



## The pronunciation constraints of syllable stress-coloration in Pakistani English

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### Abstract:

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Pakistani English speakers struggle with pronunciation issues due to unfamiliarity with the morphological and phonological aspects of the English language. The challenging aspect of teaching English pronunciation in an ESL environment in Pakistan is pronunciation. The study looks at Pakistani ESL students' pronunciation problems and aims to pinpoint Pakistani English speakers' pronunciation issues in an ESL setting. This is a descriptive study, and information from ten ESL students is acquired through recording. The study uses the PRAAT as a framework for data analysis and points to the syllable break and stress marking in PE. Based on L1, the speakers were chosen, and only Kashmiri speakers of Pakistani English were included. The study concludes that studying English helps ESL students speak effectively with people from different linguistic and cultural backgrounds, promoting intercultural understanding and fostering international collaboration. The lack of excitement, self-doubt, willingness, shyness, and language proficiency are the main causes of pronunciation problems. L1 also affects English pronunciation. According to the study, students' L1 influences lead them to struggle with stress marking, syllabification, and transcription of English words. Additionally, epenthesis, the insertion of a short vowel at the beginning, and improper stress marking were prevalent issues.

**Keywords:** English pronunciation, Pronunciation constraints, Pronunciation issues, Stress constriction, Kashmiri learners, Kashmiri students, ESL learners, ESL students.

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## 1. Introduction

The term "syllable stress problems" describes issues people may have with the correctly emphasizing syllables within words, which is an important part of spoken communication and pronunciation. The proper placement of stress may greatly affect a word's meaning in many languages, including English. Different native language stress patterns, varying exposure to spoken language, and personal speaking habits are some of the causes of syllable stress issues. These problems may result in misconceptions, poor communication, and trouble expressing oneself. Particularly language learners might struggle with syllable stress as they work to understand the subtleties of pronunciation. To improve overall oral proficiency, treating syllable stress issues frequently entails targeted language practice, exposure to native speakers, and advice from language teachers or speech therapists.

In any language, pronunciation is essential for well-organized and unblemished communication. Correct pronunciation of the words/lexical items in any language helps us convey our deliberations and ideas to others more effectively. Moreover, pronouncing words correctly ensures that the intended message is understood clearly and unambiguously. Furthermore, pronunciation is heavily influenced by the cultural aspects of a language. By mastering proper pronunciation, a deeper understanding of the culture associated with the English language. This comprehension includes subtleties of expression, manners, and social interactions in addition to sounds and dialects. Concentrating on pronunciation aids non-native English speakers in minimizing strong accents that might obstruct comprehension. While keeping a distinctive accent is OK and even encouraged, learning how to pronounce words improves communication and reduces any possible obstacles brought on by strong accents.

In Pakistan, Standard English (SE), often referred to as Pakistani English, is the language that educated individuals speak and utilize in official settings and the media. It is the range of English spoken in Pakistan that is impacted by cultural, political, and social variables. English language learners in Pakistan struggle to master pronunciation, and while speaking the language, they have trouble marking the stress on the appropriate syllable and pronouncing things correctly (Saeed et al., 2022; Khalique et al., 2022). As a result, the current study tackles the subject by outlining the pronunciation issues Kashmiri English speakers of Pakistani English encounter. The nature of the study is descriptive.

## 2. Literature review

Pakistani English, according to Mir and Afsar (2023), is the English dialect that is spoken in Pakistan. One of Pakistan's official languages, English is widely used in the public sector, corporate world, educational system, and media, among other areas. Pakistani English, according to Mir and Afsar (2023), has distinct qualities that are impacted by Pakistan's regional languages and cultures. In Pakistan, Different languages like Punjabi, Urdu, Sindhi, Balochi, and Pashto are common and provincial languages in which English words, sentences, and phonetic terms are combined and speakers of the languages use the terms to convey their meanings. This is the reason that Pakistani English has a certain pattern and Pakistani English speakers mix regional language expressions like idioms and phrases.

