



Original Article

Goan Karachiites' English Pronunciation

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Abstract

Pakistan's linguistic diversity and communication challenges are documented evidence of the country's policy makers and practitioners for a decade's plan of cultural harmony, regional stability, and linguistic autonomy. Besides, regional language users, national identity persuaders, and national integration into the global objectives of access to information for growth and good is made possible through the medium of communication. Its practice was seen in educational decisions in the past and its struggle for a nationwide networking is being witnessed in the period of COVID-19. The study is the result of almost 15 years old motivation to highlight the issues relevant for a phonological description of Goan Karachiites (GKs) speech of English. However, the framework is updated to absorb recent trends of global integration and communication challenges for a result-oriented academic deliberation. Its QUAL to quan methods application is derived from phonological underpinnings to witness the divergence of English pronunciation of the GKs from Received Pronunciation (RP). The GKs English was reportedly non-RP, but intelligible on systemic phonological grounds.

Keywords: English, Goans, phonology, pronunciation, RP

INTRODUCTION

Communication is rather an unwritten agreement between a speaker and a listener. Its success is largely dependent upon efficiencies of the speaker's ability for speech production and of the listener's hearing for speech reception. The enactment of the agreement is (almost) influenced by those physical conditions that are helpful for the speech phase of transmission. The effect(s) caused by the media of the air, auditory assistance of microphones, hearing aids, and speech synthesizers may be measured by auditory judgment, electroglottography and spectography. The last two methods of speech analysis are crucially important to justify or rectify information elicited through the technique of auditory judgment, if the analyst sees complexity of quality of speech sounds.

Received Pronunciation

Speech mechanism is employed to denote an inherent relationship between the speaker and the hearer (Cruttenden, 2014). Its initiation is carried out by the former and its completion is an estimated reception by the latter. The relationship is shunned if part of the brain is not assumed to be the main source of message transmission or reception (Yang, 2006). The transmission is further divided into internal and external modes. In fact, the internal transmission is more sensory as it takes place between the brain and the body and is externalized through speech organs of the speakers in the presence of a medium of communication. The neural planning for the production is never a missing link in the description of the speech and thought patterning in recent neurolinguistic studies. This is how human speech is imagined and physically manifested through initiation, phonation or/and articulation, and production. Cruttenden (1994) reports in the following words:

To complete an act of communication, it is not normally sufficient that our speech mechanism should simply function in such a way as to produce sounds; these in turn must be received by a hearing mechanism and interpreted, after having been transmitted through a medium (Cruttenden, 1994, p. 18).

Although the mechanism's operation is theoretically consistent with human (spoken) speech, the organs are observed with significant shifts of their physical movements and contacts within one and across various languages. The most noticeable example is the use(-age) and teaching and/or training of Received Pronunciation (RP). This is a non-regional pattern of English pronunciation used to communicate in English speaking and non-English speaking communities of reasonably educated people through formal education. These include well-behaved and bred influential groups of citizens, residing in and peripheries of the isles of Britain. Its importance has been stressed in the media, law, education, bureaucracy, defence, and politics. Deviations and modifications of the (standard) pattern of English pronunciation have been termed as 'ugly' and 'barbarous speaking' (Freeborn, 1998; Cruttenden, 1994). The harsh remarks made by some quarters of English speaking cultures of the UK were probably influenced by the prevailing unfavorable social conditions of the islands for the promotion of RP to young English speakers.

Received Pronunciation is an easy teaching model of English language. Language users are subject to learn it in years of formal education or during adult literacy programs. The model's teachability (that is, capacity to teaching) is augmented with (assistive) supply of books, videos, and audio clips, manuals of training,

degrees, and training programs to programers, teachers, and researchers. However, Jenkins's (2009) studies of relationship between learnability (that is, capacity to learning) and learnability in an identity-conflict ridden world placed in the postmodern world, are a few of those readings that have questioned the promotion, and motivated the promoters of RP for educational purposes to reassess social needs of the users Jenkin (2009) states:

However, in recent years, one of the potentially most significant and interesting phonological developments has been the increasing antipathy of a small but growing number of British phonologists, sociolinguists, and EFL teachers towards the perpetuation of RP as the teaching model for L2 learners of English and the point of reference against which their pronunciation should be judged (Jenkins, 2009, p. 14).

