



## MOTHER TONGUE INFLUENCE ON SPOKEN ENGLISH IN RELATION TO HABITAT

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### ABSTRACT :

This is an analytical study based on acoustic analysis. The researcher endeavored to analyse Mother Tongue Influence on Spoken English In Relation To Habitat. Linguistic transfer is a phenomenon that shows influence of a person's knowledge of his native language, or the mastery over one language, has an influence when using another language. The term 'Interference' has been divided in different layers of references such as semantics, syntax, phonetics, phonology or orthography. Since 1990, there has been a enormous change in these areas of research. But areas like pragmatics, discursive or sociolinguistics had gained some attention prior to 1990. Interference can occur in any direction for instance L1 to L2, L2 to L3 which is also known as Forward Transfer and from L3 to L2 or L2 to L1 is known as Reverse Transfer. In the present study, the researcher endeavored to analyse the Mother tongue influence on Spoken English of Urban students, Semi-Urban Students and Rural by applying T-test through SPSS.

**KEYWORDS :** analytical study based , semantics, syntax, phonetics, phonology.

### INTRODUCTION

Linguistic transfer is a phenomenon that shows influence of a person's knowledge of his native language, or the mastery over one language, has an influence when using another language. The concept of language influence from one language to another language has been observed since ancient times evidenced by references to mixed languages. It has been rightly stated by Scott Jarvis and Aneta Pavlenko, 'one of the earliest references to language contact, bilingualism, and cross linguistic influence comes from Homer's Odyssey, where Odysseus tells Penelope about the mixed languages of Crete.'(Jarvis & Pavelenko. 2008: 1) Till 1980s', the term 'Interference' was used in a derogatory sense; in 1986 Kellerman and Smith replaced it with another term: Cross Linguistic Influence, which discussed the interference of one language in another language. Moreover, this phenomenon springs from inter-

lingual associations formed between structures such as phonological, lexicon, semantic and syntax that affect a learner's pronunciation of second language. It elucidates how words from two or more languages are stored in the mind of the speaker and thus affect his pronunciation as well. For instance, when a word changes its form, it also changes its pronunciation. It may be because of inter-lingual associations, such as go, gone, going, goes etc. Jarvis and Pavelenko go on to say:

Kellerman and Smith (1986) proposed the term *Cross linguistics influence as a* theory neutral term that is appropriate for referring to the full range of ways in which a person's knowledge of one language can affect that person's knowledge and use of another language. (Jarvis and Pavelenko. 2008: 3)

The term 'Interference' has been divided in different layers of references such as semantics, syntax, phonetics, phonology or orthography. Since 1990, there has been a tremendous development in these areas of research. But areas like pragmatics, discursive or sociolinguistics had gained some attention prior to 1990. Interference can occur in any direction for instance L1 to L2, L2 to L3 which is also known as Forward Transfer and from L3 to L2 or L2 to L1 is known as Reverse Transfer. In the present study, the researcher endeavored to analyse the mother tongue influence on Spoken English of Urban students, Semi-Urban Students and Rural by applying T-test through SPSS.

### **RESEARCH METHODOLOGY**

The present study is an analytical one which deals with qualitative and quantitative research. The researcher aspires to analyse the Mother Tongue Influence on Spoken English of Degree College Students in Ambala District 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 Habitat has been divided in three parts: urban, semi-urban and rural. 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).

### **DELIMITATION OF THE PROJECT**

This project is delimited at several levels. The project itself is confined to the study of Mother Tongue Influence on Spoken English of Degree College Students of Ambala District; it is further divided into three tehsils: Ambala, Naraingarh and Barara. Due to the constraints of time and considerable amount of work to collect data, the researcher decided to limit her study to different colleges of this district to make it amenable for her to approach. It is further limited to the students of B.A Final Year (Bachelor of Arts) students whose primary language is Hindi. The study delimits itself to habitat: urban, semi-urban and rural. 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.

