

A DESCRIPTION OF THE EFFECTS OF TRANSLANGUAGING ON ENGLISH PRONUNCIATION OF UNDERGRADS

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Abstract:

The study aims to analyze the effects of translanguaging on the English pronunciation of undergraduates by exploring accuracy or proficiency, analyzing common errors and accent variations arising from translanguaging, and scrutinizing the pedagogical implications of translanguaging in ESL classrooms. The research utilizes a mixed-method approach, accumulating both quantitative and qualitative data from cohort of one hundred undergraduates receiving higher education at public and private Universities in the province of the Punjab. Loud reading exercises' demonstration in ordinary English sentences are used to examine English language proficiency in light of the impact of translanguaging, questionnaires are employed separately for both students and teachers to evaluate the impact of translanguaging to assess pedagogical settings within ESL classrooms. The findings of this investigation contribute to the comprehension of language acquisition and pedagogical approaches in multilingual contexts, providing insights for educators and the others concerned to acknowledge the role of translanguaging and address the specific communication needs of students in Punjab.

Keywords: Language, pedagogy, pronunciation, Punjabi and Urdu speakers, translanguaging

1. Introduction

In an increasingly interconnected and multicultural world, the phenomenon of translanguaging has emerged as a significant area of study, particularly in the realm of language acquisition and usage. Translanguaging, characterized by the fluid and dynamic use of multiple languages by bilingual or multilingual speakers, challenges traditional views of language boundaries and offers insights into how languages interact and influence each other. Within the context of English language learning, especially among undergraduates in Punjab, where multilingualism is prevalent, the impact of translanguaging on English pronunciation remains a relatively underexplored area. Language not only functions as a means of communication but also serves as a tool for self-expression, allowing individuals to manifest their identity (Rabiah, 2018).

In the context of the study 'an investigation into the impact of translanguaging on English pronunciation of undergraduates in Punjab', a nuanced examination of language structure becomes paramount. Within this linguistic exploration, the specialized branches of English phonetics and phonology take centre stage, offering unique perspectives on the study of sounds in the English language, particularly as influenced by translanguaging practices in a multilingual setting. Hence, the study aims to address this gap by conducting an investigation into the effects of translanguaging on the pronunciation of English among undergraduates in Punjab. By examining the patterns, strategies, and outcomes of translanguaging practices in relation to English pronunciation, this

study seeks to contribute valuable insights to both theoretical discussions on translanguaging and practical pedagogical approaches to English language teaching.

1.2 Problem Statement

The research is primarily oriented towards an in-depth analysis of the impacts of translanguaging practices on the English pronunciation skills of undergraduate students in the region of Punjab. The primary objective is to investigate whether engaging in translanguaging, which involves using multiple languages within a single communicative context, has any bearing on these students' ability to accurately articulate ordinary English expressions. The study also seeks to evaluate the role of translanguaging as a pedagogical approach in the context of English language education. This evaluation aims to shed light on whether translanguaging serves as a supportive or inhibiting factor in the development of accurate English pronunciation among undergraduate students who have chosen to major in English. In essence, the research endeavors to explore the broader implications of incorporating translanguaging within the pedagogical framework and its impact on language proficiency.

1.3 Research Objectives

The objectives of the study are to:

- Determine the influence of translanguaging practices on the English pronunciation proficiency of undergraduates in Punjab.
- Analyze common errors with regard to phonetic and phonological features that may arise due to translanguaging practices.
- Assess the pedagogical implications of translanguaging for English pronunciation instruction in multilingual contexts with undergraduates.

1.4 Research Questions

- What is the impact of translanguaging practices on the English pronunciation proficiency of undergraduates?
- How does translanguaging influence the accuracy of the English pronunciation of undergraduate students?
- What are the pedagogical approaches of translanguaging practice which affect the English pronunciation of undergraduate students?

1.5 Significance of the Study and Research Gap

The study holds considerable significance in the fields of language acquisition, pedagogy, and multilingualism and examines the impact of translanguaging on the English pronunciation proficiency of undergraduates in Punjab which provides valuable insights into language learning dynamics in multilingual contexts. The outcomes may have practical implications for educators, informing the development of effective pedagogical approaches that address the specific pronunciation needs of Undergraduates in Punjab. While previous research has explored translanguaging in various linguistic domains, there needs to be more studies investigating its effects on pronunciation skills, particularly among undergraduate students in Punjab learning English as a second language.

1.6 Delimitation

The research is bound to randomly selected private and public Universities of Lahore. The results of this study may not necessarily apply to other language groups or educational settings. Furthermore, this study primarily concentrates on the everyday usage of English, with the researchers' primary objective being to evaluate the influence of translanguaging on English pronunciation. While the technical aspects of phonetics and phonology, such as prosody or suprasegmental features, are not the focal point of this investigation, the academic endeavors to

discover the effects of translanguaging on the English pronunciation of undergraduates in Punjab and analyze its implications comprehensively.