She adds:

A second argument against the use of RP in teaching is that it is by no means the easiest accent for an L2 learner to acquire, either productively or receptively, as compared with certain regional accents, such as Scottish English, which lacks any closer relationship with English orthography, contains a relatively large number of diphthongs, and elides that /r/ sound after vowels. Weak forms, a feature of both RP and General American (GA), but contrary to popular opinion is not common to all native varieties of English, and present both productive and receptive problems for learners (Jenkins, 2009, p.15).

Despite difference(s) of opinion about consistency and teachability of RP usage, it is an undeniable linguistic fact that the users of RP are speakers of timed language. Its syllabification is time governed resulting into a free, but fixed rhythmic orientation/continuation of English speech. RP syllables have a tendency to be closed with a consonant phoneme, although their boundaries are difficult to locate in the absence of speech analyzing machines. However, it is believed that a syllable of a polysyllabic English word attains a prominence through peaks of sonority of phonemes. The highest syllabic peak is one of the manifestations of the prominence. Loudness and intensity are (other) features of voice quality adding to it. In addition, a syllable of significantly greater quantity of speech is English (primary) word stress. If an English word is bi- or polysyllabic, its production has varying levels of prominence. The most noticeable is referred to as English primary word stress, while less noticeable syllables are described with secondary and tertiary word stresses. Syllabic length is a distinguishable characteristic of the noticeable syllable and a qualifying property for theoretical justification of word stress's placement in Standard British English (SBE).

English accentuation has two main speech descriptors. The first descriptor is an appreciation of voice quality, established and calculated by loudness, intensity, and sonority. Less obstruent consonant phonemes also share several similarities. The other is the description of vowel and syllabic lengths. Non-word stress English syllables are reduced with frequent occurrence of /ə/, absence of the coda, and relative lower load of meaning attached to English morphemes.

English in Urdu-Speaking Setting

Hindi-Urdu controversy is a popular linguistic defining point of difference to highlight a political boundary between India and Pakistan. Indian Hindi's Sankirized language has a rare occurrence to report in Urdu (Ranjan, 2022). Muslims of Indian origin settlements in the post Dhakka's Pakistan were allowed to continue building upon national identity construct of modern times. Their Urdu's promotion from Karachi to KPK is seen as a political reality of regional stability. Although its fluent speakers are concentrated in Karachi, its speech is the national communication today (Rahman, 2018). Rahman's (2018) recent book *From Hindi to Urdu: A Social and Political History* on the language needs is a good access point if one is anxious to know about racial integration, religious differentiation, language formalization, literary contribution, contemporary media, and economic progress beyond national borders.

Despite Urdu's regional influence, English speech amongst Pakistani families adds global prestige, power, and plurality to the multilingual communities (Bolton, 2008; Haque, 1993; Sawaie, 2004; Shamim, 2011). Speech has been observed stretching its prospect from politically placed elitist school system of Christian-missionary educational backgrounds and Anglo-American orientation of democratic values, scientific growth and liberal trends of individual, and global identities to a more newly formed space for an amalgamated social environment of today's K-12 school system's Islamic valuation in and outside Karachi (Lankina and Getachew, 2013; Islam, 1981; Khan, 1987; Rahman, 2001; Manan, 2019; Mahboob, 2009). English use in this non-English region seems to play a role in the theoretical participation of language commodification in the administrative capitals of the country's provinces. Its use for economic gain is an unavoidable section of the citizens' lifestyle (Manan, 2021). Although it is true that the country's increasing desire for its use in state-run or government-controlled schools has recently been initiated and documented, its unique use in urbanity of

Karachiites needs reports and descriptions.

State-run schools, colleges, and madrasas (missionaries for Islam) are socially conditioned to Urdu communication. UNESCO's policy for early education in mother tongue/first language seems to have been interpreted as a (classical or/and premodern) model of growth for underprivileged Pakistani citizens. Besides political mapping with language, nation, and identity, it is a fact that Urdu and Hindi are used in the houses of lords and commons of India. Urdu's and English's influence at and over the political line between Afghanistan and Pakistan needs to be measured by ethno-linguistic enquiries for the years of international warship and UN peacekeeping mission (Sungur, 2022; Coleman, 2022; Ranjan, 2022).