### **HYPOTHESIS**

1. Deviation in Urban Students' Pronunciation (USP), Semi-Urban Students' Pronunciation SUSP and Rural Students' Pronunciation RSP from RP in monosyllabic words in relation to timing is insignificant.
2. Deviation in USP, SUSP and RSP from RP in monosyllabic words in relation to pitch is insignificant.
3. Deviation in USP, SUSP and RSP from in RP monosyllabic words in relation to intensity is insignificant.
4. Deviation in USP, SUSP and RSP from RP in bi-syllabic words in relation to timing is insignificant.
5. Deviation in USP, SUSP and RSP from RP in bi-syllabic words in relation to pitch is insignificant.
6. Deviation in USP, SUSP and RSP from RP in bi-syllabic words in relation to intensity is insignificant.
7. Deviation in USP, SUSP and RSP from RP in multisyllabic words in relation to timing is insignificant.
8. Deviation in USP, SUSP and RSP from RP in multisyllabic words in relation to pitch is insignificant.
9. Deviation in USP, SUSP and RSP from RP in multisyllabic words in relation to intensity is insignificant.

**OBJECTIVES**

1. To investigate the deviation in USP, SUSP and RSP from RP in monosyllabic words in relation to timing.
2. To investigate the deviation in USP, SUSP and RSP from RP in monosyllabic words in relation to pitch.
3. To investigate the deviation in USP, SUSP and RSP from RP in monosyllabic words in relation to intensity.
4. To investigate the deviation in USP, SUSP and RSP from RP in bi-syllabic words in relation to timing.
5. To investigate the deviation in USP, SUSP and RSP from RP in bi-syllabic words in relation to pitch.
6. To investigate the deviation in USP, SUSP and RSP from RP in bi-syllabic words in relation to intensity.
7. To investigate the deviation in USP, SUSP and RSP from RP multisyllabic words in relation to timing.
8. To investigate the deviation in USP, SUSP and RSP from RP in multisyllabic words in relation to pitch.
9. To investigate the deviation in USP, SUSP and RSP from RP in multisyllabic words in relation to intensity.

**INTERPRETATION OF THE DATA**

**1. Deviations in the Timing of Monosyllabic Words in Case of Urban Students**

Group Statistics					
	URBAN	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	.7320	.17138	.07664
	2	5	.5520	.07190	.03216

The above table gives the descriptive statistics for RP and USP. This gives the mean of five monosyllabic words in RP and the mean is .7320 with standard deviation of .17138. The mean of USP is .5520 with standard deviation of .07190. 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	3.042	.119	2.166	8	.062	.18000	.08311	-.01166	.37166	
	Equal variances not assumed			2.166	5.366	.079	.18000	.08311	-.02934	.38934	

The Sig. (2-Tailed) value in the above table is 0.062. This value is greater than .05 level of significance. Thus we can conclude that there is statistically no significant difference between the RP and USP of monosyllabic words in relation to timing. Since the Sig. (2-tailed) statistics box reveals that difference is likely due to chance not likely due to the IV manipulation.

**2. Deviations in the Timing of Monosyllabic Words in Case of Semi-Urban Students**

Group Statistics					
	SEMIURBAN	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	.7320	.17138	.07664
	2	5	.6140	.04393	.01965

The above table gives the descriptive statistics for RP and SUSP. This gives the mean of five monosyllabic words in RP and the mean is .7320 with standard deviation of .17138. The mean of SUSP is .6140 with standard deviation of .04393. 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	5.245	.051	1.491	8	.174	.11800	.07912	-.06445	.30045	
	Equal variances not assumed			1.491	4.523	.202	.11800	.07912	-.09200	.32800	

The Sig. (2-Tailed) value in the above table is .174. 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 USP of monosyllabic words in relation to timing. Since the Sig. (2-tailed) statistics box reveals that the difference is likely due to chance and not likely due to the IV manipulation.

### 3. Deviations in the Timing of Monosyllabic Words in Case of Rural Students

Group Statistics					
	RURAL	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	.7320	.17138	.07664
	2	5	.6440	.08264	.03696

The above table gives the descriptive statistics for RP and RSP. This gives the mean of five monosyllabic words in RP and the mean is .7320 with standard deviation of .17138. The mean of RSP is .6440 with standard deviation of .08264. 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	2.399	.160	1.034	8	.331	.08800	.08509	-.10821	.28421
	Equal variances not assumed			1.034	5.765	.342	.08800	.08509	-.12228	.29828

The Sig. (2-Tailed) value in the above table is 0.331. 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 RSP of monosyllabic words in relation to timing. Since the Sig. (2-tailed) statistics box reveals that the difference is likely due to chance not likely due to the IV manipulation.

