

## IMPACT OF ACCENT AND PRONUNCIATION ON LISTENING AND SPEAKING SKILLS OF UNIVERSITY STUDENTS

Sadaf Fatima

Lecturer, CUI, Lahore Campus, PhD Linguistics Scholar, Fatima Jinnah Women University Rawalpindi, Pakistan

Received: 22 February, 2024

Revised: 22 March, 2024

Accepted: 02 April, 2024

Published: 16 April, 2024

### ABSTRACT

This research paper studies the impact of accent and pronunciation on the listening and speaking skills of university students from a public sector government university. It is a general observation that students coming to universities from both rural and urban areas tend to become impressed by those teachers more who speak in a native like English accent and pronunciation. However, there is still need to know on a deeper level what they actually think about the importance of accent and pronunciation in a teaching session. Moreover, it is also vital to know if these students get to learn and improve themselves in their accent and pronunciation by listening to such teachers at a mature level or not. The methodology for this research paper is mainly observation and survey; making it Holistic in nature i.e. both qualitative and quantitative. The number of students selected for surveys were twenty five from all levels of university programs i.e. Bachelors, Masters, MPhil and PhD. The students were from assorted disciplines of Computer Sciences, Environmental Sciences, Fine Arts, Psychology, Law, Physics, and Mathematics, Mass Media and Communication Studies, etc. The data collected from surveys is represented via table and bar chart along with theoretical analysis. This paper will discuss both positive and negative implications of using native like accent and pronunciation while speaking English by teachers from learners' perspective.

**Keywords:** Accent, Pronunciation, Speaking, Holistic, Learners' Perspective

### INTRODUCTION

This research paper studies the impact of native like English accent and pronunciation of teachers of any subject on listening and speaking skills of students of a public sector government university. The research was stretched intentionally on students of all levels of educational programs in the university i.e. Bachelors, Masters, MPhil and PhD. They were also from varied disciplines of Computer Sciences, Environmental Sciences, Fine Arts, Psychology, Law, Physics, and Mathematics, Mass Media and Communication Studies, etc. The research was meant to collect and analyze observation and opinion of a mixture of students about all teachers; keeping in view that English is the medium of instruction and all teachers fully or partially deliver lectures in English language.

The students coming up to the university level are supposedly having a good knowledge of basic four skills of speaking, listening, reading and writing in English language. It is these days a common practice,

to either give a preliminary test to students at the time of admission or they are required to pass NTS test which also has a section for testing language. These tests actually are given to see that student fulfils the basic knowledge requirements of a specific field like arts, science, maths etc. Moreover, the language capability is also tested which is in itself a pre requisite for taking admission in all programs.

The teachers may or may not usually the whole lecture in a typical classroom environment in English language but if they do it is the responsibility of the student to comprehend them. Moreover, students are required to give presentations, viva voce i.e. oral examination or participation in other public speaking activities like anchoring, hosting an event in university related to academics like a conference or seminar or guest lecturers of foreign professors. In other cases these events can be like cultural programs or speeches about a specific topic on some particular day like Women's day, Mother's day, Independence

Day and so on. Moreover, debates or dramatic activities or poetry and talk shows are other opportunities which may come across while a student is at university.

All the above mentioned events and activities require the students to be well versed in English language. This is the very reason that students need the basic listening and speaking skills in English language; and this is also the exact reason why they might be taking interest in learning or improvising their speaking and listening skills further in English language. This brings the focus back to the teachers that they might be the most important source apart from being the resource person who may provide them with more academic and formal exposure of English language spoken skills via classroom teaching or other activities in which they are supervised by their teachers. It is also commonly observed that students consciously or subconsciously learn language usage from their teachers and realize it later on when they themselves enter the practical or professional life or if they start taking part actively in events and activities during their academic life. Many students never bother to even look at a dictionary for its meaning or pronunciation as they tend to learn by heart whatever is told by the teacher. In such circumstances, it becomes very crucial to know whether they are actually improvising language skills like listening and speaking at university level or not. Moreover, they might be observing difference of speaking styles in English language such as three main styles are; Pakistani or local accent and pronunciation, second of British and third of American. Thus it becomes necessary on the part of the universities that students are getting up to the mark exposure of the English language as compared to the world rankings or higher education commission rankings, standards and requirements. This survey is technically a small scale effort to know the role of teachers in improving the skills of listening and speaking of the students in English language via their own teachers of varied subjects. As the medium of instruction is in English language, teachers become the main source of language input on behalf of the university. Otherwise, students

might be getting their listening and speaking skills exposure through mass and social media. Although the students at university level are mature enough to make conscious efforts to learn and improve themselves in spoken English skills; however, this research was carried out also to know what they might have learned, improved or discovered about spoken English skills subconsciously.