More to the point, urbanization seems to have been realized at the crossroads of state developmental measure of economic and human indexing and a concentration of settlers from rather underdeveloped or/and unprivileged small towns and counties of Pakistan and Afghanistan origins to the city of Karachi. It is reportedly justified to claim the emergence of new languages because of such communities' multilingual and ethnic settlers and lifestyle's swift shifts to demand national and global contacts in this reemerging phenomenon of the city as the city of Muhajirs (Anwar, 2013; Khan, 2017). It has been placed as a representative city to lead English language use as different degrees of choice of language, under some extraordinary conditions of English speaking contacts for varying periods of time, in Kachru's outer circle, dominating trend of internally organized pattern of communicative practices contesting and debating for global recognition of the varieties. On the one hand, it helps lead national commerce in the oldest stock exchange, trade ventures in the shipping ports located on the Arabian Sea, and trans-language education in a multitude of public and private institutions for the multilingual population of over 23 million.

On the other hand, its booming population's majority of Urdu-speaking Muhajirs, Islamists, and liberals charming and cherishing life practices for national and international recognition and Baloch and Pushtuns doing jobs of security and hospitality in public and private institutions live in shanties and lack government supplied amenities in eastern and western sites of the city is a complex tapestry of the day (Britannica, 2023; Suhail & Lutfi, 2016). Recent Afghanistan's Pushtuns have added to this postcolonial geographical description of the land (Akhtar, 2021). The citizenship's card to live in the city seems to have a good estimation that this Muslim population from Quetta and KPK may challenge the numeracy of the present majority for a further democratic complexity of the state for all ethnicities and religions that the city has been known for.

Goan Karachiites

Besides these ethnic, cross-border, and political readjustments adding to multicultural, multiethnic and multilingual settings of Karachi, the city's Goans seem to have become a living history across times of the country. The nineteenth century's Anglo-Portuguese Treaty resulting into a physical connection of Goa to India and a (pre)variety of English by language contact in a state of employment with hospitality management and civil services could not restrict their settlements in Bombay, Calcutta, and Karachi for commerce and education (Mascarenhaskeys, 1987). Part of the Goans left for East Africa and Burma. The interaction with Gujrati and Marahati speaking communities is patterned to report para and extra-linguistic features. The Goan Karachiites (GKs) that have been naturalized to some extent become acquired citizens of Pakistan and identify themselves as a small Pakistani Christian community of Indian origin. They prefer English to Urdu and avoid speech production in Konkani, the language of their past generations. The shift of the language even if it is at the level of attitude requires a linguistic enquiry into developing patterns of communication. They confirm; however, that their forefathers' Konkani is hardly spoken in Karachi, but enjoy retaining a higher level English language proficiency (Kurzon, 2004).

Social Life

Although the GKs have dropped from 100,000 to less than 10,000 in their presence due to the recent demographic changes in the city and better life opportunities in English-speaking world, their services to the development, English language education, and law cannot be neglected. Manuel Misquita's city's mayor ship in 1946, Roman Catholic's Saint Patrick's School and Chapel, and first township Cincinnatus Town or Garden East in 1926 are indelible marks of Goan identity and development. Walter (1983) remembers their architectural landmarks in business, education, and administration. Apart from their Roman Catholic affiliation, they are in the history pages of the country's sports and defence (Barreto, 2010).

Passing by the KGA is not a bad idea if one is walking on a pavement of the city's centre. The building is beautiful. Its roadsides are clean. Its Cross at the top of the Christian building and a Crescent of an equally striking Muslims' mosque opposite to it are an embodiment of religion and liturgy in form and transition.

Since Goans were taught in English in the times of Saint Francis Xavier, they used the language as the primary language for communication and practised Christianity for transatlantic religious harmony. This ethnic Christian diasporic community of religious suppression, economic dependence and linguistic challenges seems to have been mystified into Europe indicating co-ethnicity for its family and community centric migration (Silveira, 2023).

THEORETICAL FRAMEWORK

Kachru's (1992) concentricity, Jenkins's (2000) model of phonology for English as an international language and Labov's (1966) social stratification were the theoretical guide for the study.

Kachru (1992)

Kachru is convinced to say that the debates about World Englishes (WEs) are inseparable marks of creativity, identity, communicative potential, and liberty in this postcolonial paradigm of language contact literatures (Bolton, 2019). Placing the world in the three-concentric circles, he suggests that enacting Standard British English in the outer circle is a bad idea to recolonize the English-speaking communities living in South Asian countries. He rejects eurocentric views of English language education and calls for (English grammatical) accuracies as fallacies (Kachru, 1997). The fallacies are attitudinal, economic, and regimental, overriding sociolinguistic realities of English (Rooy, 2019).

