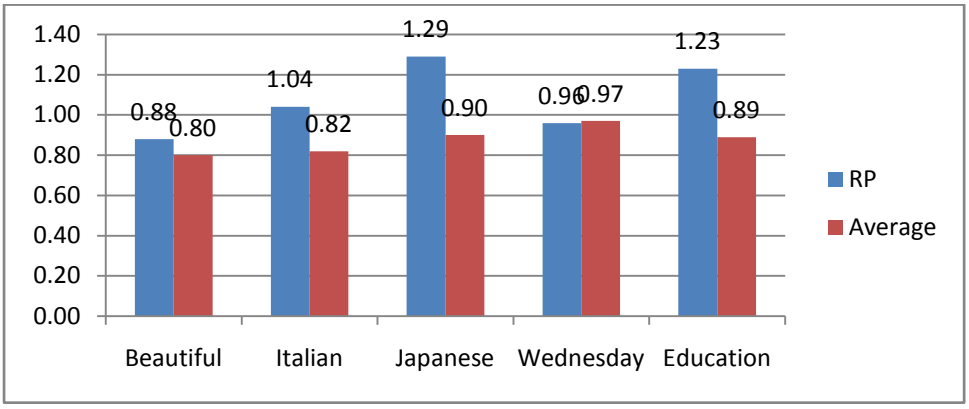
The Sig. (2-Tailed) value in the above table is 0.058. This value is greater than .05 level of significance. Because of this, we can conclude that there is statistically no significant difference between the RP and girls' pronunciation of multisyllabic words in relation to timing. Since the independent Samples Statistics box reveals that the difference is likely due to chance not likely due to IV manipulation.

Result of Hypothesis 7

There exists insignificant difference in the girls' pronunciation of multisyllabic words in relation to timing. Hence, the Hypothesis 16 is accepted. But there exists significant difference in the boys' pronunciation of multisyllabic words in relation to timing. Hence, in case of boys, Hypothesis7 is rejected.

Phonemic Analysis

- In relation to the timing, Boys deviate in the words like beautiful, Italian, Japanese and Education whereas there is not much difference in the girls' pronunciation of multisyllabic words in relation to timing.
- Both found problem in the articulation of Italian and Japanese. They replaced the vowel /æ/ with /ə/ in Japanese and pronounced it as /dʒəpa:ni:z/..
- Most of them pronounced semi-vowel consonant /w/ as /v/ in Wednesday.



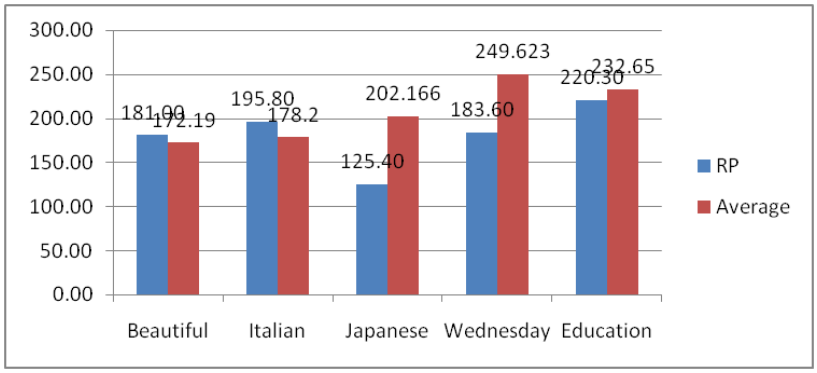
Deviations in the Pitch of Multisyllabic Words in Case of Boys

Group Statistics					
	BOYS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	181.2200	34.86190	15.59072
	2	5	206.9660	33.68563	15.06467

The above table gives the descriptive group statistics for RP and pitch of boys. This gives the mean of five multisyllabic words in RP and the mean is 181.2200 with standard deviation of 34.86190. The mean of boys' pronunciation is 206.9660 with standard deviation of 33.68563. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	.154	.705	-1.188	8	.269	-25.74600	21.67982	-75.73976	24.24776
	Equal variances not assumed			-1.188	7.991	.269	-25.74600	21.67982	-75.75001	24.25801

The Sig. (2-Tailed) value in the above table is 0.269. This value is greater than .05 level of significance. Because of this, we can conclude that there is statistically no significant difference between the RP and boys' pronunciation of multisyllabic words in relation to pitch. Since the independent Samples Statistics box reveals that the difference is likely due to chance not due to IV manipulation.



Deviations in the Pitch of Multisyllabic Words in Case of Girls

Group Statistics					
	GIRLS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	181.2200	34.86190	15.59072
	2	5	332.2400	24.66774	11.03175

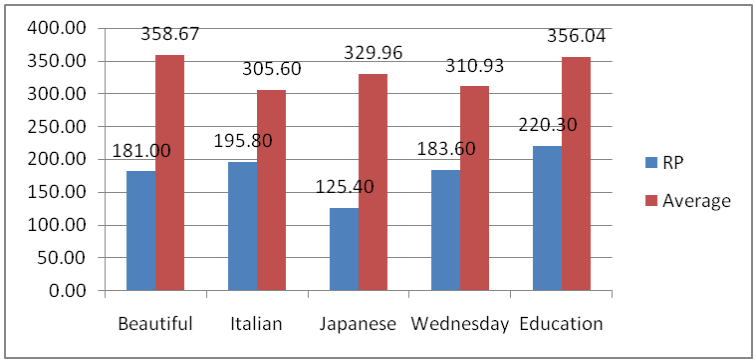
The above table gives the descriptive group statistics for RP and pitch of girls. This gives the mean of five multisyllabic words in RP and the mean is 181.2200 with standard deviation of 34.8190. The mean of girls' pronunciation is 332.2400 with standard deviation of 24.66774. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	.039	.848	-7.907	8	.000	-151.02000	19.09895	-195.06226	-106.97774
	Equal variances not assumed			-7.907	7.203	.000	-151.02000	19.09895	-195.92560	-106.11440

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

Result of Hypothesis 8

There exists significant difference in the boys' and girls' pronunciation of multisyllabic words in relation to pitch. Hence, the Hypothesis 8 is rejected.