#### **Literature Review:**

The focus of this study is no doubt on accent and pronunciation of the students which can improve their speaking skills. However, it is a fact that speaking is an output skill which is a counterpart of the input skill i.e. listening and speaking go hand in hand. If one wants to improve speaking skills the focus is first on improving the listening skills as the input ensure how good the output will be. This is the reason that in order to improve speaking skills they must be first good listeners in the classroom environment where a lot is going on. The teacher's native like English accent and pronunciation thus, can become one very crucial resource for an average student to become later a good speaker.<sup>1</sup>

One of the problems which can cause students to like a teacher with native like accent and pronunciation at one hand and also feel like that not every teacher needs to speak in foreign accent is the issue of "Pronunciation Problems" which might be the reason of already having wrong pronunciation registered in mind or not understanding the correct one due to the issues in listening created by elision and assimilation. Even with these problems still students yearn to listen to teachers with a foreign accent and pronunciation as they know that learning foreign accent and pronunciation will help them eventually.<sup>2</sup>

Many students will find it difficult and interesting at the same time to listen and learn correct pronunciation from a foreign accented teacher. The main reason for that are the suprasegmental features i.e. stress, rhythm, and intonation; play their role in making the same language sound different. At the university level students don't have problems in recognizing the segmental features i.e. vowels and

<sup>1</sup> Zarin, I. (2013). The Effect of Accent (s) and Pronunciations (s) of English on Bangladeshi English Language Learners' Listening Skill Acquisition Process.

<sup>2</sup> Zarin, I. (2013). The Effect of Accent (s) and Pronunciations (s) of English on Bangladeshi English Language Learners' Listening Skill Acquisition Process.

consonants; however the suprasegmental can change their pattern of speech for which they may or may not be ready. The teachers who keep the focus on communicative tasks and class participation make students learn naturally and without becoming conscious of altering. This is the reason why classrooms are the best place to learn from foreign accented teachers in a gradual way even if it is not controlled teaching of pronunciation with drills.<sup>3</sup>

The teachers whether they are English subject teachers or any other subject teacher mostly know the needs of their students which makes “teacher talk” an important tool for students to learn accent and pronunciation. The teachers can always amend their material if need be to meet the needs of their students. The teacher talk, thus, in the classroom becomes the most vital “listening tool” for a student to learn pronunciation and accent. It is supported in other studies as mentioned in the paragraph above that those teachers who engage students in communicative activities planned and controlled or not provide them with the best environment for learning listening and speaking simultaneously.<sup>4</sup>

In addition to improvement in accent and pronunciation, a student may feel more motivated to learn and become conscious of learning which is called “metacognitive awareness”. Many students when come to universities start unlearning older version of accent and pronunciation from school or college and start learning on a conscious level with understanding of their own learning style and process.<sup>5</sup>

Just like this small scale research, there have been other researches carried out on a bigger level in the world which also suggest that from learners ‘point of view pronunciation is an important element if one wants to be acknowledged as a good speaker of a language so it should be taught by teachers in the classroom for sometime or the teachers should correct the students where they are wrong. Moreover students worldwide are now conscious to learn and

know the difference between British and American pronunciation rather their own compared with British or American which shows a worldwide awareness of the global trends and standards.<sup>6</sup>

Another interesting fact about learning pronunciation is the attitude non native speakers have towards native and non native pronunciation and speakers of English. It was discovered through research on many countries that even if the worldwide emerging campaigns like EIL (English as an International Language) support the view that an error should not be called an error if majority non native speakers of the world pronounce it in the same way rather they should be comforted with their own style. However the research of learners’ perspectives showed that most of the non native learners who want to learn English and specifically pronunciation tend to have a negative attitude towards non native pronunciation and accent. Majority of the non native learners give credit and preference to native speaker accent and pronunciation while learning English language. This factor may not be supporting the cause of EIL campaign but it is a sure indicator of the actual attitude and preference of the non native learners while learning English pronunciation and accent.<sup>7</sup> Moreover, it also confirms another point linked to it that no matter a teacher is a native English speaker or not but having a close to native like English accent and pronunciation can be good source for teacher empowerment like discovered and acknowledged in countries like Thailand after research on role of suprasegmentals.<sup>8</sup>