#### DISCUSSION OF HYPOTHESIS 1

There exists insignificant difference in the USP, SUSP and RSP from RP in monosyllabic words in relation to timing. Hence the Hypothesis 1 is accepted. Most of the students have pronounced the word bathe as /ba:θ/, girl as /gɜ:l/, forks as /fox/

#### 4. Deviations in the Pitch of Monosyllabic Words in Case of pronunciation of Urban Students

Group Statistics					
	URBAN	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	124.9520	27.38198	12.24559
	2	5	229.0760	39.04012	17.45927

The above table gives the descriptive statistics for RP and USP. This gives the mean of five monosyllabic words in RP and the mean is 124.9520 with standard deviation of 27.38198. The mean of USP is 229.0760 with standard deviation of 39.04012. 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	.143	.715	-4.883	8	.001	-104.12400	21.32559	-153.30090	-54.94710	
	Equal variances not assumed			-4.883	7.169	.002	-104.12400	21.32559	-154.31149	-53.93651	

The Sig. (2-Tailed) value in the above table is 0.001. 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 USP of monosyllabic words in relation to pitch. Since the Sig. (2-tailed) statistics box reveals that the difference is not by chance but due to the IV manipulation and thus they deviate in the pronunciation of monosyllabic words due to mother tongue influence.

**5. Deviations in the Pitch of Monosyllabic Words in Case of Pronunciation of Semi-Urban Students**

Group Statistics					
	SEMIURBAN	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	124.9520	27.38198	12.24559
	2	5	280.6860	33.30545	14.89465

The above table gives the descriptive statistics for RP and SUSP. This gives the mean of five monosyllabic words in RP and the mean is 124.9520 with standard deviation of .27.38198. The mean of SUSP is 280.6860 with standard deviation of 33.30545 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	
RP 1	Equal variances assumed	.469	.513	-8.077	8	.000	-155.73400	19.28225	-200.19895	-111.26905	
	Equal variances not assumed			-8.077	7.712	.000	-155.73400	19.28225	-200.49002	-110.97798	

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 SUSP of monosyllabic words in relation to pitch. Since the Sig. (2-tailed) statistics box reveals that the difference is not likely due to chance but due to the IV manipulation and thus they deviate in the pronunciation of monosyllabic words due to mother tongue influence.

#### 6. Deviations in the Pitch of Monosyllabic Words in Case of pronunciation of Rural Students

Group Statistics					
	RURAL	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	124.9520	27.38198	12.24559
	2	5	336.0100	55.61586	24.87217

The above table gives the descriptive statistics for RP and USP. This gives the mean of five monosyllabic words in RP and the mean is .7320 with standard deviation of .17138. The mean of USP is .5520 with standard deviation of .07190. 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	.676	.435	-7.613	8	.000	-211.05800	27.72326	-274.98796	-147.12804
	Equal variances not assumed			-7.613	5.832	.000	-211.05800	27.72326	-279.37213	-142.74387

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 RSP of monosyllabic words in relation to pitch. Since the Sig. (2-tailed) statistics box reveals that the difference is not likely due to chance but due to the IV manipulation and thus they deviate in the pronunciation of monosyllabic words due to mother tongue influence.

## RESULT OF HYPOTHESIS 2

There exists significant difference amongst USP, SUSP and RSP from RP in monosyllabic words in relation to pitch. Hence, Hypothesis 2 is rejected.

## 7. Deviations in the Intensity of Monosyllabic Words in Case of Pronunciation of Urban Students

Group Statistics					
	URBAN	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	74.3480	2.55494	1.14260
	2	5	54.4220	1.56346	.69920

The above table gives the descriptive statistics for RP and USP. 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 USP is 54.4220 with standard deviation of 1.56346. 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	6.052	.039	14.875	8	.000	19.92600	1.33956	16.83696	23.01504
	Equal variances not assumed			14.875	6.627	.000	19.92600	1.33956	16.72197	23.13003

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 USP of monosyllabic words in relation to intensity. Since the Sig. (2-tailed) statistics box reveals that the differences is not likely due to chance but due to the IV manipulation and thus they deviate in the pronunciation of monosyllabic words due to mother tongue influence.