While Jenkins (2009) calls for 'a certain degree of convergence' in communities of different L2 backgrounds, Crystal (2003) observes that the use of English language is for the users' linguistic intelligence to swell globalization, diversification, progress, and identity. He adds that both intelligibility and identity pull each other in opposite directions. Therefore, Jenkins (2003) also perceives this level and arrangement a bit difficult. Although she does not seem to be seen promoting the models of RP or GA (General American) for English language teaching in non-English contexts, she values configuring mutual intelligibility's thresholds (Jenkins, 2003; 2006; 2007). Nelson's (2008) publication is a document about intelligibility of English use. In order to help speakers of different L1 backgrounds embrace their identities, she puts together a factual account of her experiment with the students of different L1 background, values, and theories of accommodation and interlanguage, and justifies a model of phonology for English as an International Language-EIL (Jenkins, 2000).

She illustrates that there are two cores of EIL's phonology: core and noncore features. The former are central to mutual intelligibility as they have gotten regional consistent patterns of spoken speech for English communication. The noncore ones; however, are less important. Linguistic intelligibility is a prerequisite to a variety's use amongst a group of speakers for communicative purposes. For example, [aɪ] is a pronominal reference to a speaker in English or an Urdu word for a past action of arrival in a bilingual community. Its spoken speech constitutes phonic arrangement of word and utterance length for reception and comprehension. For example, the deictic reference is uttered to establish a tone and a beginning of a reply. Its range of interpretation is language description. For example, the phone [aɪ] for an English phoneme/aɪ/ is not only ninth letter of English alphabet, but is a closing diphthong realized with a meaning of attachment to a family and differentiation of social class in context. An RP speaker has an attitude of varying level to attach to a community of English speaker. Speaker's accentuation, a general acoustic environment, listener's perceptions and attitudes to auditory reception are some of the variables adding to this complex speech recognition.

Labov (1966)

Labov's (1966) popular study about New York City's English use is socially stratified to education, occupation and income. Lower working, lower middle and upper middle classes were categorized for social class indexing. His report is a supporting document about a positive relationship between patterns of English pronunciation and social conditions.

METHOD

The QUAL QUAN was applied to identify the patterns of English pronunciation and verify one set of findings against RP. There were variables of social class and gender. The gender was treated synonymous with the speaker's sex orientation as sexist paradigmatic shift might have been an unreasonable burden for a phonological study of this preliminary stage. The judgment sample of eighty English-speaking GKs was socially stratified to witness phonological realizations to zero and phonological variations against RP's phonemic and syllabic regularity found amongst English-speaking communities. That is, they were not rated on a continuum of sound change. Both open-ended interviews and questionnaires were used for data collection.

In order to reduce judgmental bias, the data's quantification was layered with a five-token technique. A rather combination of qualitative and quantitative approaches was framed to use Gordon's (2007) five-token phonemic match to describe and transcribe English pronunciation patterns of GKs. Ninety-eight GKs were requested to fill in a questionnaire and participate in a minutes-interview.

Eighty-seven GKs filled the questionnaire and consented to be interviewed. The audiotapes were replayed to a transfer to UCL's Speech Filing System. It is important to note that the data were recorded and theoretically justified for a 600-level project. The supervisor's support helped upgrade it into a research degree of 700 PLUS-level. Its review was partially influenced by the investigator's initial write-up about an unfinished doctoral study about English use in part of urban Pakistan. The data and discussion had instances to defend the thesis.