Motivation is one of the factors in language learning which determines the pace and amount of learning and knowledge a learner may gain from classroom teaching. If we keep this fact in mind then it means that even if these students don’t become very proficient in pronunciation with a teacher who has native like English accent and pronunciation, at least their motivation is boosted which is reason enough to

<sup>3</sup> Levis, J. M., & Grant, L. (2003). Integrating pronunciation into ESL/EFL classrooms. *Tesol Journal*, 12(2), 13-19.

<sup>4</sup> Barlow, L. (2009). The effect of nonnative speaker accent on EFL students' listening comprehension.

<sup>5</sup> Zarin, I. (2013). The Effect of Accent (s) and Pronunciations (s) of English on Bangladeshi English Language Learners' Listening Skill Acquisition Process.

<sup>6</sup> Crofton-Martin, I. (2015) Students’ and Teachers’ Perceptions of the Role of Pronunciation in the EFL Classroom.

<sup>7</sup> Coskun, A. (2011). Future English Teachers' Attitudes towards EIL Pronunciation. *Online Submission*, 6(2), 46-68.

<sup>8</sup> Kanoksilapatham, B. (2014). Thai Elementary School Teachers' English Pronunciation and Effects of Teacher Variables: Professional Development. *TESL-EJ*, 18(1), n1.

consider foreign accented teachers having more impact on their learning.<sup>9</sup>

It is also an undeniable fact that students are sometimes less willing or have lesser comprehensibility due to a teacher's native like English accent and pronunciation; as it may take them initially or at certain times more time to process such speech in listening. However, the continuous exposure to accented speech increases students' overall abilities in listening and speaking as well ultimately. The teachers of different subjects but specifically English subject teachers can always come up with materials even for casual reading aloud in class and discussions which can increase students' knowledge of the subject and also make them learn accented conversation.<sup>10</sup>

**Research question:**

1. Does native like accent/pronunciation in English of the teacher has a positive impact on classroom learning of the students?

**Methodology:**

The methodology for this research was holistic in nature combining both qualitative and quantitative techniques; comprising of observation and survey respectively to collect data and analyze it. The observation period was a whole semester i.e. four months time. The observation of university students was both in their formal and informal environments i.e. when they are in classroom listening to lectures of their teachers and when they are with their peers discussing academic topics respectively.

In addition to observation, a survey was also conducted with fifteen closed ended questions to be answered in positive, negative, neutral i.e. yes, no, not sure respectively. The last question was open ended asking for comments, suggestions and thoughts of the students with ample space given to write their responses. The number of survey participants was thirty. They were selected randomly from different levels of educational programs like Bachelors, Masters, MPhil and PhD. The disciplines of these students were also varied such as; Psychology, Management Sciences, Environmental Sciences, Computer Sciences, Mathematics, Physics,

Law, Fine Arts Mass Media and Communication Studies, etc. They were also given ample time to fill in the survey forms.

**Results and Findings:**

**Analysis of the Survey:** The first question was about the liking for teachers with native like English accent and pronunciation to which majority of the students agreed. The second question was if they get impressed by teachers with native like English accent and pronunciation to which again majority responded in positive. The third question was if students listen more carefully to teachers with native like English accent and pronunciation which was also answered positively by majority. The fourth question was about understanding course content clearly from teachers with native like English accent and pronunciation which was answered in yes by majority. The fifth question asked whether all teachers of various subjects should use native like English accent and pronunciation to which majority answered in negative. The sixth question was about imitating teachers with native like English accent and pronunciation in speaking which was answered in neutral by majority i.e. most of the students were not sure if they imitate such teachers in speaking. The seventh question was about the influence of teachers with native like English accent and pronunciation in improving accent and pronunciation of students which was responded positively by majority. The eighth question was if students believe that only teachers with native like English accent and pronunciation are competent which was answered in negation by majority. The ninth question was if students think that only English subject teachers require native like English accent and pronunciation to which majority answered in negation. The tenth question was about taking more interest in any subject lecture if a teacher has native like accent and pronunciation which had the same percentage of answers in both yes and no. However, students who responded in neutral were lesser as compared to both affirmation and negation. The eleventh question was if confidence level of students in speaking English increases by listening to lectures of teachers with native like accent and pronunciation which was

<sup>9</sup> Abbasian, G., & Bahmanie, A. (2013). EFL Teachers and Learners Reflection on Pronunciation Factor in Teaching-Learning Process and Its Effects on Learners' Motivation. *ELT-Voices Journal*, 3(2), 62-79.