2. Review of Literature

Language not only serves as a means of communication but also plays a crucial role in shaping social interactions, cultural practices, and the transmission of knowledge and values within a society. According to Bloch and Trager, a language is a set of vocal symbols that enables a social group to cooperate (Bloch & Trager, 1942, as cited in Lyons, 1981, 4). In our interconnected global society, language serves a pivotal role in nurturing cross-cultural communication. It is a fundamental aspect of human cognition and culture, enabling individuals to connect, share information, and express their identities and experiences (Rabiah, 2018).

Language and pronunciation are closely intertwined aspects of communication. Each language possesses its own distinct set of sounds, known as phonemes, which constitute the building blocks of pronunciation. Pronunciation refers to the act of articulating words or the expression of speech using phonetic symbols, especially in the accepted way. Oxford Advanced Learner's Dictionary defines pronunciation as the articulation or vocalization of a language, a specific word, or a sound, and also pertains to the manner in which an individual vocalizes words within a particular language (Hornby, 2010). Pronunciation encompasses how sounds, stress, intonation, and rhythm are articulated and combined in spoken language which plays a pivotal role in conveying meaning and facilitating effective oral communication. Nonetheless, it can be influenced by numerous factors, such as regional and dialectal variances, and an individual's geographic location can mold their pronunciation when transitioning between languages during a conversation. This phenomenon of code-switching is commonly observed in multicultural and multilingual societies, where individuals employ multiple languages within a single communicative context. Conversely, translanguaging practices, which involve the deliberate use of different languages, can significantly influence pronunciation.

Fitch (2010) argues that language primarily serves as a social convention. This unique human faculty enables individuals to articulate their thoughts, emotions, and concepts, as well as to interpret and comprehend the expressions of others. It serves as the foundation for complex human interactions, allowing humans to share knowledge, emotions and culture, thus underpinning the fabric of society and human connection (Ahmed, 2021). Language manifests as a multifaceted and integral component of human communication, encompassing both spoken and written forms and exhibiting across diverse cultures and communities, giving rise to numerous languages worldwide (Markov, et al., 2023).

These practices offer a window into the sociolinguistic motivations and consequences of language choice. Translanguaging can be conceptualized as an extension of these phenomena, emphasizing a holistic and integrated approach to language use. Sociolinguistics and translanguaging stand as two robust fields within the broader spectrum of linguistics, each offering unique perspectives on the intricate relationship between language, society, and communication.

Translanguaging, a relatively recent concept, expands the understanding of language use by acknowledging and celebrating the seamless blending of multiple languages. It challenges traditional notions of linguistic boundaries and encourages an inclusive perspective that recognizes the diverse linguistic repertoires individuals possess. Translanguaging is a linguistic concept and practice that challenges traditional boundaries between languages and encourages the fluid and dynamic use of multiple languages within a single communication. It involves blending, switching and integrating elements of different languages to effectively convey meaning and express one-self. Translanguaging acknowledges that bilingual and multilingual individuals do not rigidly separate languages but rather draw from their entire linguistic repertoire to communicate effectively. Translanguaging can be defined as the process through which multilingual speakers use their full

linguistic resources, including vocabulary, grammar, and sounds, to navigate various communicative situations.

Cen Williams coined the term ‘translanguaging’ in Wales to describe pedagogical approaches that involved the purposeful use of English and Welsh languages for distinct activities and objectives (Vogel & Garcia, 2017, 3). Translanguaging also encompasses an instructional approach in language pedagogy that acknowledges and harnesses the diverse and ever-evolving language practices of students to facilitate teaching and learning processes (Vogel & Garcia, 2017). Translanguaging serves as a powerful expression of cultural identity because language is a key means by which individuals connect with their cultural backgrounds. Moreover, translanguaging can preserve and evolve culture, allowing the integration of new concepts while maintaining cultural ties. In diverse societies, translanguaging facilitates cross-cultural communication, fostering inclusivity and mutual cultural understanding by enabling effective interactions among people from various linguistic and cultural backgrounds.

Translanguaging involves fluid progression in which multilingual speakers strategically engage in multiple languages to address intricate social and cognitive demands. It includes seamless and purposeful fluidity between different languages, using all available linguistic resources to convey meaning and negotiate understanding. ‘Translanguaging is similar to code-switching in that it refers to multilingual speakers’ shuttling between languages in a natural manner. However, it started as a pedagogical practice, where the language mode of input and output in Welsh bilingual classrooms was deliberately switched’ (Williams, 2002, as cited in Park, 2013).