According to Mir and Afsar (2023), the 'r' sound in Pakistani English is frequently demonstrated which is produced by curving the tongue back and aspirating the consonants,

which are pronounced by a strong puff of air. Safdar et al. (2020) describe that in Pakistani English loan words from other regional languages are frequently used and idioms and other terms are added, which makes this variety of English unique as local words are evolved into English spoken in Pakistan. In Pakistan, rural English is purer and more spoken in its native form whereas in urban settings where more varieties of regional languages are spoken, have a mixture, and speakers have more competency. Syed & Bibi (2022) states that in Pakistan, Pakistani English has gained the status of novel attribute variety because of syllable splitting, unlike the native variety of English.

Shafi et al. (2022) state that in Pakistani English certain words like 'DHABA' and 'BIRYANI' are frequently used, and people understand them in their English version and understand them as English words because of the influence of local or regional languages. Furthermore, they discuss that this influence is not only at word levels but also at sentence level and certain rules that are applicable in regional languages, speakers of Pakistani English use and apply these grammatical rules in English and variation can be observed in daily conversation of the speakers in speaking as well as in writing. For example, there may be minor variations in the verb tenses and forms used compared to normal British or American English. According to Mir and Afsar (2023), it's critical to recognize that there are regional and social group variations in Pakistani English.

Kachru (2016) states that Kashmiri is a language spoken primarily in the Kashmir Valley, which is in the Indian-administered union territory of Jammu and Kashmir, as well as in some parts of Pakistan-administered Azad Kashmir. It is one of the 22 scheduled languages recognized by the Indian government. Kachru (2016) describes that Kashmiri is classified as a Dardic language and belongs to the Indo-Aryan language family. Though it is not commonly used now, it has a distinct script known as the Sharada script. These days, Kashmiri is typically written in the Perso-Arabic alphabet.

Kachru (2016) states that in Kashmiri language vowel inventory, consonant clustering, and the existence of retroflex sounds are the distinctive features of the Kashmiri language which make the language unique as compared to other regional varieties or languages like Dogri, Punjabi, and English. According to Koul (2004), the regions where the Kashmir language is spoken have a history of social and cultural changes and the scholar further states that these changes affected the language linguistically. Koul (2004) states that because of social, cultural, and political changes, the Kashmir language borrowed words from Persian, Arabic, and Sanskrit languages.

Mir et al. (2018) describe that the Kashmiri language is one of the Dardic languages of the Indo-Aryan family. He states that around 6554369 people speak the Kashmiri language in the State of Jammu and Kashmir. Mir et al., (2018) state that around 130,000 people in the Neelum and Leepa valleys speak the Kashmiri language. Grierson (1919) & Mir et al., (2018) state that the Kashmiri language has 16 vowel sounds and 28 consonant sounds. Mir et al., (2018) state that nasalization is a common phenomenon in the Kashmiri language and often this process affects the meaning of the words.

Kaw (2004) describes that the Kashmir language has many dialects spoken in Jammu, Valley, Ladakh Azad Kashmir, and other regions. Kaw (2004) states that Kashmir literature includes different social, political, and historical writings in addition to poetry, prose, and religious texts.

He states that due to the influence of other dominant languages like Urdu, Persian, and English, the people reduced the use of the Kashmir literature and the historical documents, and they gave preference to English in the formal and the educational contexts, which affected the language.

According to Zhang and Yin (2009), Kashmiri speakers' pronunciation is affected because of the influence of regional languages and variations in the lexical and phonological of the language. He states that there are some pronunciation issues that native speakers might not have come across like, the English language has many phonemes as compared to Kashmiri, and these English phonemes like 'th' affect the pronunciation of Kashmir speakers when they pronounce the words in English. Furthermore, it is a natural phenomenon in languages that variation in the sounds of both languages like in English and Kashmir may cause the pronunciation variation of the speakers. It can also be observed that languages vary in vowel inventory and variations in vowel sounds cause pronunciation problems in speakers in Kashmiri, speakers are unable to pronounce diphthongs like 'ei' in English and face problems in the words that have this sound.