<sup>10</sup> Sewell, H. D. (2005). Teaching Implications of Students' Attitudes to Differing English Accents. *Centre for English Language Studies*.

answered in affirmation by majority. The twelfth question was if fluency level of students in speaking English increases by listening to lectures of teachers with native like accent and pronunciation which was also answered in affirmation by majority. The thirteenth question was if accuracy level of students in speaking English increases by listening to lectures of teachers with native like accent and pronunciation which was again answered in affirmation by majority. The fourteenth question was if listening skill of students improve by listening to lectures of teachers with native like accent and pronunciation which was answered in positive by majority. The fifteenth question was if native like English accent and pronunciation was the most motivating factor while listening to lectures of the teachers which was answered in affirmation by majority.

The sixteenth and last question was open ended which was responded by only eight out of the total thirty survey participants. Most of the students were of the view that English language is a necessity to survive these days in academia and professional world. They were of the opinion that everyone speaks in their native accent regardless of which language is their native language. This clearly means that students are aware of the fact that naturally around the globe every region has its accent mark on English language and that's why also entitled with regional names like Paklish (Pakistani English)<sup>11</sup>, Chinglish (Chinese English)<sup>12</sup>, Finglish (Persian English)<sup>13</sup>, Frenglish (French English)<sup>14</sup> etc.

Students were also of the view that all teachers' accent and pronunciation of English affect the students whether they are English subject teachers or not. They also thought that teachers need to focus more on their speaking skills if they want to see improvement in their students' speaking skills which definitely means that students acknowledge the fact that listening to teachers is an important source for learning speaking skills in a foreign language such as English. This learning is life long as it would help perform better in their professional lives as well.

The students were of the view that the level of a student's educational program also matters and

directly affects a student's motivation level, fluency, accuracy and confidence while listening to teachers with native like English accent and pronunciation.

According to student's views if a student is so weak that he/she is unable to comprehend a teacher with local accent then how is it possible that such a student would be able to understand native English like accent and pronunciation. It hints that students think that basic skill learning time has already passed when students reach at university level education; at university level students themselves should also make efforts to improve. The students should be well equipped with basic level skills in speaking and listening of English language at university level so that they can improve themselves further when they have teachers who are highly qualified and speak in native English like accent and pronunciation.

Students also had suggestions like that teacher should enlist words which are most commonly wrongly pronounced in local English version; and inform students about them separately. This will enhance the pace of learning of students and make it easy for them to follow their teacher with native like English accent and pronunciation.

Moreover, every student has a different proficiency level and they might be wrong in pronunciation of different words from each other. In such a case, teacher is the one who sets the standard and makes them learn the most correct version which means teacher is the role model or example for learning skills in a foreign language.

Moreover, students also thought that locally people are very judgmental and conscious while using native like English accent and pronunciation. If someone tries to follow the native like English accent and pronunciation they become somehow prejudiced about that person as a boastful person. Obviously, students have observed these comments being given on teachers as well in their peers' company. This however, becomes also the reason that many students don't find the courage to speak in native like English accent and pronunciation although they have many good examples of such teachers around them from

<sup>11</sup> Awan, M. S. (2016). Teaching the Empire to Write Back: Locating Kipling's "english" in the Postcolonial Literatures of the Subcontinent. *PUBLICATION BRANCH NATIONAL UNIVERSITY OF MODERN LANGUAGES ISLAMABAD, PAKISTAN*, 1.

<sup>12</sup> Wenzhong, L. (1993). China English and Chinglish [J]. *Foreign Language Teaching and Research*, 4, 18-24.

<sup>13</sup> Pahlavannezhad, M. R., Akhlaghi, E., & Ebrahimi, S. (2012). The investigation of shortening processes of Persian vocabularies in web chats. *European Scientific Journal*, 8(30).