Partial IPA transcription for RP was performed to measure mutual intelligibility with Yang's (2006) SMI. The measure is numerically calculated upon the similarity of a syllable's onset, nucleus, coda, and stress in polysyllabic words. Each syllable element in a word is assigned a value of equality (Condition a or Ca). For instance, the word *film* has an onset /f/ (Element 1), a nucleus /ɪ/ (Element 2), and a coda /lm/ (Element 3). If PakE and RP speakers' pronunciation of the word is identical, a total value of one ($1/3 + 1/3 + 1/3$) is reported back to SMI investigator. The word will be reported with the highest rate of mutual intelligibility in the interaction between Pakistani speaker and RP speaker. However, the rate drops if the degree of phonological divergence between two phonetically similar phonemes is reported between such interactants (Condition e or Ce). For instance, a different lower value (Ce) is assigned to misplaced aspirated and unaspirated consonants and region consistent phonemes. Speech production and its reception are negotiated for meaning and communication. The same condition is applicable if the quality of RP and non RP vowels and consonants are similar (see Figure YPM). In addition, if the word *film* (the test word) is pronounced as a bi-syllabic word /fɪ.lɪm/ or //fɪ.lɪm/ (non-RP and nearly non-English word), condition f2 (Cf2) is applied for SMI. The value is reduced to a half. It is further illustrated with the word *window* (see illustrations A and B). The language's intelligibility declines if non-RP user's phonological features continue moving away from RP. The reader may notice that both intelligibility and mutual intelligibility are high between RP user-RP and RP user-GA. Condition b (Cb) and Condition e (Ce) are replaceable, while determining the quality of speech sounds in local contexts, for instance, palatal retroflex stop [ɟ] and RP's /d/. A difference of value has been incurred by i, ii and iii.

Table 1

Yang's Phonostatistic Measure (YPM)

Conditions	Value (Weight)
a. If a syllable element in a word spoken by Speaker A is as same as the one by Speaker B	$1/N$ (N=the number of total syllable elements in a word)
b. If a syllable element in a word spoken by Speaker A is phonemically different	0
c. If a word spoken by Speaker A is as same as the one by Speaker B	1
d. If a word spoken by Speaker A becomes another word in Speaker B's	0
e. If a syllable element in a word spoken by Speaker A is phonetically different	0.5
f. If a word of the minimal pairs spoken by Speaker A does not exist for Speaker B	
f1. and is a high-frequency word, but the other one is not	1
f2. and is a high-frequency word, like the one of Speaker B	0.5

Illustration A

Speaker's Unidirectional Inherent Intelligibility

English user	Word	Pronunciation	Elements and Yong's conditions						Yang's general condition	Speaker's UII
RP user	Window	/'wɪndəʊ/	Word stress	Onset	Nucleus	Coda	Onset	Coda	Cc	1
RP user	Window	/'wɪndəʊ/	Ca	Ca	Ca	Ca	Ca	Ca		$(1+1+1+1+1+1)/6 = 1$
GA user	Window	/'wɪndou/	Ca	Ca	Ca	Ca	Ca	Ce		$(1+1+1+1+1+0.5)/6 = 0.92$
Non-RP user	Window	/'vɪndo/	Ca	Ce	Ca	Ca	Ca	Ce		$(1+0.5+1+1+1+0.5)/6 = 0.83$
Non-RP user	Window	/'vɪndə/ i	Ca	Ce	Ca	Ca	Ce	Ce		$(1+0.5+1+1+0.5+0.5)/6 = 0.75$
Non-RP user	Window	/vɪndo/	Ce ii	Ce	Ca	Ca	Ca	Ce		$(0.5+0.5+1+1+1+0.5)/6 = 0.75$
Non-RP user	Window	/ɪndo/							Cd	=0
Non-RP user	Window	/ɪndo/	Cb iii	Cb	Ca	Ca	Ca	Ce		$(0+0+1+1+1+0.5)/6 = 0.58$
Non-RP user	Window	/ɪndə/ i	Cb iii	Cb	Ca	Ca	Ce	Ce		$(0+0+1+1+0.5+0.5)/6 = 0.5$

Illustration B

Systemic Mutual Intelligibility (SMI)

Interactants	Word	Pronunciation	Unidirectional inherent intelligibility (UII)		SMI
RP user- RP user	Window	/'wɪndəʊ/ /'wɪndəʊ/	1 1		1
RP user- GA user	Window	/'wɪndəʊ/ /'wɪndou/	1 0.92		0.96
RP user- non-RP user	Window	/'wɪndəʊ/ /'vɪndo/	1 0.83		0.91
RP user- non-RP user	Window	/'wɪndəʊ/ /'vɪndə/ i	1 0.75		0.87
RP user- non-RP user	Window	/'wɪndəʊ/ /vɪndo/	1 0.75		0.87
RP user- non-RP user	Window	/'wɪndəʊ/ /ɪndo/	1 0		0.5
RP user- non-RP user	Window	/'wɪndəʊ/ /ɪndo/	1 0.58		0.79
RP user- non-RP user	Window	/'wɪndəʊ/ /ɪndə/ i	1 0.5		0.75