The understanding English phonology facilitates improved listening skills and a deeper appreciation of the cultural nuances associated with the language, all contributing to a more harmonious and effective global communication environment in today's interconnected world. Therefore, when non-native speakers of English acquire a strong grasp of English phonology, it can enhance their communicative competence in the language. Within the framework of English language education among undergraduate students in Punjab, the perspectives offered by Fraser (2000) on the cognitive dimensions inherent in acquiring the pronunciation of a foreign language assume notable relevance. Fraser's contention that attaining a pronunciation akin to that of native speakers is a formidable task, primarily due to its intricate cognitive aspects, accentuates the paramount importance of comprehending how undergraduates in Punjab, who frequently employ translanguaging, negotiate the intricacies of this multifaceted linguistic milieu.

According to Fraser (2000), many psycholinguists and phonologists argued that learning the pronunciation of “a foreign language is cognitive rather than physical”. Learning native-like pronunciation is considered quite difficult as it is concerned with our cognition. Fraser argued that learning a second language in childhood is easy but learning after school may severely affect one's pronunciation.

Translanguaging, the practice of using multiple languages within a single communicative context, is a commonplace phenomenon in linguistically diverse regions like Punjab. While it enriches the overall language experience and facilitates effective communication, it concurrently presents distinctive challenges for language learners. Within this context, the insights advanced by Fraser regarding the cognitive dimensions of acquiring a foreign language's pronunciation acquire notable relevance. Multilingualism refers to the ability of an individual or a community to speak, understand, or use multiple languages proficiently. It encompasses the capacity to communicate effectively in more than one language, reflecting a diverse linguistic repertoire and cultural competence across different linguistic contexts (Maher, 2017).

The diverse linguistic landscape of Pakistan comprises indigenous languages such as Punjabi, Pashto, Sindhi, Saraiki, Balochi, and the national language Urdu, alongside English as an official language. This underscores the significance of multilingualism in students' linguistic repertoires. English, recognized as a global lingua franca, plays a crucial role in academic and

professional spheres (Atta & Naqvi, 2022). Rahman (2015) provided an overview of the phonological and phonetic features characterizing the four sub-varieties of Pakistani English, highlighting regional nuances shaped by linguistic and social influences. Despite its uniqueness, Pakistani English exhibits phonological similarities with North Indian English, particularly among Urdu and Punjabi speakers. This indicates a linguistic continuum across the region.

Mahboob & Ahmar (2004) categorize Pakistani English as heterogeneous owing to the wide-ranging socio-economic, geographic, educational, and linguistic backgrounds of its speakers. This diversity contributes to the richness and complexity of Pakistani English, reflecting the multifaceted nature of language variation within the country's linguistic landscape. Cenoz and Gorter (2019) emphasize the intricate nature of multilingual language repertoires and discuss the concept of translanguaging, which involves the strategic and fluid use of multiple languages for communication and learning. They also examine the specific context of minority languages, focusing on how these languages are acquired and maintained in multilingual settings. The authors highlight the benefits of multilingualism for language learners, including cognitive enhancements and heightened cultural awareness. Furthermore, they underscore the role of translanguaging as a pedagogical approach that supports language learning and facilitates meaningful communication.

Vogel and Garcia (2017) define translanguaging as the dynamic and strategic use of a speaker's entire linguistic repertoire to facilitate communication. They highlight that translanguaging surpasses code-switching, involving a purposeful and fluid movement between languages within a multilingual context. The authors explore the theoretical foundations of translanguaging, emphasizing the influence of power, identity, and context on these practices. They discussed the benefits of translanguaging in language education, such as promoting language development, cognitive flexibility, and critical thinking skills. They also address misconceptions and challenges associated with translanguaging and arguing against the notion that it hinders language learning or reinforces monolingualism. Vogel & Garcia (2017) further emphasize the importance of teachers understanding students' linguistic resources and creating inclusive learning environments that validate students' multilingual repertoires. Furthermore, the authors advocate for policy changes to support and recognize translanguaging practices in education.

Lewis, Jones, & Baker (2012) emphasizes that translanguaging involves internalizing ideas in one language and immediately applying them in another, allowing for dual language processing and the augmentation of concepts through simultaneous language use (Lewis et al., 2012). Champlin (2016) explores the concept of translanguaging, which involves utilizing different languages to facilitate communication and learning. The study highlights the critical role of translanguaging in promoting literacy skills among bilingual students. It emphasizes the significance of embracing linguistic diversity and valuing students' home languages and cultural backgrounds within the learning process to enhance their academic success and engagement.

Chicherina and Strelkova (2023) explore how teachers and students perceive the utilization of translanguaging in the context of English language teaching. The authors investigate how translanguaging, which involves the incorporation of students' native language alongside English for learning and communication, is perceived and experienced by teachers and students. The study reveals diverse perspectives among participants, with some teachers and students recognizing translanguaging as a valuable tool for scaffolding learning, enhancing comprehension, and maintaining engagement.