<sup>14</sup> Martin, E. (2007). "Frenglish" for sale: multilingual discourses for addressing today's global consumer. *World Englishes*, 26(2), 170-190.

whom they could or must have learned the correct accent and pronunciation.

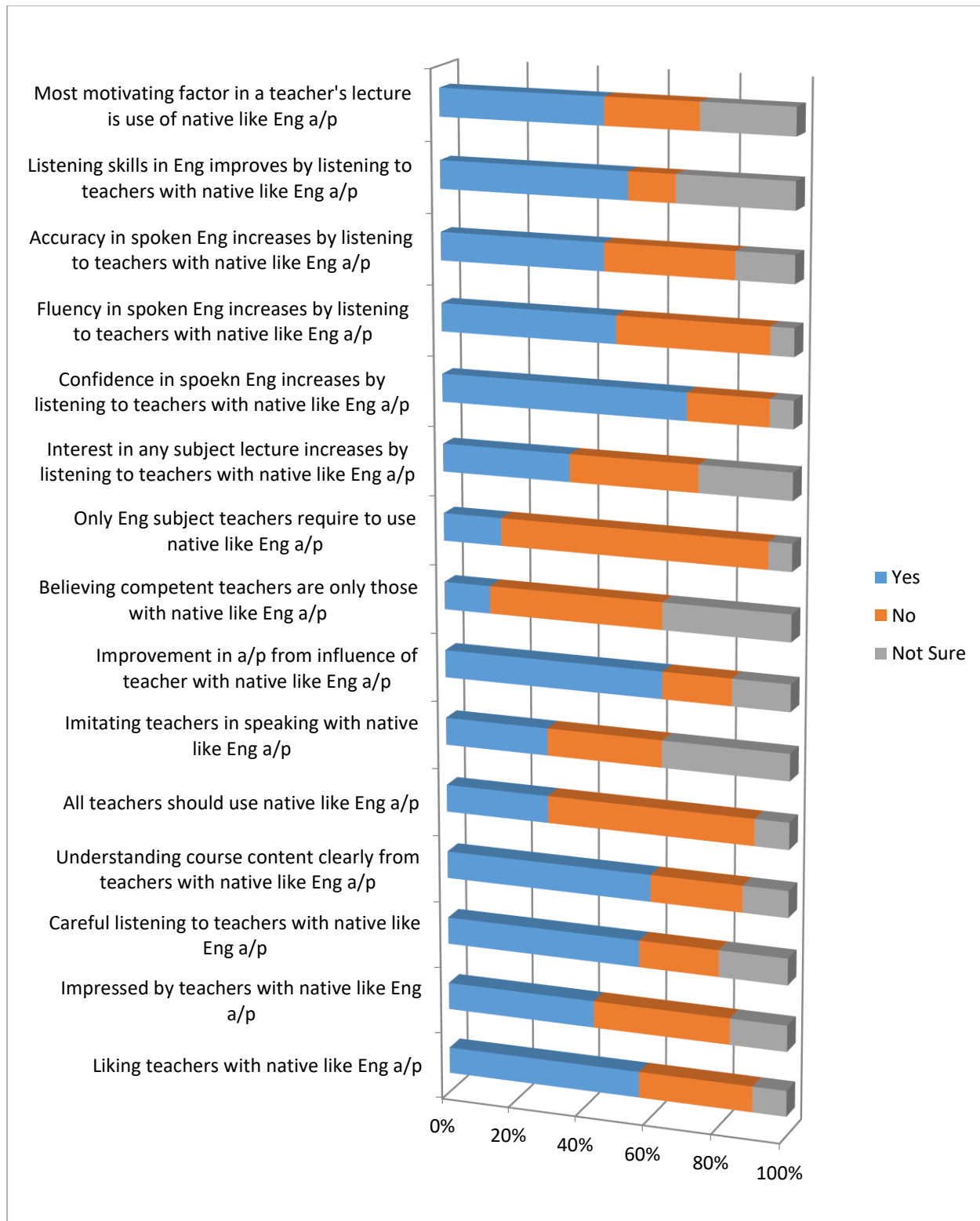
Moreover, students were also discreet enough to say that it actually depends on a person to choose to speak in local or native like English accent and

pronunciation no matter how much criticism or negative attitude they feel around them as they have the example of their teachers for them by listening to their lectures.