English is a language in which speakers stress certain syllables in words that have multi-syllables and based on this fact we can consider English as a timed-stress language. The placement of stress on syllables in multi-syllable words is affected due to certain aspects like rhythm, L1 system of stress, flow, and awareness of the stress rules in English. According to Shak et al. (2016), consonant clusters are frequently used in English, and this is the reason that when speakers of regional languages come across these clusters, they face problems in pronunciation. For example, in English 'spl' is a consonant cluster that is frequent at the word-initial position, when a speaker of a regional language like Kashmiri pronounces the words like 'splendid', due to the influence of their mother tongue, the speaker will face difficulty in pronouncing the words and he may break the cluster.

According to Hassan (2014), English also has silent letters, which often native speakers don't pronounce, when speakers of regional languages pronounce English words that contain silent letters, they face difficulty pronouncing the silent letters as well and this affects their pronunciation of English. These silent letters are problematic for speakers of Kashmir as well and when Kashmir speakers pronounce the words like 'pn' cluster in English, they face difficulty. Certain word syllables in English are frequently stressed. Word meanings can be altered or comprehension for non-native speakers might be impeded by improper placement of emphasis. The proper use and understanding of word stress patterns may require learners to concentrate.

Table 1: Kashmiri oral vowels

	Front Unrounded Vowels		Central Unrounded Vowels		Back Rounded Vowels	
High	I:		I:			U:
Lower	i		i		U	
High Mid	e	e:	ə.	ə.:	o	O:
Lower Mid			a	)	):	
Lower			a:			

Source: Mir et al. (2018: 34)

Table 2: Kashmiri consonant sounds

Description		Bilabial	Labio-dental	Alveolar dental	Retroflex	Palatal	Velar	Glottal
Stops	Voiceless Unaspirated	p		t	T		k	
	Voiceless aspirated	p <sup>h</sup>		t <sup>h</sup>	t <sup>h</sup>		k <sup>h</sup>	
	Voiced unaspirated			d	<u>D</u>		g	h
	Voiced aspirated			d <sup>h</sup>				
Fricatives	Voiceless Unaspirated			ta		c		
	Voiceless aspirated			t <sup>ah</sup>		c <sup>h</sup>		
	Voiced Unaspirated					r		
Nasals	Voiced unaspirated	m		n			u	
	Voiceless unaspirated		v	s		s-		h
Fricatives	Voiced Unaspirated			z				
	Lateral voiced			l				
	Voiced Trill			r	<u>r</u>			
	Flap Voiced			r				
	Semi Vowels	w				j		

Source: Mir et al. (2018: 34)

### 3. Methodology

The study is based on information gathered from recordings of Kashmiri ESL English speakers. Data from the participants were gathered using a word list of 20 multisyllabic words. Ten ESL speakers of Pakistani English make up the study's sample. Before the recording, each participant received information and volunteered their participation. Five men and five women, between the ages of 18 and 22, BS students majoring in social sciences, and Kashmiri language speakers were the criteria used to choose the study's population. The participants were all native speakers of Kashmiri from the Azad Kashmir area who had studied English as a second or foreign language. The study used Praat for syllable identification, showing the word spectrograms, and identifying the stress marking and syllable boundaries in Pakistani English.

Table 3: The demographic information of the speakers

Speaker	Gender	Mother Language	Major	Age	Origin	Education
Speaker 1	Male	Kashmiri	Social sciences	20 Years	Muzaffarabad, AJK	MA
Speaker 2	Male	Kashmiri	Social sciences	20 Years	Muzaffarabad, AJK	MA
Speaker 3	Male	Kashmiri	Social sciences	21 Years	Neelum, AJK	BS
Speaker 4	Male	Kashmiri	Social sciences	22 Years	Neelum, AJK	BS
Speaker 5	Male	Kashmiri	Social sciences	22 Years	Neelum, AJK	MA
Speaker 6	Female	Kashmiri	Social sciences	22 Years	Hattian, AJK	BS
Speaker 7	Female	Kashmiri	Social sciences	21 Years	Leepa, AJK	BS
Speaker 8	Female	Kashmiri	Social sciences	21 Years	Neelum, AJK	BS
Speaker 9	Female	Kashmiri	Social sciences	20 Years	Neelum, AJK	MA
Speaker 10	Female	Kashmiri	Social sciences	21 Years	Neelum, AJK	MA