**8. Deviations in the Intensity of Monosyllabic Words in Case of Pronunciation of Semi-Urban Students**

Group Statistics					
	SEMIURBAN	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	74.3480	2.55494	1.14260
	2	5	57.5100	1.62210	.72542

The above table gives the descriptive group statistics for RP and USP. 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 SUSP is 57.5100 with standard deviation of 1.62210c. 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	4.189	.075	12.441	8	.000	16.83800	1.35343	13.71698	19.95902
	Equal variances not assumed			12.441	6.774	.000	16.83800	1.35343	13.61586	20.06014

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 SUSP of monosyllabic words in relation to intensity. Since the Sig. (2-tailed) statistics box reveals that the difference is not likely due to chance but likely due to the IV manipulation and thus they deviate in the pronunciation of monosyllabic words due to mother tongue influence.

### 9. Deviations in the Intensity of Monosyllabic Words in Case of Pronunciation of Rural Students

Group Statistics					
	RURAL	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	74.3480	2.55494	1.14260
	2	5	55.4800	.84167	.37640

The above table gives the descriptive statistics for RP and RSP. 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 USP is 55.4800 with standard deviation of .84167. 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	24.645	.001	15.684	8	.000	18.86800	1.20301	16.09386	21.64214
	Equal variances not assumed			15.684	4.858	.000	18.86800	1.20301	15.74820	21.98780

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 RSP of monosyllabic words in relation to intensity. Since the Sig. (2-tailed) statistics box reveals that the difference is not likely due to chance but likely due to the IV manipulation and thus they deviate in the pronunciation of monosyllabic words due to mother tongue influence.

**RESULT OF HYPOTHESIS 3**

There exists significant difference in USP, SUSP and RSP of monosyllabic words in relation to intensity. Hence, the Hypothesis 3 is rejected.

**10. Deviations in the Timing of Bi Syllabic Words in Case of Pronunciation of Urban Students**

Group Statistics					
URBAN		N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	.8060	.06804	.03043
	2	5	.5240	.03362	.01503

The above table gives the descriptive group statistics for RP and pronunciation of urban students. This gives the mean of five bi-syllabic words in RP and the mean is .8060 with standard deviation of .06804. The mean of urban students is 0.5240 with standard deviation of .03362. 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	3.811	.087	8.309	8	.000	.28200	.03394	.20373	.36027
	Equal variances not assumed			8.309	5.843	.000	.28200	.03394	.19840	.36560

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 USP of bi-syllabic words in relation to timing. Since the Sig. (2-tailed) statistics box reveals that the difference is not likely due to chance but likely due to the IV manipulation and thus they deviate in the pronunciation of bi-syllabic words due to mother tongue influence.

**11. Deviations in the Timing of Bi Syllabic Words in Case of Pronunciation of Semi-Urban Students**

Group Statistics					
	SEMIURBAN	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	.8060	.06804	.03043
	2	5	.6900	.06285	.02811

The above table gives the descriptive group statistics for RP and pronunciation of Semi-Urban students. This gives the mean of five Bi-Syllabic words in RP and the mean is .8060 with standard deviation of .06804. The mean of Semi-Urban students is .6900 with standard deviation of .06285. 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	.037	.853	2.800	8	.023	.11600	.04142	.02047	.21153
	Equal variances not assumed			2.800	7.950	.023	.11600	.04142	.02037	.21163

The Sig. (2-Tailed) value in the above table is 0.023. 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 SUSP of bi-syllabic words in relation to timing. Since the statistics box reveals that the difference is not likely due to chance but due to the IV manipulation and thus they deviate in the pronunciation of bi-syllabic words due to mother tongue influence.

## 12. Deviations in the Timing of Bi Syllabic Words in Case of Pronunciation of Rural Students

Group Statistics					
	RURAL	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	.8060	.06804	.03043
	2	5	.6900	.05612	.02510

The above table gives the descriptive statistics for RP and pronunciation of rural students. This gives the mean of five Bi-Syllabic words in RP and the mean is .8060 with standard deviation of .06804. The mean of rural students is .6900 with standard deviation of .05812. 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	.404	.543	2.941	8	.019	.11600	.03945	.02504	.20696
	Equal variances not assumed			2.941	7.721	.019	.11600	.03945	.02446	.20754

The Sig. (2-Tailed) value in the above table is 0.019. 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 RSP of bi-syllabic words in relation to timing. Since the statistics box reveals that the difference is not likely due to chance but likely due to the IV manipulation and thus they deviate in the pronunciation of bi-syllabic words due to mother tongue influence.