Sr.no #	Questions	Responses in percentage%		
		Yes	No	Not Sure
1.	Liking for teachers with native like English accent/pronunciation	56.7	33.3	10
2.	Getting impressed by teachers with native like English accent/pronunciation	43.3	40	16.7
3.	Careful listening to teachers with native like English accent/pronunciation	56.7	23.3	20
4.	Understanding course content clearly from teachers with native like English accent/pronunciation	60	26.7	13.3
5.	All teachers should use native like English accent/pronunciation	30	60	10
6.	Imitating teachers in speaking who use native like English accent/pronunciation	30	33.3	36.7
7.	Improvement in accent/pronunciation due to influence of teacher with native like English accent/pronunciation	63.3	20	16.7
8.	Believing competent teachers are only those with native like English accent/pronunciation	13.3	50	36.7
9.	Only English subject teachers require to use native like English accent/pronunciation	16.7	76.6	6.7
10.	Interest in any subject lecture if teacher uses native like English accent/pronunciation	36.7	36.7	26.6
11.	Confidence level to speak in English increases by listening to teachers with native like English accent/pronunciation	70	23.3	6.7
12.	Fluency to speak in English increases by listening to teachers with native like English accent/pronunciation	50	43.3	6.7
13.	Accuracy level to speak in English increases by listening to teachers with native like English accent/pronunciation	46.7	36.7	16.6
14.	Listening skills in English improves by listening to teachers with native like English accent/pronunciation	53.3	13.3	33.3
15.	Most motivating factor in a teacher's lecture is use of native like English accent/pronunciation	46.7	26.6	26.6
16.	Any other comments:			
	i. Everyone speak in their native accent regardless of their language.			
	ii. Not only the English teachers' pronunciation/accent affects the student but also other subject teachers' pronunciation/accent affects the student.			

	<p>iii. If a teacher want to improve the pronunciation of their student, it is necessary for him/her to focus on their speaking skills more because English speaking is not only necessary for student of English but for all other students whose study is other discipline and want to join other occupation because some occupation demand more proficient language pronunciation.</p> <p>iv. English is necessity not a native language.</p> <p>v. If we talk about the native pronunciation to build confidence, fluency in speaking English and motivate students because of teacher, it again depends on the student that what is the level of student. If a student do not comprehend even the native pronunciation of teacher then how the teacher use foreign pronunciation. In this case native pronunciation of teacher is good for those students who face difficulty in speaking as well as understand the foreign pronunciation.</p> <p>vi. Teacher who use native pronunciation should tell the students first that some word they spoke have wrong pronunciation and they tell the wrong pronunciation and then use native pronunciation, in order to improve student’s spoken English skills. Some words have pronunciation different from the words we use casually so if teacher speak in native pronunciation student cannot adopt and understand their new pronunciation. So teachers should do this slowly so that ordinary mind students also absorb and adopt better.</p> <p>vii. Teachers guide the students to improve pronunciation because every student uses different pronunciation. So teacher should teach their students in a better way.</p> <p>viii. First of all, no teachers use native accent because may be people here are so judgmental. They say “oh! Look, he/she is speaking like an English vixen! Such a boastful person.” So yeah, people avoid it and the thing about gaining confidence is not true that student will ever gain confidence in speaking English in a native accent by listening to the teachers. It’s just in their nature, how they want to speak and appear. It doesn’t matter if anyone around a person is speaking in native accent or not. If he/she is going to speak in native accent he/she will. No matter what!</p>
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Table 1: Results of survey on accent and pronunciation (in percentages)



**Figure 1:** 100% Stacked Bar Chart showing Impact of Accent/Pronunciation on listening and speaking skills of university students

**Discussion and Conclusion:**

This small scale research has given a road map for further research in the same area. There are certain



aspects which have become clearer and they can be more minutely studied in a large scale research which can be carried out for a longer period than four months time and also on more participants than twenty five maybe one hundred or even more than that. Moreover, this research was limited only on collecting learners' perspective; another dimension which can possibly broaden the horizons of this research will be including teachers' perspective on the role or impact of accent and pronunciation in classroom teaching. Moreover, the dimensions of segmental and suprasegmental can be studied in more detail in a large scale research; where impact of both can be studied separately in detail.