#### 4. Stress marking problems

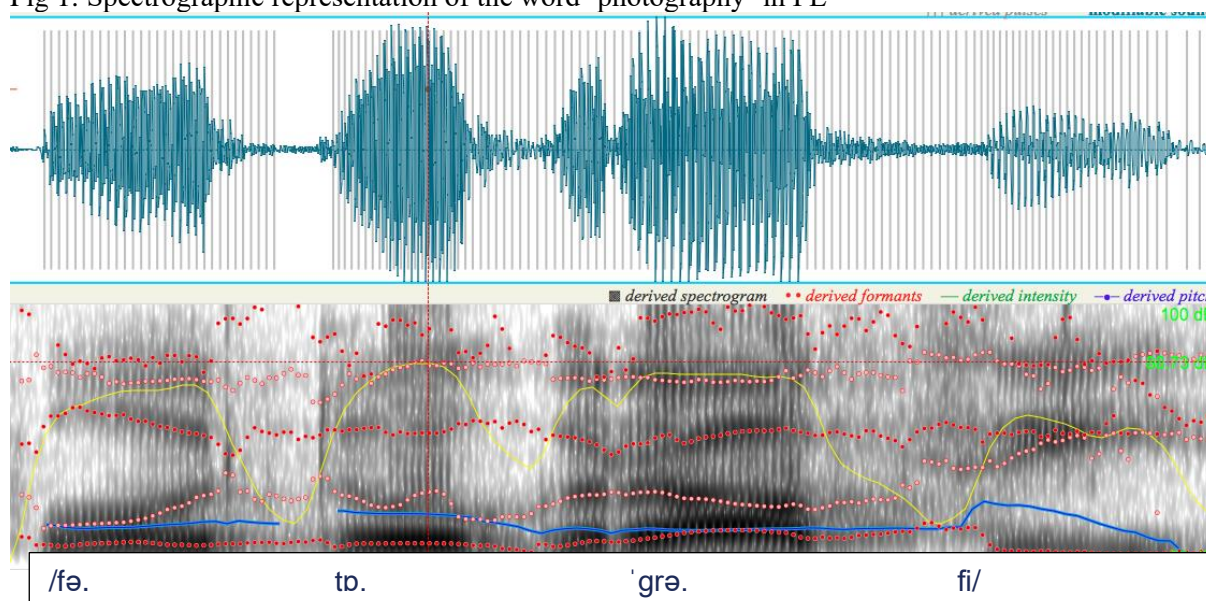
The phonological problems were identified in Kashmiri speakers of Pakistani English. The table 4 shows that in SBE, speakers mark the stress on the ante-penultimate syllables in words like calendar, photography, and economy but on the other hand Kashmiri speakers of Pakistani English mark the stress on the penultimate syllables in the words, calendar, photography, economy. For speakers of English as a second language (L2), appropriately emphasizing syllables inside words can be difficult. This problem could arise from variations in the speaker's original language's stress patterns, which could cause mispronunciations and possible communication obstacles. L2 speakers may find it difficult to discern between stressed and unstressed syllables, which might interfere with their speech's natural flow and intelligibility. Targeted practice, exposure to native English speakers, and linguistic advice are necessary to address stress marking issues and help learners improve their spoken language ability overall. The table reflects that in SBE, speakers mark the stress on the penultimate syllable in words like college and happy, but Kashmiri speakers mark the stress on ultimate syllables in words like happy and college.