#### RESULT OF HYPOTHESIS 4

There exists significant difference in the USP, SUSP and RSP of bi-syllabic words in relation to timing. Hence, the Hypothesis 4 is rejected. Most of the students have pronounced the word derive as /dərəiv/, parade as /pərə:di/, vowel as /va:vəl/.

#### 6.13 Deviations in the Pitch of Bi Syllabic Words in Case of Pronunciation of Urban Students Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	109.3720	16.18223	7.23691
	2	5	206.7820	9.19882	4.11384

The above table gives the descriptive statistics for RP and pitch of bi-syllabic words in case of urban students. This gives the mean of five monosyllabic words in RP and the mean is 109.3720 with standard deviation of 16.18223. The mean of urban students is 206.7820 with standard deviation of 9.19882. 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	1.208	.304	-11.702	8	.000	-97.41000	8.32446	-116.60623	-78.21377	
	Equal variances not assumed			-11.702	6.341	.000	-97.41000	8.32446	-117.51683	-77.30317	

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 USP of bi-syllabic words in relation to pitch. Since the statistics box reveals that the difference is not likely due to chance but likely due to the IV manipulation and thus they deviate in the pronunciation of bi-syllabic words due to mother tongue influence.

**13. Deviations in the Pitch of Bi Syllabic Words in Case of Pronunciation of Semi-Urban Students**

Group Statistics					
	SMIURBAN	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	109.3720	16.18223	7.23691
	2	5	272.4880	13.94611	6.23689

The above table gives the descriptive group statistics for RP and pronunciation of semi-urban students. 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 semi-urban students is 272.4800 with standard deviation of 13.94611. 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	.166	.695	-17.074	8	.000	-163.11600	9.55362	-185.14670	-141.08530
	Equal variances not assumed			-17.074	7.829	.000	-163.11600	9.55362	-185.23055	-141.00145

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 USP of bi-syllabic words in relation to pitch. Since the statistics box reveals that the difference is not likely due to chance but likely due to the IV manipulation and thus they deviate in the pronunciation of bi-syllabic words due to mother tongue influence.

**14. Deviations in the Pitch of Bi Syllabic Words in Case of Pronunciation of Rural Students**

Group Statistics					
	RURAL	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	109.3720	16.18223	7.23691
	2	5	351.3560	26.54226	11.87006

The above table gives the descriptive statistics for RP and pronunciation of rural students. 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 rural students is 351.3560 with standard deviation of 26.54226. 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	2.001	.195	-17.406	8	.000	-241.98400	13.90220	-274.04253	-209.92547
	Equal variances not assumed			-17.406	6.613	.000	-241.98400	13.90220	-275.25187	-208.71613

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 RSP of bi-syllabic words in relation to pitch. Since the statistics box reveals that the difference is not likely due to chance but likely due to the IV manipulation and thus they deviate in the pronunciation of bi-syllabic words due to mother tongue influence.

#### RESULT OF HYPOTHESIS 5

There exists significant difference in the USP, SUSP and RSP of bi-syllabic words in relation to timing. Hence, the Hypothesis 5 is rejected.

#### 15. Deviations in the Intensity of Bi Syllabic Words in Case of Pronunciation of Urban Students

Group Statistics					
	URBAN	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	75.1600	1.38342	.61868
	2	5	55.5240	1.23070	.55039

The above table gives the descriptive statistics for RP and pronunciation of urban students. 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 rural students is 55.5240 with standard deviation of 1.23070. 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	.156	.704	23.713	8	.000	19.63600	.82807	17.72647	21.54553
	Equal variances not assumed			23.713	7.893	.000	19.63600	.82807	17.72196	21.55004

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 USP of bi-syllabic words in relation to intensity. Since the statistics box reveals that the difference between the RP and USP of bi-syllabic words in relation to intensity is not likely due to chance but likely due to the IV manipulation and thus they deviate in the pronunciation of bi-syllabic words due to mother tongue influence.