The facts which came out from this research were mainly:

- a) Students of today's era are well aware of their needs for their upcoming professional lives.
- b) They also know the importance of listening to native like English accent and pronunciation.
- c) They know very clearly that listening to native like English accent and pronunciation helps them in improving their listening skills in English language preferably in British or American English depending upon to which one they get the chance to listen more through classroom teaching.
- d) They acknowledge the fact that not only English subject teachers should speak in native like English accent and pronunciation; rather they also like other subject teachers also more who have native like English accent and pronunciation in speaking.
- e) The students also very clearly know and acknowledged that teachers with native like English accent and pronunciation make them feel more motivated in classrooms.
- f) The students also know that listening to teachers with native like English accent and pronunciation not only improves their listening skills but also improves their speaking skills gradually.
- g) The students also acknowledged that teachers with native like English accent and pronunciation make them improve their confidence, accuracy and fluency in speaking.
- h) Students also admit that they like those teachers more with native English accent and pronunciation but it doesn't mean that those teachers are also all the time more competent in subject knowledge as well. This indicates clearly that students notice subconsciously both the competence and performance of the teachers alike in classrooms.
- i) Students also have idea about their own weakness in understanding a lecture completely in English. They think if teachers with local accent are hard for weaker students to comprehend and follow then how is it possible that students would be able to understand those teachers who have native like English accent. This however, can also be made a basis to initiate programs with special reference to language skill development of students like listening and speaking.
- j) Students also acknowledge that it might be more difficult initially or at some points to catch up on teachers with native like English accent and pronunciation due to listening comprehension difficulties as they are not familiar or habitual but still they clearly showed their preference for such teachers as it is a great source for their improvement in the long term.
- k) As these students were from various disciplines and different educational levels so it is not only the perspective of those who just started education at the university; rather this multiplicity of levels and disciplines is a great source of knowing what students think at each level about teachers of different subjects in relation to native like English accent and pronunciation.
- l) Although students think that pronunciation can also be specifically taught at university, but still they acknowledged that students do learn in a typical class environment as it is the time where they get the most of the academic exposure to English language.
- m) Students also pointed out that there is a strange kind of a social taboo which is attached to people who are speaking in native accent of English either British or American. It is another issue which may make some students feel shy and less confident in speaking.

n) From a linguists' perspective coming forward with this small scale research, if students are given special training sessions to learn native like English accent and pronunciation or they have more teachers who are confident speakers with native like English accent and pronunciation, they will show not only improvement in language skills rather they will be able to shun off this taboo from themselves while engaging in public speaking with native like English accent and pronunciation.

This study is a good realization of some important facts about native like English accent and pronunciation in teaching from learners' perspective. Students coming to Pakistani universities are conscious about skill learning from all aspects in English language. It is an area which can be worked on more with further detailed dimensions like segmental and suprasegmental affects on pronunciation with bigger number of audience for a relatively longer time period. It will not only help linguists and teachers to understand students' needs via their perspective, rather it can also make them understand which areas in teacher training can be further extended.

Moreover, as students coming to universities are of mixed abilities so the classroom teaching is already a big challenge for the English subject teachers and other subject teachers as well. On one hand, the teachers have to take care that all of their students whether weak in studies, average or toppers should comprehend well what has been discussed in the class. On the other hand, what the students have understood remains a bit ambiguous if they are weak in language skills.

The experienced teachers or good teachers who teach with dedication may come to recognize where the weakness lies; but learning language skills is a gradual process. The students at university level may or may not get so much time separately to take language skill development classes or sessions; but still to compete with the rest of the peers and later on professionals they will have to do a little extra. At this point, it

becomes not only responsibility of the teacher to take good care of the classroom teaching but also the university at large must take some steps to cater the needs of weaker students in some way. The best solution in such a scenario seems to be arranging language training sessions for weaker students besides regular classes. These sessions can be in days or times of week when students have lesser load of the rest of the studies; or like many schools where such programs are organized in summer vacation. As many students are already doing internship programs in summer vacation so doing some training program is not an alien idea for university students. The students who are weaker in language skills (than a standard point fixed by university or those who themselves want to attend such classes) can also be summoned to specially arranged language skills development sessions or classes for a short time in summer vacation.