Table 4: Stress marking problems

Words	Gloss	SBE Stress	PE stress
Calendar	Table showing dates	/ˈkæl.ən.dər/N	/kæ. ˈlən.dər/N
Photography	Activity of taking pictures	/fəˈtɒɡ.rə.fi/N	/fə.tɒ. ˈgrə.fi/N
Economy	System of finance	/iˈkɒn.ə.mi/N	/i.kɒ. ˈnə.mi/N
College	Education institute	/ˈkɒl.ɪdʒ/N	/kɒ. ˈlɪdʒ/N
Happy	Pleased	/ˈhæp.i/Adj	/hæ.ˈpi/Adj

The spectrograph in figure 1 confirms the stress problem of Kashmiri speakers. The spectrograph shows that Kashmiri speakers marked the stress on the penultimate syllable 'grə/' in the word 'photography'.

Fig 1: Spectrographic representation of the word 'photography' in PE



The table 5 shows the details of speaker's responses about the correct pronunciation of the words like calendar, photography, economy, college, and happy. The data shows the responses of male (1-5) and female (6-10) speakers. Data shows that Kashmiri English speakers marked the stress differently from British English speakers.

Table 5: Individual stress marking by Kashmiri ESL learners

Speakers	/kæ. 'lən.dər/N	/fə.tə. 'grə.fi/N	/i.kə. 'nə.mi/N	/kə. 'lɪdʒ/N	/hæ. 'pi/Adj
1-K-M	✓	✓	✓	✓	✓
2-K-M	✓	✓	✓	✓	✓
3-K-M	✓	✓	✓	✓	✓
4-K-M	✓	✓	✓	✓	✓
5-K-M	✓	✓	✓	✓	✓
6-K-F	✓	✓	✓	✓	✓
7-K-F	✓	✓	✓	✓	✓
8-K-F	✓	✓	✓	✓	✓
9-K-F	✓	✓	✓	✓	✓
10-K-F	✓	✓	✓	✓	✓

Note: K: Kashmiri, F: Female, M: Male

Fig 2: Syllabification of the word 'Calendar' in SBE with ante-penultimate stress

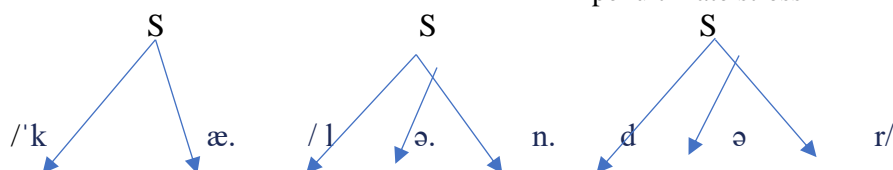
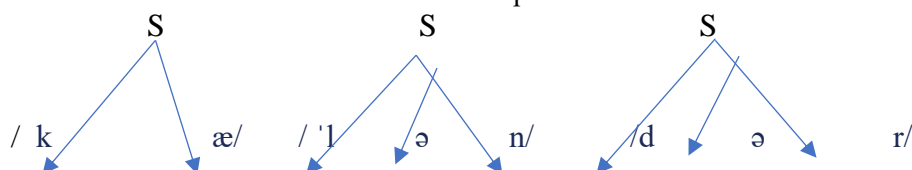


Fig 3: Syllabification of the word 'Calendar' in PE with penultimate stress



The table 6 shows the details of the speaker's responses about the correct pronunciation of the words like calendar, photography, economy, college, and happy, in Standard British English. The data shows the responses of male (1-5) and female (6-10) speakers who pronounced the words according to the stress rules of standard British English. The data in the table shows that Kashmiri English speakers did not mark the stress like the British English. Marking incorrect stress on syllables in English occurs for various reasons, often stemming from differences in language background, regional accents, or lack of exposure to the correct pronunciation. Pakistani learners of English may transfer stress patterns from their native language to English. Different languages have different rules for stress and the above examples show that the Kashmiri speakers break the English stress rules by placing stress on the incorrect syllable, unlike SBE.