ANALYSIS AND DISCUSSION

Since consonant phonemes were reportedly stable across speech communities, they were almost regular in the speeches. Their irregularity seems to have been caused by a lack of aspirated plosives, dental fricatives and a bilabial liquid/approximant. The quality of vowel phonemes and regional way of syllabification seem to have been a factor for misplaced word stress or/and almost imperceptible prominence in some cases. Alveolar plosives' allophonic contribution to RP was unrealized for social stratification. The plosives were replaced with regional consistent retroflexed consonant in the middle/lower middle class. There were occasions of catching up with dental fricatives in the upper/upper middle class. The word thirties [tɪ'ɜːtɪz] was repeatedly pronounced with aspirated voiceless dental plosive. It had two unique features of the patterns in question. The first onset was a replacement of /θ/ with [t̪] while the second one was an instance of retroflexation. The utterance's [r] tendency to the realization of a trill or a tape was an instance of rhotic presence of speech thread of the community in Karachi. Labiodental voiced fricative for the liquid and palato-alveolar voiced affricate (if there are nine places of articulation of RP consonants) and palatal approximant for voiced post-alveolar fricative were perceived as stigmatized features of class difference. [ɹ] was infrequently found in

cluster with [g]. The past practice of epenthetic syllabification of English in Pakistan was rather rare in the speeches. The pre-initial /s-/ , /p/ , /k/ and /g/ were split with epenthetic insertions of a short front closing vowel and a schwa.

The quantity and quality of speech were compromised. The phonemes were lengthened and phonetically changed. A frequent inhabitation of /e/, replacements of back rounded vowels with regional consistent were recorded. There was also a report of a closing diphthong. The diphthongisation had a glide to the centre of the tongue's middle section, losing its traditional features of monothongs. Long central vowels were shortened and replaced and were found to be weak. /aʊ/ and /aɪ/ were in use in both classes. The speakers' tongue seemed to have had a lack of muscular strength to round back for the articulation of RP vowels. /ɔ:/ and /ɒ/ were regular in the upper/upper middle class though. [ɑ:] for /ɔ:/ was an indication of social and physical deprivations. Inseparable consonant clusters, frequent closing/closed syllables, necessary word stress and region-free RP accentuation were missing from the GKs' speech.

RECOMMENDATIONS

It is therefore, important to take pedagogical steps to enhance mutual intelligibility among the GKs who regularly visit educational institutions for academic purposes in Karachi and plan to go English speaking regions. They should be trained to use all RP consonants, as consonantal substitution leads to miscommunication. Dental fricatives can be replaced with regional consistent dental plosives. The speakers must be helped to articulate /w/ and /ʒ/ correctly and differentiate /r/ from /l/. Similarly, missing allophonic variation of /p/, /t/ and /k/ needs its formal learning practice among them for the improvement of mutually intelligible. It is imperative to assert that the learners of English should be motivated to follow Jenkins' (2000) principal position of practising rightly placed aspiration, vowel reduction and lengthening, and correct diphthongization. For example, this fine difference in lid/lit, too/tooth and ward/wart needs its oral-aural repetitive transmission. In addition, consonant clusters must be kept intact at the initial and medial positions of an English word. Although there is a gradual increase in the occurrence of two-consonant clusters in the GKs' speech, the presence of epenthesis in the clusters for the articulation ease drops SMI. The production of epenthetic schwa must be disallowed if one is eager to be a proficient user of RP or nearly RP. Since the quality signifying how close a vowel is to RP is not important for mutual intelligibility, L2 regional vowels should be accommodated. The distinction, nevertheless, between long and short vowels is crucial for a successful communication despite the fact its reduction in general American has a theoretical framework to support. The GKs should be introduced to meaningful differences of /ɜ:/ and /i:/ and vowel length. The length should be preferred over the exact quality of a vowel. [ɑ:] which is used to replace /ɔ:/ and /ɒ/ must be substituted with the GKs' consistent [o:] and [o] respectively. Moreover, there is a need of pushing the GK's regional syllable/weight-based English pronunciation to the regular pattern of RP's stress timing. To avoid inappropriate orthographic interference of English spelling, the learners must be exposed to oral-aural activities and motivated to learn the right way for a successful communication in the language of English.

Competing Interest

The author has declared that no competing interest exists.

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