These sessions can also be arranged weekly all over the year on specific days where weaker students can be asked to attend a specific number of sessions in one semester. Their learning and progress achieved through such classes can be tested formally and they can be issued certifications for that. Moreover, their teachers of English subject and other subjects can also be asked to report about their improvement level.

The long term benefits of the detailed research will be helpful for both students and teachers alike creating more harmonious environment for better learning of content of various subjects with English language skills both glocally<sup>15</sup> (i.e. on the national level with local English accent and pronunciation close to Paklish) and globally (i.e. on the international level close to native like English accent and pronunciation) demanded.

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#### **Appendix A Survey questionnaire**

**Topic:** Impact of Accent and Pronunciation on listening and speaking skills of university students

The surveyor is a scholar of PhD Linguistics at Fatima Jinnah Women University. This survey is being conducted for the sake of research only. It will be used for a research write up meant to discuss the possible positive impact of supra segmental features on classroom learning. The identity of the participants undertaking this survey will not be disclosed. The results and conclusion will be used for further research and improvement in teaching methodologies/pedagogies.

#### **Demographics of the Survey participant:**

Age: ----- Gender: ----- Highest Qualification: -----  
Experience in years: ----- Occupation: -----  
Marital Status: ----- Hobbies: -----



**Note:** Kindly answer in “Yes” or “No” or “Not Sure” for the following questions. However, you can write additional comments in response to the last question.

Sr.no#	Survey questions	Yes	No	Not sure
1.	Do you like teachers who use native like accent/pronunciation?			
2.	Do you get impressed by teachers who use close to native accent/pronunciation?			
3.	Do you listen more carefully to the teachers who use close to native accent/pronunciation?			
4.	Do you understand course content clearly from teachers who use close to native accent/pronunciation?			
5.	Do you think all teachers should use native like accent/pronunciation?			
6.	Do you try to imitate (in speaking) teachers who use native like accent/pronunciation?			
7.	Do you feel your accent/pronunciation improved due to influence of some teacher with native like accent/pronunciation?			
8.	Do you believe only teachers with native like accent/pronunciation are competent teachers?			
9.	Do you think native like accent/pronunciation is only required for English subject teachers?			
10.	Do you take more interest in a lecture if a teacher of any subject use native like accent/pronunciation?			
11.	Do you feel your confidence level to speak in English increases by listening to teachers with native accent/pronunciation?			
12.	Do you find yourself more fluent in spoken English by listening to teachers with native like accent/pronunciation?			
13.	Do you find yourself more accurate in spoken English by listening to teachers with native like accent/pronunciation?			
14.	Do you believe your listening skills in English improve by listening to teachers with native like accent/pronunciation?			
15.	Do you think a teacher’s native like accent/pronunciation in English is the most motivating factor in a lecture?			
16.	Any other comments?			

Thanks for your time and cooperation!

**Appendix B**

Table 1: Results of survey on accent/pronunciation (in numbers)

Sr.no #	Questions	Responses		
		Yes	No	Not Sure
1.	Liking for teachers with native like English accent/pronunciation	17	10	3
2.	Getting impressed by teachers with native like English accent/pronunciation	14	11	5
3.	Careful listening to teachers with native like English accent/pronunciation	17	7	6
4.	Understanding course content clearly from teachers with native like English accent/pronunciation	18	8	4
5.	All teachers should use native like English accent/pronunciation	9	18	3
6.	Imitating teachers in speaking who use native like English accent/pronunciation	9	10	11
7.	Improvement in accent/pronunciation due to influence of teacher with native like English accent/pronunciation	19	6	5
8.	Believing competent teachers are only those with native like English accent/pronunciation	4	15	11
9.	Only English subject teachers require to use native like English accent/pronunciation	5	23	2
10.	Interest in any subject lecture if teacher uses native like English accent/pronunciation	12	10	8
11.	Confidence level to speak in English increases by listening to teachers with native like English accent/pronunciation	21	7	2
12.	Fluency to speak in English increases by listening to teachers with native like English accent/pronunciation	15	13	2
13.	Accuracy level to speak in English increases by listening to teachers with native like English accent/pronunciation	14	11	5
14.	Listening skills in English increases by listening to teachers with native like English accent/pronunciation	16	4	10
15.	Most motivating factor in a teacher's lecture is use of native like English accent/pronunciation	14	8	8
16.	Any other comments			