Table 6: Individual BSE stress marking by Kashmiri ESL learners of PE

Speakers	/'kæ. lən.dər/N	/'fə.təg.rə.fi/N	/i.'kən.ə.mi/N	/'kɒl.idʒ/N	/'hæp.i/Adj
1-K-M	×	×	×	×	×
2-K-M	×	×	×	×	×
3-K-M	×	×	×	×	×
4-K-M	×	×	×	×	×
5-K-M	×	×	×	×	×
6-K-F	×	×	×	×	×
7-K-F	×	×	×	×	×
8-K-F	×	×	×	×	×
9-K-F	×	×	×	×	×
10-K-F	×	×	×	×	×

Note: K: Kashmiri, F: Female, M: Male

## 5. Consonant clustering problems

The study found consonant clustering in Pakistani English. The table 7 shows that in SBE, speakers syllabify the words like 'script' as CCCVCC, whereas in PE, speakers break the onset cluster and syllabify the word as CVC.CVCC. The data shows that in PE, /skr/ cluster is problematic for Pakistani speakers like Kashmiri etc. Moreover, data indicates the single intervocalic C is also problematic for Pakistani speakers e.g., the word shooting is syllabified as CV.CVC in SBE, on the other hand in Pakistani English, speakers syllabified the word as CVC.CVC.

Table 7: Consonant clustering problems

Words	Gloss	SBE Stress	PE stress
Shooting	The act of shooting	/'ʃu:tɪŋ/v	/'ʃu:tɪŋ/v
		CV.CVC	CVC.CVC
Script	For film	/skript/N	/sək.rɪpt/N
		CCCVCC	CVC.CVCC
About	Connected with	/ə'baʊt/ Prep	/əb.'baʊt/ Prep
		V.CVVC	VC.CVVC
Interesting	Something interesting	/'m.tres.tɪŋ/Adj	/'m.tə.res.tɪŋ/Adj
		VC.CCVC.CVC	VC.CV.CVC.CVC
Cluster	A group of similar things	/'klʌs.tər/N	/'kəl.ʌs.tər/N
		CCVC.CVC	CVC.VC.CVC

The phenomenon is known as ambisyllabic i.e., pronouncing the onset C with the coda in a syllable. In addition, the data shows that /kl/ cluster at the onset position is also problematic for Pakistani English speakers of Kashmiri e.g., in the word 'cluster' CCVC.CVC is syllabified as CVC.VC.CVC in Pakistani English. The data indicates a very common phenomenon that the Pakistani English speakers put short vowel /ə/ between the consonant clusters like /kl/ /skr/ to overcome the pronunciation challenge. This phenomenon is called epenthesis. The data indicates that the Pakistani speakers of Ambi syllabify the intervocalic C i.e., VCV like in the

word ‘shooting’, /t/ is Ambi syllabified. The above spectrogram of the word ‘script’ reflects the insertion of a short vowel between C<sub>1</sub> and C<sub>2</sub> at the onset position.