#### 16. Deviations Shown in the Intensity of Bi Syllabic Words in Case of Pronunciation of Semi-Urban Students

Group Statistics					
	SEMIURBAN	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	75.1600	1.38342	.61868
	2	5	57.5400	1.33641	.59766

The above table gives the descriptive group statistics for RP and pronunciation of semi-urban students. This gives the mean of five monosyllabic words in RP and the mean is 75.1600 with standard deviation of 1.38342. The mean of rural students is 57.5400 with standard deviation of 1.33641. 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	.132	.726	20.483	8	.000	17.62000	.86022	15.63634	19.60366
	Equal variances not assumed			20.483	7.990	.000	17.62000	.86022	15.63593	19.60407

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 SUSP of bi-syllabic words in relation to intensity. Since the statistics box reveals that the difference between the RP and SUSP of bi-syllabic words in relation to intensity is not likely due to chance but likely due to the IV manipulation and thus they deviate in the pronunciation of bi-syllabic words due to mother tongue influence.

**17. Deviations in the Intensity of Bi Syllabic Words in Case of Pronunciation of Rural Students**

Group Statistics					
	RURAL	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	75.1600	1.38342	.61868
	2	5	56.1560	.83728	.37444

The above table gives the descriptive group statistics for RP and pronunciation of rural students. 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 rural students is 56.1560 with standard deviation of 0.83728. 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
RP 1	Equal variances assumed	2.741	.136	26.279	8	.000	19.00400	.72317	17.33637	20.67163
	Equal variances not assumed			26.279	6.584	.000	19.00400	.72317	17.27181	20.73619

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 RSP of bi-syllabic words in relation to intensity. Since the statistics box reveals that the difference is not likely due to chance but likely due to the IV manipulation and thus they deviate in the pronunciation of bi-syllabic words due to mother tongue influence.

### RESULT OF HYPOTHESIS 6

There exists significant difference in the USP, SUSP and RSP of bi-syllabic words in relation to intensity. Hence, the Hypothesis 6 is rejected.

### 18. Deviations in the Timing of Multisyllabic Words in Case of Pronunciation of Urban Students

#### Group Statistics

URBAN		N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	1.0800	.17507	.07829
	2	5	.7220	.05718	.02557

The above table gives the descriptive statistics for RP and pronunciation of urban students. This gives the mean of five multisyllabic words in RP and the mean is 1.0800 with standard deviation of .17507. The mean of five multisyllabic words pronounced by urban students is .7220 with standard deviation of .05718. The last column gives the standard error mean for each of the two variables.

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
RP1	Equal variances assumed	8.972	.017	4.347	8	.002	.35800	.08237	.16807	.54793	
	Equal variances not assumed			4.347	4.844	.008	.35800	.08237	.14421	.57179	

The Sig. (2-Tailed) value in the above table is 0.002. This value is less than .05 level of significance. Because of this, we can conclude that there is statistically significant difference between the RP and USP of multisyllabic words in relation to timing. Since the statistics box reveals that the difference is not likely due to chance but likely due to the IV manipulation and thus they deviate in the pronunciation of multisyllabic words there is mother tongue influence.

**19. Deviations in the Timing of Multisyllabic Words in Case of Pronunciation of Semi-Urban Students**

Group Statistics					
	SEMIURBAN	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	1.0800	.17507	.07829
	2	5	.8100	.06285	.02811

The above table gives the descriptive statistics for RP and pronunciation of semi-urban students. This gives the mean of five multisyllabic words in RP and the mean is 1.0800 with standard deviation of .17507. The mean of semi-urban students is .8100 with standard deviation of .06285. The last column gives the standard error mean for each of the two variables.

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
RP1	Equal variances assumed	8.096	.022	3.246	8	.012	.27000	.08319	.07817	.46183	
	Equal variances not assumed			3.246	5.014	.023	.27000	.08319	.05634	.48366	

The Sig. (2-Tailed) value in the above table is 0.023. 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 SUSP of multisyllabic words in relation to timing. Since the statistics box reveals that the difference is not likely due to chance but likely due to the IV manipulation and thus there is mother tongue influence in the pronunciation of multisyllabic words.