Wang (2022) examines the practices and implications of translanguaging in these classroom contexts. He explores the concept of translanguaging, which involves purposefully and strategically using students' native languages alongside English to enhance learning and communication. The study shed light on the diverse ways teachers and students employ translanguaging in EFL classes, encompassing code-switching, code-mixing, and language negotiation. However, it critically notes the hindrances faced by BS English students, such as vocabulary limitations, and suggests that

translanguaging and language-switching strategies could mitigate these challenges. While drawing on Garcia's translanguaging model, the study underscores the need for a flexible approach in language learning, promoting inclusive environments that recognize and appreciate linguistic diversity.

Despite limitations in sample size and methodological constraints, the study provides valuable insights for educators and policymakers to develop effective strategies for supporting multilingual learners and improving language learning outcomes (Jahan et al., 2023). Baker (2001) argues that 'translanguaging' is a more specific term than the general umbrella term 'concurrent use of two languages'. Thus, he discusses four advantages of translanguaging:

- It enhances students' understanding of subjects by requiring processing and digestion in two languages.
- It fosters skill development in weaker languages
- It promotes home-school cooperation by facilitating communication with minority language parents.
- It aids the integration of English learners with fluent speakers in diverse settings, fostering simultaneous language and content learning.

Despite potential complexities, the strategic use of two languages by teachers promotes conscious planning, reflection, and cognitive stimulation for students in a language-diverse environment (Baker, 2001). Nevertheless, the notion of translanguaging is not without controversy and challenges, with some scholars questioning its necessity in light of pre-existing concepts such as code-switching and code-mixing. Nyimbili & Mwanza (2021) argued that the implementation of translanguaging pedagogy presents numerous challenges for teachers and learners alike. Teachers often struggle with the practicality and time constraints of translating all linguistic items from learners' cultures into the target language, leading to frustration and complaints about the impracticality of the teaching practice. Additionally, the absence of clear multilingual policies in schools results in a lack of guidance for teachers on how to effectively utilize translanguaging practices in the classroom.

Recent studies explore the pedagogical potential of translanguaging, demonstrating its effectiveness in enhancing critical understanding, academic comprehension, and reading and writing skills among ESL learners in Pakistan. Pronunciation is vital for clear communication, ensuring intelligibility, comprehensibility, and interpretability of spoken English, serving as a cornerstone for conveying meaning accurately. Despite some divergent views among learners and teachers regarding the importance of pronunciation, it remains a key aspect of language acquisition. Teachers play a pivotal role in shaping students' pronunciation habits and should emphasize the significance of accurate pronunciation to facilitate clearer and more effective communication (Toçi, 2020).

3. Research Methodology

Researchers chose the appropriate research method based on the nature of their research questions, the type of data they need, and the goals of their study. It is common for researchers to use a combination of qualitative and quantitative methods to gain a comprehensive understanding of a research topic. The choice of research method is a critical decision that can significantly impact the quality and validity of the research findings.

3.1 Mixed Method Approach

A mixed-method approach is a research methodology that integrates both qualitative and quantitative methods within a single study or investigation to gain a comprehensive understanding of research questions or phenomena. According to Dawadi, Shrestha, & Giri (2021) a mixed-

method approach enables researchers to expand the scope of their investigation while maintaining both depth and breadth. This approach involves collecting and analyzing both qualitative and quantitative data concurrently or sequentially, with each method informing and complementing the other. This integration can take various forms, including concurrent data collection, where both qualitative and quantitative data are collected simultaneously, or sequential data collection, where one method follows the other. By integrating qualitative and quantitative methods, researchers can triangulate their findings, corroborate results, and provide a more robust interpretation of the research findings. This approach enhances the credibility and validity of the research findings by addressing potential biases and limitations associated with using a single method. A mixed method approach allows researchers to widen their inquiry with sufficient depth and breadth.

3.2 Population

During this research, the study strategically employed a random selection approach to enlist a diverse group of students engaged in acquiring English as a second language (ESL). This purposive sampling technique encompassed students from various disciplines and linguistic backgrounds within the tertiary education sector. The inclusivity of this sampling strategy extended to encompass students from both public and private sector universities operating in the province of Punjab. This deliberate approach ensured the incorporation of a comprehensive cross-section of learners, thereby capturing a nuanced and holistic representation of the ESL learner demographic in the tertiary education landscape of the region.

3.3 Sample

A cohort of 100 participants, including individuals from diverse academic institutions, both public and private universities, was systematically selected for the study. This sampling approach aimed to provide a comprehensive understanding of educational dynamics. Additionally, 10 educators were included in the cohort, ensuring representation from both public and private universities. This approach aimed to capture a nuanced perspective on the interplay between diverse educational environments.