Fig 4: Spectrographic representation of the word ‘script’ in PE

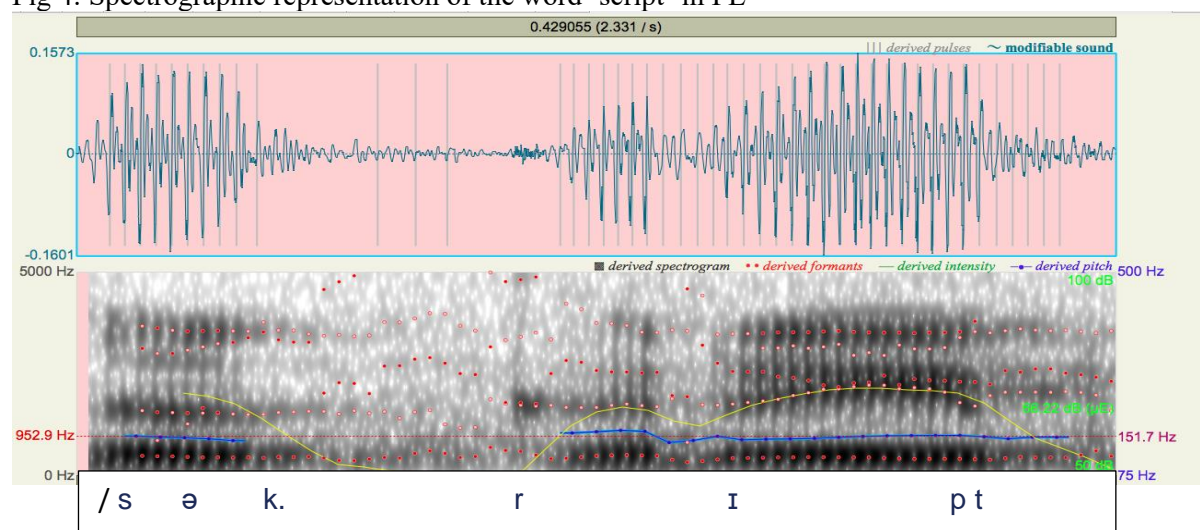


Fig 5: Syllabification of the word ‘Script’ in SBE

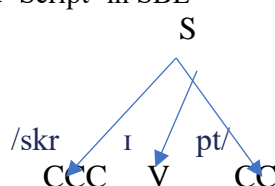
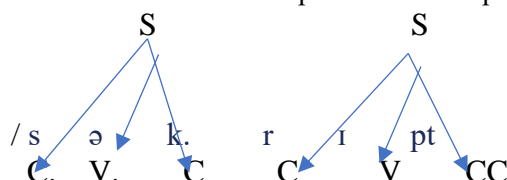


Fig 6: Syllabification of the word ‘Script’ in PE with epenthesis



Problems with consonant clustering in second language learners (L2) refer to challenges faced when learning the complex arrangements of consonants in words. Learners whose native languages may have simpler consonant structures may find it difficult to navigate the complex consonant clusters found in many languages, including English. L2 speakers frequently struggle to pronounce consonants smoothly, which can cause misunderstandings and mispronunciations. These issues may affect a speech's overall intelligibility. Targeted exercises, concentrated pronunciation practice, and linguistic instruction are all part of an effective remediation program that helps L2 speakers improve their ability to articulate consonant clusters and, eventually, communicate ideas coherently in the target language.

The table 8 shows the details of the speaker’s responses about the correct pronunciation of the words like shooting, script, about, interesting, and cluster. The data shows the responses of male (1-5) and female (6-10) speakers. Data shows that Kashmiri English speakers syllabified the clusters in the words differently from British English speakers.

Table 8: Individual cluster breaking by PE learners

Speakers	Shooting	Script	About	Interesting	Cluster
1-K-M	✓	✓	✓	✓	✓
2-K-M	✓	✓	✓	✓	✓
3-K-M	✓	✓	✓	✓	✓
4-K-M	✓	✓	✓	✓	✓
5-K-M	✓	✓	✓	✓	✓
6-K-F	✓	✓	✓	✓	✓
7-K-F	✓	✓	✓	✓	✓
8-K-F	✓	✓	✓	✓	✓
9-K-F	✓	✓	✓	✓	✓
10-K-F	✓	✓	✓	✓	✓

Note: K: Kashmiri, F: Female, M: Male

Data shows that Kashmiri English speakers (1-10) syllabified the clusters in the words differently from British English speakers.

Table 9: Individual Cluster breaking by PE learners

Speakers	CV.CVC	CCCVCC	V.CVVC	VC.CCVC.CVC	CCVC.CVC
1-K-M	×	×	×	×	×
2-K-M	×	×	×	×	×
3-K-M	×	×	×	×	×
4-K-M	×	×	×	×	×
5-K-M	×	×	×	×	×
6-K-F	×	×	×	×	×
7-K-F	×	×	×	×	×
8-K-F	×	×	×	×	×
9-K-F	×	×	×	×	×
10-K-F	×	×	×	×	×