**20. Deviations in the Timing of Multisyllabic Words in Case of Pronunciation of Rural Students**

Group Statistics					
	SEMIURBAN	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	1.0800	.17507	.07829
	2	5	.9540	.13164	.05887

The above table gives the descriptive statistics for RP and pronunciation of rural students. This gives the mean of five multisyllabic words in RP and the mean is 1.0800 with standard deviation of .17507. The mean of rural students is .9540 with standard deviation of .13164. 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	.791	.400	1.286	8	.234	.12600	.09796	-.09989	.35189
	Equal variances not assumed			1.286	7.428	.237	.12600	.09796	-.10296	.35496

The Sig. (2-Tailed) value in the above table is 0.234. 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 RSP of multisyllabic words in relation to timing. Since the statistics box reveals that the difference is likely due to chance not due to the IV manipulation.

### Result of Hypothesis 7

There exists significant difference in the USP and SUSP of multisyllabic words in relation to timing. Hence, the Hypothesis 7 is rejected. But there exists insignificant difference in the RSP of multisyllabic words in relation to timing. Hence, hypothesis 7 is rejected. Most of the students have pronounced the word Wednesday as /vednesde/, Japanese as /djəpə:ni:z/.

### 21. Deviations in the Pitch of Multisyllabic Words in Case of Pronunciation of Urban Students

Group Statistics					
	URBAN	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	181.2200	34.86190	15.59072
	2	5	222.4260	11.18580	5.00244

The above table gives the descriptive group statistics for RP and pitch of urban students. 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 urban students is 222.4260 with standard deviation of 11.18680. 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	1.577	.245	-2.517	8	.036	-41.20600	16.37360	-78.96359	-3.44841
	Equal variances not assumed			-2.517	4.815	.055	-41.20600	16.37360	-83.78684	1.37484

The Sig. (2-Tailed) value in the above table is 0.036. 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 USP of multisyllabic words in relation to pitch. Since the statistics box reveals that the difference is not likely due to chance but due to the IV manipulation. This shows that there is mother tongue influence in the pronunciation of multisyllabic words.

**22. Deviations in the Pitch of Multisyllabic Words in Case of Pronunciation of Semi-Urban Students**

Group Statistics					
	SEMIURBAN	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	181.2200	34.86190	15.59072
	2	5	280.6860	33.30545	14.89465

The above table gives the descriptive group statistics for RP and pitch of semi-urban students. 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 semi-urban students is 280.6860 with standard deviation of 33.30545. 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
RP 1	Equal variances assumed	.204	.664	-4.613	8	.002	-99.46600	21.56203	-149.18812	-49.74388
	Equal variances not assumed			-4.613	7.983	.002	-99.46600	21.56203	-149.20616	-49.72584

The Sig. (2-Tailed) value in the above table is 0.002. This value is less than .05 level of significance. Because of this, we can conclude that there is statistically significant difference between the RP and SUSP of multisyllabic words in relation to pitch. Since the statistics box reveals that the difference is not likely due to chance but due to the IV manipulation and thus it implies that in relation to pitch, semi-urban students deviate in the pronunciation of multisyllabic words due to mother tongue influence.

### 23. Deviations Shown in the Pitch of Multisyllabic Words in Case of Pronunciation of Rural Students

Group Statistics					
	RURAL	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	181.2200	34.86190	15.59072
	2	5	361.9560	28.83179	12.89397

The above table gives the descriptive statistics for RP and pitch of rural students. 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 urban students is 361.9560 with standard deviation of 28.83179. 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	.001	.978	-8.933	8	.000	-180.73600	20.23178	-227.39056	-134.08144
	Equal variances not assumed			-8.933	7.728	.000	-180.73600	20.23178	-227.67812	-133.79388

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 RSP of multisyllabic words in relation to pitch. Since the statistics box reveals that the deviation is not likely due to chance but due to the IV manipulation. This shows that due to mother tongue influence rural students deviate in the pronunciation of multisyllabic words in relation to the pitch.

**RESULT OF HYPOTHESIS 8**

There exists significant difference in the USP, SUSP and RSP of multisyllabic words in relation to pitch. Hence, the Hypothesis 8 is rejected.