3.4 Tools

The research methodology was characterized by a systematic and multifaceted approach to data collection, ensuring a comprehensive investigation. Questionnaires made on Google forms, were carefully administered to both students and teachers, fostering a qualitative exploration of their perspectives, experiences, and insights related to the impact of translanguaging in the ESL classrooms. The research incorporated a detailed assessment of students' pronunciation accuracy. In this phase, students were invited to articulate specific sentences, with the researchers' maintaining comprehensive records of their pronunciation. This rigorous assessment was designed to provide invaluable insights into the nuances of speech patterns and areas necessitating improvement. By conducting this detailed assessment, the research sought to offer a deeper and more comprehensive understanding of the multifaceted implications of translanguaging in ESL classrooms within the context of Punjab.

3.5 Demographic Information

Demographic information refers to data that describes the characteristics of a population or a specific group of individuals. This data typically includes factors such as age, gender, ethnicity, education level, and geographic location. The purpose of collecting demographic information is to gain a better understanding of the composition and diversity of the population being studied. It helps researchers identify patterns, trends, and disparities within the population, which can inform decisions, policies, and interventions tailored to meet the needs of different demographic groups.

Additionally, demographic information is often used for segmentation, targeting, and personalization in various fields such as marketing, healthcare, education, and social sciences.

Table.1

Gender Distribution

	nts

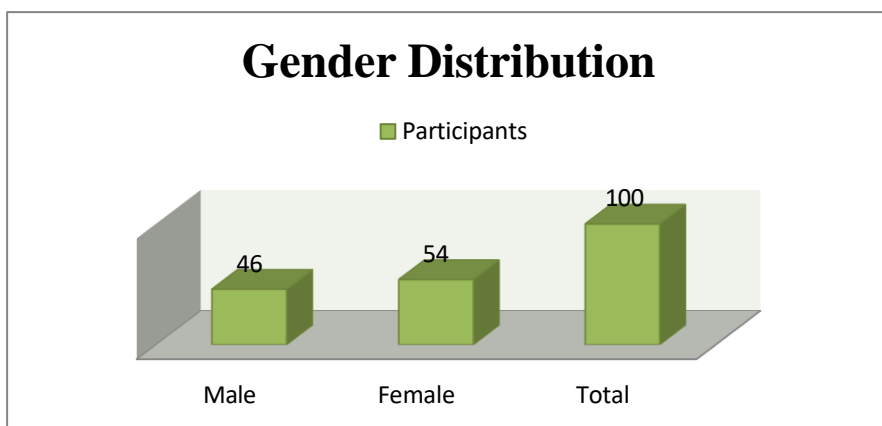


Figure:1 Distribution of gender

The table displays the gender distribution among participants, indicating that there are 54 females and 46 males. This data is presented both in terms of raw numbers and as percentages of the total sample size, which is 100 participants. Female participants account for 54% of the total, while male participants make up the remaining 46%.

Table. 2

University Affiliation

University Affiliation	nts

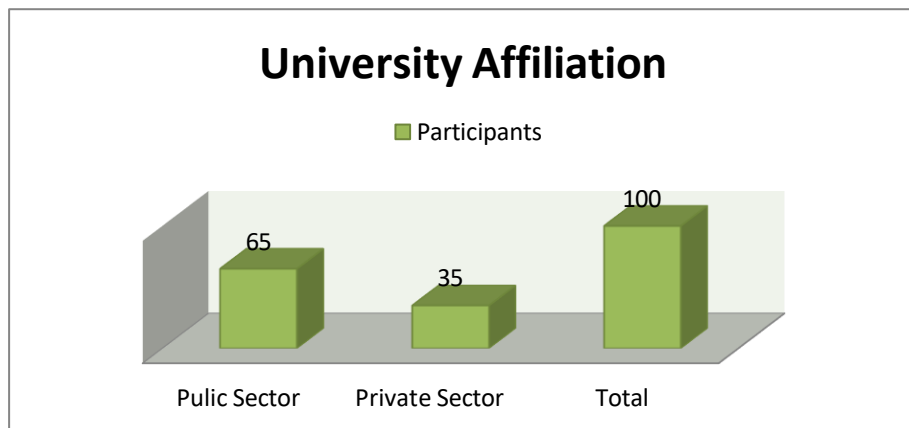


Figure:2 University Affiliation

The table displays the university affiliation of participants, indicating that there are 65 participants from the public sector and 35 participants from the private sector. This data is presented both in terms of raw numbers and as percentages of the total sample size, which is 100 participants.

