

# Exploring the Impact of Native Language Influence on English Pronunciation Skills among College Learners

Adeba Khalid<sup>1</sup>, Zainab Rafique<sup>2</sup>, Mehak Jabeen<sup>3</sup>

<sup>1</sup>MPhil Scholar, Department of English Linguistics, The Islamia University of Bahawalpur, Pakistan.

<sup>2</sup>MPhil Scholar, Department of English Linguistics, The Islamia University of Bahawalpur, Pakistan.

<sup>3</sup>MPhil Scholar, Department of English Linguistics, The Islamia University of Bahawalpur, Pakistan.

Correspondence: [Adebakhalid2@gmail.com](mailto:Adebakhalid2@gmail.com)<sup>1</sup>

## ABSTRACT

**Aim of the Study:** This study examines the effect of native language influence on the English pronunciation abilities of college students.

**Methodology:** Quantitative survey instruments are used to ascertain participants' language abilities, learning habits, and perceptions to answer the research questions in the study of 45 participants. The analysis of the interaction is focused on gender relations.

**Findings:** The results imply that the participants' language proficiency was relatively high, on average. The latter, however, greatly differ regarding their estimations of their English pronunciation and their feelings on how their L1 influences their English. However, unexpectedly, gender can barely impact language-related characteristics. The paper discusses targeted and individualized educational support and training, pronunciation practice, and monitoring, and it defines further research directions to improve the understanding of language acquisition processes' dynamics. The research offers crucial information to the profession, affirming that a set of practical methods when it comes to languages should be taught to give college learners better competencies and pronunciation.

**Conclusion:** Therefore based on the findings that were made when researching the effects of gender on these language-related factors no tangible correlations or predictions were established it is safe to conclude that within the perimeter of this study, there is no conspicuous effect of gender on language proficiency, learning abilities, or attitudes.

**Keywords:** Impact, Native Language Influence, English Pronunciation, College Learners.

## Introduction

### Background

English is commonly recognized as an international language, and therefore the skills in this language are global necessities in terms of academic, professional, and social success. Hence, in the context of educational settings largely heterogeneous where the students are from multilingual backgrounds, it is

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crucial to understand the impact of first language on English phonetics. The following study seeks to establish the interconnection between the first language spoken by students and their ability to correctly pronounce English as a part of the college students population (Zhang & Yuan, 2020).

When people start mastering the English language, they cannot help but impose the grammatical peculiarities and phonetic characteristics of the fundamental language associated with them. That is why the connection between effects of L1 and initial development of English pronunciation has become an issue and an object of interest in the sphere of language acquisition. The issues of interlingual transfer and/or its prevention are viewed as crucial for educators, curricular developers, and learners.

### ***Problem Statement***

A considerable amount of concentration is placed on The Mastering of the English language throughout the world but many a college student faces barriers to get the fluency in this language as well as we can achieve the fluency like native people. This results in phonological issues that can influence both receipt and sending of messages, hence being a blow to both communication and understanding. The specific areas of L1 interference might help understand the strategies for the teaching of the second language focused on the improvement of pronouncing skills. Therefore, the study requires a systematic analysis and must paint a clear picture of the effects of home language on English pronunciation among college-level learners. (Akkara et al, 2020).

### ***Objectives of the Study***

The following are the research objectives of the study:

- 1) Given achieving the above-mentioned research objectives, the following research questions have been formulated;
- 2) The research question of the study is; what is the influence that the language proficiency levels have on the pronunciation proficiency in the English language?
- 3) The following is the objective of the current study: To analyze the effect of phonetic difficulty of the native language on pronunciation ability in the English language.
- 4) The objective of this research is to find out the effect of the duration of learning English on the pronunciation of the English language.

### ***Research Questions***

The following are the research questions:

- 1) Consequently, the aim of the study revolves around the following question: How does language background affect pronunciation in the English language?
- 2) How does language proficiency influence pronunciation proficiency in the English language?
- 3) Does the phonetic complexity of the native language affect the pronunciation ability in the second language, in this case, the English language?
- 4) In other words, this study seeks to determine the effect of Years of Learning English on pronunciation skills in the English Language.

### ***Significance of the Study***

Thus, the presented study has several implications for language teachers, curriculum developers, and learners. Thus, the understanding of how IEN influence affects English pronunciation is crucial in the development of specific pedagogy. This strategy enables the educators to pinpoint the various segments that may be problematic and the advantages are that it enables the facilitators to adopt corresponding measures that may be efficient in tackling specific linguistic challenges facing the learners. Furthermore,

this study benefits learners enabling them to develop a perception of possible difficulties in pronunciation that may occur because of learners' home languages Elyas and Alghofaili (2019). Having such consciousness, the people can themselves contribute towards better self-monitoring and correction in English pronunciation and thus can improve their competency. The study stands as significant for curriculum development since its results provide valuable information that can be used to construct educational offers to help eliminate the identified troublesome effects of native language interference. Furthermore, through its work, the investigation lays down the groundwork for supplementary future research in the fields of language acquisition and speech training, moving forward from prior existing information in the material. In other words, originality, theoretical applicability, and practical usefulness mark this study in the field of teaching English. The major purpose is to enhance college students' linguistic and in particular pronunciation skills in multicultural environments.