**24. Deviations in the Intensity of Multisyllabic Words in Case of Pronunciation of Urban Students**

Group Statistics					
	URBAN	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	73.0880	2.95342	1.32081
	2	5	53.5520	.99477	.44488

The above table gives the descriptive statistics for RP and pitch of urban students. 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 urban students is 53.5520 with standard deviation of 0.99477. 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	3.395	.103	14.017	8	.000	19.53600	1.39372	16.32208	22.74992
	Equal variances not assumed			14.017	4.896	.000	19.53600	1.39372	15.93034	23.14166

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 USP of multisyllabic words in relation to intensity. Since the statistics box reveals that the deviation is not likely due to chance but due to the IV manipulation. This shows that due to mother tongue influence urban students deviate in the pronunciation of multisyllabic words in relation to the intensity.

**25. Deviations in the Intensity of Multisyllabic Words in Case of Pronunciation of Semi-Urban Students**

Group Statistics					
	SEMIURBAN	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	73.0880	2.95342	1.32081
	2	5	56.0400	1.47784	.66091

The above table gives the descriptive statistics for RP and semi-urban of urban students. 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 semi-urban students is 56.0400 with standard deviation of 21.47784. 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
RP 1	Equal variances assumed	1.483	.258	11.543	8	.000	17.04800	1.47693	13.64218	20.45382
	Equal variances not assumed			11.543	5.885	.000	17.04800	1.47693	13.41687	20.67913

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 SUSP of multisyllabic words in relation to intensity. Since the statistics box reveals that the deviation is not likely due to chance but due to the IV manipulation. This shows that due to mother tongue influence semi-urban students deviate in the pronunciation of multisyllabic words in relation to the intensity.

## 26. Deviations in the Intensity of Multisyllabic Words in Case of Pronunciation of Rural Students

Group Statistics					
	RURAL	N	Mean	Std. Deviation	Std. Error Mean
RP1	1	5	73.0880	2.95342	1.32081
	2	5	55.6460	.65114	.29120

The above table gives the descriptive statistics for RP and intensity of rural students. 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 rural students is 55.6480 with standard deviation of 0.65114. 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	4.610	.064	12.896	8	.000	17.44200	1.35253	14.32307	20.56093
	Equal variances not assumed			12.896	4.388	.000	17.44200	1.35253	13.81416	21.06984

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 RSP of multisyllabic words in relation to intensity. Since the statistics box reveals that the deviation is not likely due to chance but due to the IV manipulation. This shows that due to mother tongue influence rural students deviate in the multisyllabic words in relation to the intensity.

**RESULT OF HYPOTHESIS 9**

There exists significant difference in the USP, SUSP and RSP of multisyllabic words in relation to intensity. Hence, the Hypothesis 9 is rejected.

**CONCLUSION**

- Urban Students, Semi-urban students and Rural students deviate in the pronunciation of monosyllabic words and this deviation is due to chance not likely due to IV manipulation.
- Urban Students, Semi-urban students and Rural students deviate in the pronunciation of monosyllabic words and this deviation is not likely due to chance but likely due to IV manipulation.
- Urban Students, Semi-urban Students and Rural Students deviate in the pronunciation of monosyllabic words and this deviation is not likely due to chance but likely due to IV manipulation.
- Urban Students, Semi-urban Students and Rural Students deviate in the pronunciation of bi-syllabic words and this deviation is not likely due to chance but likely due to IV manipulation.
- Urban Students, Semi-urban Students and Rural Students deviate in the pronunciation of bi-syllabic words and this deviation is not likely due to chance but likely due to IV manipulation.
- Urban Students, Semi-urban Students and Rural Students deviate in the pronunciation of bi-syllabic words and this deviation is not likely due to chance but likely due to IV manipulation.
- Urban Students, Semi-urban Students deviate in the pronunciation of multisyllabic words and this deviation is not likely due to chance but likely due to IV manipulation. But there exists insignificant difference in the RSP from RP in multisyllabic words in relation to timing.
- Urban Students, Semi-urban students and Rural Students deviate in the pronunciation of multisyllabic words and this deviation is not likely due to chance but likely due to IV manipulation.

- Urban Students, Semi-urban Students and Rural Students deviate in the pronunciation of multisyllabic words and this deviation is not likely due to chance but likely due to IV manipulation.