Table.3

Year of Study

Year	Participants
First year	21
Second year	15
Third year	24
Fourth year	40
Total	100

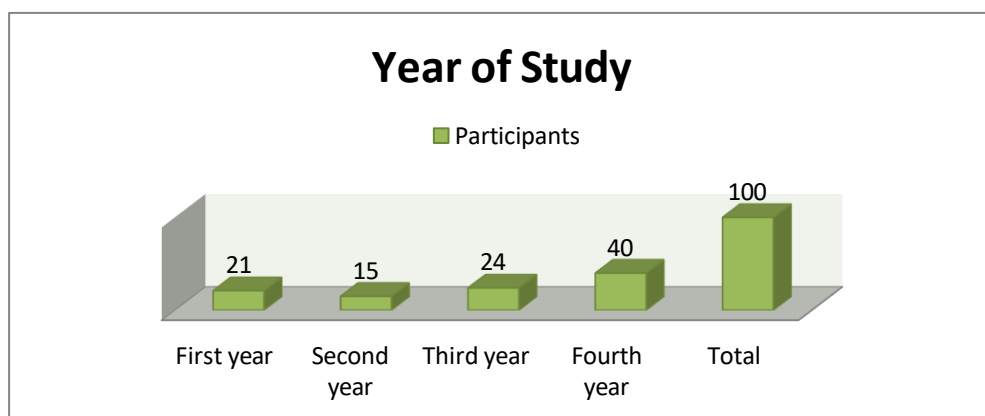


Figure: 3 Year of Study

The table illustrates the distribution of participants based on their year of study. It indicates that the majority of participants, 40%, were in their fourth year, followed by 24% in the third year, 21% in the first year, and 15% in the second year. The sample is well-distributed across the different academic years.

Table 4. Study English Phonetics and Phonology as Course

English Phonetics & Phonology as a course

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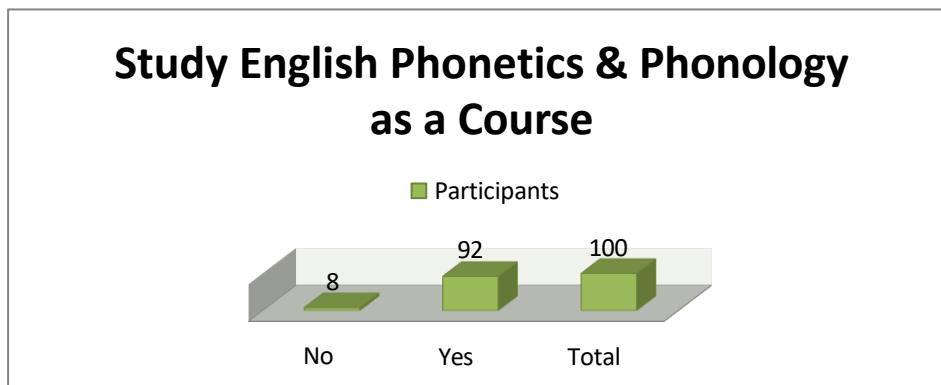


Figure: 4 Study English Phonetics and Phonology

The table displays the participants' enrollment in the English Phonetics & Phonology course. Out of 100 participants, 92 indicated they had studied the course, while 8 reported they had not.

Table. 4: Native language

Language

ts

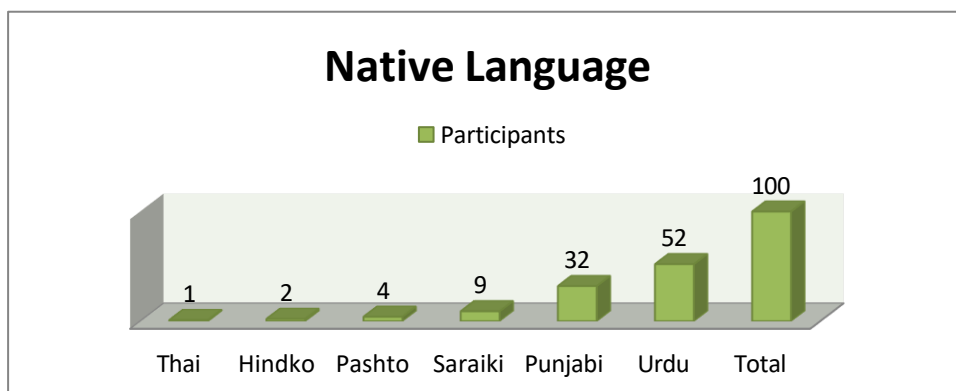


Figure: 5 Native Language

The table presents the native languages of the participants. Among the 100 participants, 52 reported Urdu as their native language, followed by Punjabi with 32 participants. Additionally, there were 9 participants whose native language was Saraiki, 4 whose native language was Pashto, 2 whose native language was Hindko, and 1 whose native language was Thai.