Note: K: Kashmiri, F: Female, M: Male

The data given in the table 10 shows that Pakistani English speakers re-syllabify the input clusters by triggering the phonological processes of epenthesis and ambisyllabic. The data shows that CVC.CVC, CVC.CVCC, VC. CVVC, VC.CV.CVC.CVC, CV.CVC.CVC are the output syllable structures in PE and the speakers syllabified the output words differently from BSE. The above discussion can be summarized by stating that English as a Second Language (ESL) learners frequently have consonant clustering issues because of a confluence of linguistic, phonetic, and cultural variables. The abundance of consonant clusters in English presents a special barrier for students whose original languages might not be as complicated. Many ESL students originate from linguistic environments where consonant clusters either don't exist or are patterned differently. Because English and the learner's original language have different phonological patterns, articulating some consonant clusters in English may be difficult or unfamiliar. Additionally, cultural considerations come into play; students may be used to other sound combinations in daily conversation, making it difficult for them to correctly reproduce English consonant clusters. The above discussion indicates that in any language pronunciation is like a habit formation at an early stage, if the speaker pronounces the words and sounds correctly at an early stage then he will be pronouncing the words correctly in the

future otherwise early incorrect acquisition would affect the pronunciation at a later stage of life. The above examples show that learners need to be exposed to real-world or native speakers' variety of English to acquire the correct pronunciation. The real-world exposure will enable them to pronounce the words correctly and use the clusters as per the rules of the English language.

Table 10: Individual Cluster breaking by PE speakers

Speakers	CVC.CVC	CVC.CVCC	VC.CVVC	VC.CV.CVC.CVC	CV.CVC.CVC
1-K-M	✓	✓	✓	✓	✓
2-K-M	✓	✓	✓	✓	✓
3-K-M	✓	✓	✓	✓	✓
4-K-M	✓	✓	✓	✓	✓
5-K-M	✓	✓	✓	✓	✓
6-K-F	✓	✓	✓	✓	✓
7-K-F	✓	✓	✓	✓	✓
8-K-F	✓	✓	✓	✓	✓
9-K-F	✓	✓	✓	✓	✓
10-K-F	✓	✓	✓	✓	✓

Note: K: Kashmiri, F: Female, M: Male

## 6. Conclusion

The current research shows that in Pakistan, English is used as a second language, and learners of ESL, face a range of pronunciation problems due to the variation between the mother tongue and English at phonological, and morphological levels. The data shows that there is variation in consonant and vowel sounds of Kashmir and English and this variation of sounds affects the pronunciation of Kashmir speakers when they pronounce English words. The results of the study, show that Kashmiri learners try their mother language's vowel system and find it challenging to pronounce English words or to adjust their pronunciation like native English speakers. Furthermore, the data shows that there is a great difference in consonant clusters between English and Kashmir, this variation in consonant clusters causes pronunciation problems in Kashmir speakers of English.

The current study looked for pronunciation problems in Pakistani English, such as consonant cluster breaks at syllable onsets and stress marking. According to the statistics, speakers of Pakistani English alter the output stress and split consonant clusters with CC and CCC structures at the beginning of multisyllabic words. The information suggests that phonological and morphological differences between the L1 and L2 systems, as well as language transfer, have an impact on how Pakistani English speakers pronounce words like Kashmiri and Hindko. The information demonstrates that syllabification of words in Pakistani English may also be influenced by psychological conditions and a lack of L2 expertise. The results of this study have certain morphological and phonological consequences for ESL students learning Pakistani English, namely for how they pronounce the language and for pedagogical purposes. According to the study, stress marking is a major linguistic challenge while learning Pakistani English. The results of the current research indicate that the variation in syllable structure, stress marking system in Kashmiri and English, and communication barriers among speakers of Kashmiri language cause pronunciation problems.

The results of the study show that due to the difference in the lexical and syntactic features of English and Kashmiri, speakers face difficulty in speaking English. The result of the study indicates that this problem of incorrect stress marking can be addressed through effective language teaching techniques. Moreover, such issues of stress marking and pronunciation of consonant clusters can be addressed by giving students exposure and enabling them to practice English like native speakers pronounce. The current research concludes that in Pakistan, Kashmiri speakers face problems in English due to the phonological and morphological differences between the first language (L1) and the second language (L2). These differences cause Pakistani English speakers' difficulty in attaining native-like pronunciation.

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