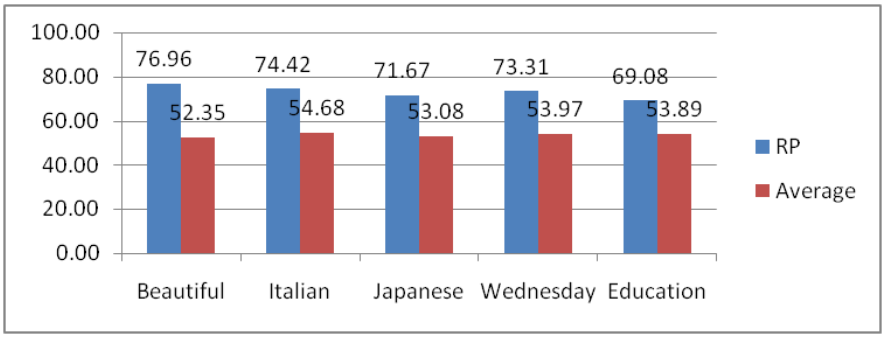
Deviations in the Intensity of Multisyllabic Words in Case of Boys

Group Statistics					
	BOYS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	73.0880	2.95342	1.32081
	2	5	53.5940	.89723	.40126

The above table gives the descriptive statistics for RP and pronunciation of boys. This gives the mean of five multisyllabic words in RP and the mean is 73.0880 with standard deviation of 2.95342. The mean of boys' pronunciation is 53.5940 with standard deviation of 0.89723. The last column gives the standard error mean for each of the two variables.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RP1	Equal variances assumed	3.563	.096	14.122	8	.000	19.49400	1.38041	16.31076	22.67724
	Equal variances not assumed			14.122	4.732	.000	19.49400	1.38041	15.88425	23.10375

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



Deviations in the Intensity of Multisyllabic Words in Case of Girls

Group Statistics					
	GILRS	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	73.0880	2.95342	1.32081
	2	5	55.8200	.99038	.44291

The above table gives the descriptive group statistics for RP and pronunciation of girls. This gives the mean of five multisyllabic words in RP and the mean is 73.0880 with standard deviation of 2.95342. The mean of boys is 55.8200 with standard deviation of 0.99038. The last column gives the standard error mean for each of the two variables.

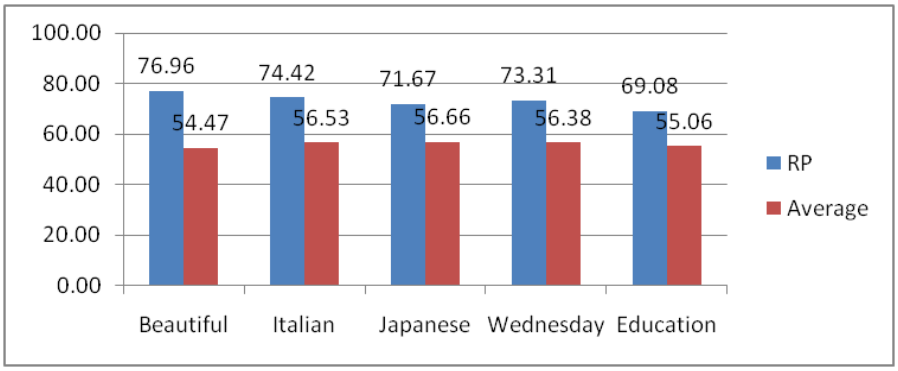
Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

RP1	Equal variances assumed	3.008	.121	12.395	8	.000	17.26800	1.39309	14.05553	20.48047
	Equal variances not assumed			12.395	4.888	.000	17.26800	1.39309	13.66220	20.87380

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

Result of Hypothesis 9

There exists significant difference in the girls' pronunciation of multisyllabic words in relation to intensity. Hence, the Hypothesis 9 is rejected.



7. Conclusion

Conclusion of the Acoustic Analysis in Relation to Gender

- The deviation in boys' and girls' pronunciation of monosyllabic words in relation to timing is not likely due to chance but due to IV manipulation.
- The deviation in boys' and girls' pronunciation of monosyllabic words in relation to pitch. is not likely due to chance but due to IV manipulation.
- The deviation in boys' and girls' pronunciation of monosyllabic words in relation to intensity. is not likely due to chance but due to IV manipulation.
- The deviation in boys' and girls' pronunciation of bi-syllabic words in relation to timing is not likely due to chance but due to IV manipulation.
- The deviation in boys' and girls' pronunciation of bi-syllabic words in relation to pitch is not likely due to chance but due to IV manipulation..
- The deviation in boys' and girls' pronunciation of bi-syllabic words in relation to intensity is not likely due to chance but due to IV manipulation.
- The deviation in girls' pronunciation of multisyllabic words in relation to timing is likely due to chance but not likely due to IV manipulation. But there exists significant difference in the boys' pronunciation of multisyllabic words in relation to timing is not likely due to chance but due to IV manipulation. .
- The deviation in boys' and girls' pronunciation of multisyllabic words in relation to pitch is not likely due to chance but due to IV manipulation..
- The deviation in boys' and girls' pronunciation of multisyllabic words in relation to intensity is not likely due to chance but due to IV manipulation.

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