Table. 5: Language of Communication

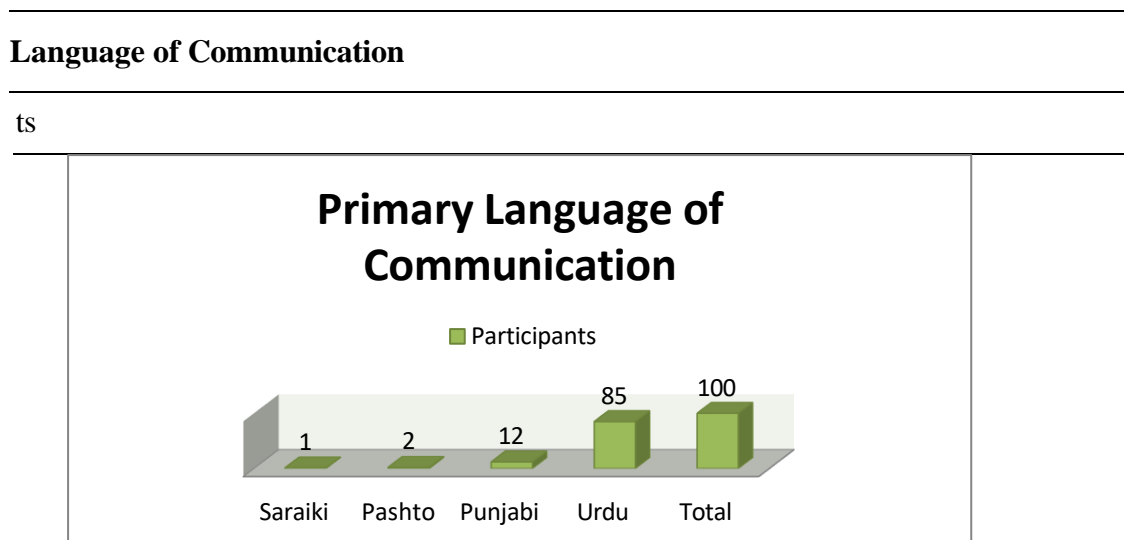


Figure: 6 Primary Language of Communication

The table displays the primary language of communication among the participants. Out of the total 100 participants, the majority, 85, reported Urdu as their primary language of communication. Additionally, there were 12 participants who primarily communicated in Punjabi, 2 in Pashto, and 1 in Saraiki.

4. Discussion and Findings

The essential objective of this study was to analyze the impact of translanguaging on English pronunciation of undergraduates in Punjab as well as analyzing common errors and speech patterns of participants who has diverse linguistic background. Moreover, assess the pedagogical implications of translanguaging for English pronunciation instructions in multilingual classrooms. To achieve these objectives, the researchers employed mixed-method approach, integrating qualitative and quantitative data.

The questionnaire was utilized to gather data related to translanguaging in ESL classrooms from undergraduate students who are learning English as second language and a separate questionnaire was designed to collect information and perspectives of teachers related to 'translanguaging as pedagogy'. Furthermore, loud reading exercise was employed to assess students' proficiency and accuracy of English language especially English pronunciation.

Throughout this study, the intricate relationship between language use and pronunciation proficiency among undergraduate students has been explored, shedding light on the complexities inherent in language learning environments characterized by linguistic diversity. The findings from the responses to the questionnaire provide valuable insights into the impact of translanguaging and native language influence on English pronunciation among undergraduate students in Punjab. The results reveal a complex interplay between language use, pronunciation challenges, and learning strategies in the context of multilingual classrooms.

It is evident that many students consciously switch between English and their native language, such as Urdu or Punjabi, during communication. This phenomenon highlights the prevalence of translanguaging practices, where students utilize their linguistic resources to express ideas more clearly and fill gaps in English vocabulary and as mentioned in the analysis section

majority of participated agreed with this notion that they use their native language to fill gaps in vocabulary, express ideas more clearly, facilitate communication with peers and overcome English speaking anxiety. While translanguaging can facilitate communication and comprehension, it also contributes to pronunciation challenges, as indicated by the respondents who struggle with English pronunciation due to the influence of Urdu and Punjabi sounds.

The hesitation presented by participants when reading English text suggests confidence issues or agitation with English language usage. This hesitancy may stem from sociolinguistic factors, such as the perceived prestige associated with English language, or from a lack of exposure to English in communicative contexts. It was found that majority of the participants agree with this statement that they find difficult to produce some English sounds. It happens because of the difference in phonological patterns of both languages and their speech organs are habitual to produce their native language sounds like Urdu, Punjabi or Saraiki. It is perceived that speech organs of human beings are habitual or addicted in a same way to produce native language like sounds even though a person tries to speak English according to the standard pronunciation, he couldn't achieve that level without much practice.

In acoustic analysis, the researchers have observed some errors pertaining to stress patterns. Most of the participants read English sentences as they are used to speak or read Urdu language. It is evident that people are unaware of the technicalities of Urdu phonology as well as English phonology. The multilingual speakers who live in Punjab were participants of this research which includes Burushaski, Hindko, Punjabi, Urdu, Pashto, Saraiki and Maywati. Some of these languages are known as tonal languages for instance, Burushaski, Punjabi, Hindko and Urdu while Saraiki, Pashto and English are non-tonal languages (Baart, 2003).

Tonal languages refer to those languages that change in pitch can alter the meaning of word. Pitch contours or tones are used to differentiate between words or convey grammatical distinctions. English is a non-tonal language, relying instead on stress patterns and intonation to convey meaning. Changes in pitch in English predominantly convey emotions, attitudes, or emphasis rather than altering word meanings. While errors in stress patterns may not affect the literal meaning of English words, they diminish the elegance and impact of the language. Following standard pronunciation patterns is essential for preserving the true essence of language, ensuring that its meanings and emotions are effectively conveyed.

The nature of these pronunciation errors among speakers whose native language is Urdu suggests broader challenges in reproducing English phonetic patterns. These challenges stem from differences in the phonological systems of Urdu and English, as well as limited exposure to English pronunciation norms. Furthermore, the findings suggest that teaching methods in the participants' classes may not always be fully adapted to suit the diverse linguistic backgrounds of the students. While some students report receiving formal instruction to enhance their English pronunciation skills and practicing pronunciation with English-speaking friends, others perceive translanguaging as negatively impacting their English learning experience and contributing to errors in pronunciation. However, it is apparent that translanguaging is a common practice among both instructors and students. Many instructors reported switching between English and their native language in classroom while teaching and a significant number of students admitted to using their native language to fill gaps in communication. This underscores the unusual incorporation of translanguaging in English language classrooms and it negatively impacts on English pronunciation of undergraduates who live in multilingual region like Punjab.

5. Conclusion

The study delved into the impact of translanguaging on the English pronunciation of undergraduates in Punjab, aims to analyze common errors and speech patterns among participants with diverse linguistic backgrounds. The findings highlight the prevalence of translanguaging practices among students, where the utilization of native languages contributed to both effective communication and pronunciation challenges. Despite efforts to address pronunciation difficulties, such as seeking opportunities for practice and improvement, participants faced persistent challenges influenced by the phonological systems of their native languages. Moreover, insights from English instructors underscored the need for ongoing professional development to enhance English pronunciation instruction. While opinions on the impact of translanguaging varied among instructors, the study revealed its widespread use in classrooms, negatively impacting English pronunciation proficiency among undergraduates in Punjab. These outcomes underscore the importance of targeted pronunciation instruction tailored to the diverse linguistic backgrounds of students, with implications for both educators and policymakers in fostering effective language learning environments. This study contributes valuable insights to the scholarly discourse on language instruction and underscores the need for comprehensive approaches to English pronunciation instruction in multilingual settings.

6. Recommendations

- 1) Trans-linguistic phonology (TP) refers to the study of how phonological patterns and features from one language may influence or interact with those of another language in the speech production of multilingual individuals. It explores how speakers navigate phonetic and phonological systems across languages, including the transfer of phonetic features, pronunciation patterns, and prosodic elements from one language to another. Trans-linguistic phonology (TP) recognizes the interconnectedness of linguistic systems in multilingual speakers and examines how cross-linguistic influences shape speech production and perception in diverse language contexts.
- 2) This approach allows students to leverage their linguistic resources, including their native language phonology, to enhance their understanding and mastery of English pronunciation. By acknowledging and embracing the influence of students' first language on their English pronunciation, educators can create a more inclusive and supportive learning environment that caters to the diverse linguistic backgrounds of students. Moreover, integrating trans-linguistic phonology into language instruction fosters greater awareness and appreciation of linguistic diversity while promoting effective communication and language learning outcomes among multilingual learners.
- 3) Furthermore, encouraging participation in language exchange programs and conversation clubs can provide students with valuable opportunities to practice English pronunciation with native or proficient speakers of English. Peer interaction and feedback play a vital role in pronunciation improvement, fostering a collaborative and supportive learning environment. Providing access to pronunciation resources and tools, such as online dictionaries, pronunciation guides, and speech recognition software, can empower students to engage in independent practice and self-assessment of their pronunciation skills.
- 4) Promoting awareness of pronunciation variability and world Englishes is essential. Students should be encouraged to appreciate diverse English accents and pronunciation norms, fostering tolerance and acceptance of linguistic diversity in English communication.
- 5) Professional development workshops and training programs for English language educators should be offered to enhance their pedagogical skills in teaching pronunciation and implementing translanguaging approaches effectively. Collaboration with stakeholders, including educational

institutions, language departments, curriculum developers, and policymakers, is crucial to promoting effective English pronunciation instruction and supporting initiatives aimed at enhancing students' linguistic proficiency and communicative competence.

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