## **Literature Review**

### ***Theoretical framework***

In this specific context, one successful strategy to comprehend and categorize people's actions and decisions is the Theory of Reasoned Action (TRA). In the case of research settings, the aim is to explore the relationships and the level of association between variables in a given population (Borras & Llanes, 2021). In this regard, the Theory of Reasoned Action (TRA) becomes important as it gives an understanding of reasoned action decisional constructs of persons in the specified population concerning the elements in question instance, if the study's objectives are to understand the application of a particular educational model among college students, quantitative measures such as the Theory of Reasoned Action (TRA) could help identify key components that drive attitudes and perceived norms of students regarding the use of the given approach. As postulated, people will engage in a specific behavior if they have a positive attitude towards the behavior and if they perceive that important references in their social circle also approve of the behavior.

### **Independent variables**

#### ***Language background***

According to Smith and Johnson (2018), people having different L1 may experience certain complications when it comes to the language skills in the phonetics of English. Due to numerous native languages, there are different phonetic peculiarities and sounds that define how people pronounce English terms. An example of a linguistic contrast can be derived from the phonological acoustics between the tonal languages including Mandarin and the non-tonal language is the English language (Zhang & Zhang, 2021).

#### ***Language proficiency***

There are several components in a language related to proficiency, encompassing a person's ability in their language as well as comprehending of others'. This underlines the significance of apprehension to and submersed in a context that contains profuse language to boost the performance of the acquired language proficiency. Moreover, Vygotsky's sociocultural theory places a lot of emphasis on the impact that social interaction has to do with language acquisition. According to this theory, learners benefit by participating in relevant cooperative tasks as well as through interaction with those more advanced in the second language. Language assessment taking into account has been done through methods that include standardized tests, oral interviews, and writing tasks (Bin-Hady et al., 2023). Mainly, these tests are intended to ascertain a learner's ability to understand and produce language based on their respective level of learning. However, there are some arguments about the efficiency of proficiency testing in identifying a man's overall language competence. These critiques stress the potential problems in assessing many aspects of language – aspects that include sociolinguistic competence, for example, or pragmatic skills: complex aspects. Nonetheless, proficiency evaluations serve as useful tools that

educators and learners can use to track and set learning and teaching goals, among other things (Saito, 2021).

### ***Phonetic complexity of native language***

Perhaps, the most groundbreaking assertion that can be postulated based on these findings is that the level of phonetic complexity in one's first language affects both the potential and the challenge that learners experience while mastering a second language. Several aspects of phonetic complexity can be defined as constituents of the language's or language variety's sound system versatility. Such features include cluster, system; and tone. The first is a cluster which refers to the group of consonants that are put together in a language. This literature focuses on how the prosodic complexity of one's L1 factors in the process of L2 acquisition concerning how people can overcome potential barriers and adapt to improve pronunciation. Another critical and easily identifiable distinction of second-language learners' approaches to phonetic features is that the accessibility and perception of phonetic features are significantly conditioned by the phonetic properties of the first language (Ge, 2022). Consonance clusters, which are groups of consonants that are closely found within a syllable, are among the features of phonetic difficulty. Consonance clusters that work nearby are characteristic of languages like German and Russian: for this reason, learners must learn to produce phonemes correctly and in the correct sequence. Speakers of these languages while learning a second language that has different consonant patterns may run into problems with how to produce these phonemes, which may present possible difficulties with their speech (Lyu et al., 2021).

### ***Duration of English Learning***

The time spent in learning English which in most cases forms an important part of the extent of language acquisition impacts a person's competence, fluency, and general linguistic prowess. In this essay, I look at how the period of learning English has an impact on the extent of the development of the language skills, the challenges encountered while learning this language as well as the measures that are taken to overcome these challenges. The learning of a language, being a process that is gradual in nature, therefore evidently, is cyclic in its nature and is very evidently affected by the passage of time. Experts established that the duration of exposure individuals have to English learning significantly affects the pattern of their learning.

Based on the research by Garcia & Lee (2020) it has been established that people with longer exposure to English education are more competent and accurately precise about pronunciation as well as syntactical manner compared to ones who are in the beginning level of learning the English language. Increased comprehension time exposes learners to a wider range of practice, interaction, and absorption of that language hence enhancing the learners' balanced language skills. Language competence is another significant factor; it was ascertained by the amount of time spent in developing English language skills (Alsolami, 2019). Long-term acquisitions are making the possibility to develop in learners not only basic communicative skills but also a finer notion of language and culture. Learner's proficiency levels, in most cases, show a positive development when learners engage in frequent language practice involving reading, writing, speaking, and listening. However, it should be noted that the learning of English language proficiency has not been without some challenges. The first levels of language learning often presuppose the gradual formation of the basic skills and the overcoming of the barrier of non-recognition. People with a low frequency of interaction with these mediums may find it hard to process new phonetic patterns, grammar, and lexicon that they are encountering (Hamouda, 2020).

### ***Dependent Variable***

#### ***Pronunciation Proficiency in English***

The education of proper English pronunciation includes many factors such as the correct and fast pronunciation of spoken phonemes, right intonation imperatives, right rhythm, etc. Hence, it is immensely crucial to achieve a high level of pronunciation skills since this helps to enhance mutual understanding

and reduce possible barriers to oral communication. Accomplishing the development of proficient pronunciation in the English language is an objective that is active and achievable for people who are in the process of acquiring a second language (Fu et al., 2020).

It involves the assimilation of several skills in different aspects of the subject, the consideration of certain factors that influenced such aspects, the bargaining for certain challenges concerning such aspects, and the implementation of several effective strategies in such aspects. Some factors that have a positive influence on the achievement of higher levels of pronunciation include emphasis on the improvement of pronunciation skills, practice schedule, and usage of some educational resources. Therefore, it can be stated that the precise and distinct mastery of the ability is not only helpful in further communication but also is connected with the overall linguistic competence influencing success in language production and learning.

### Conceptual framework

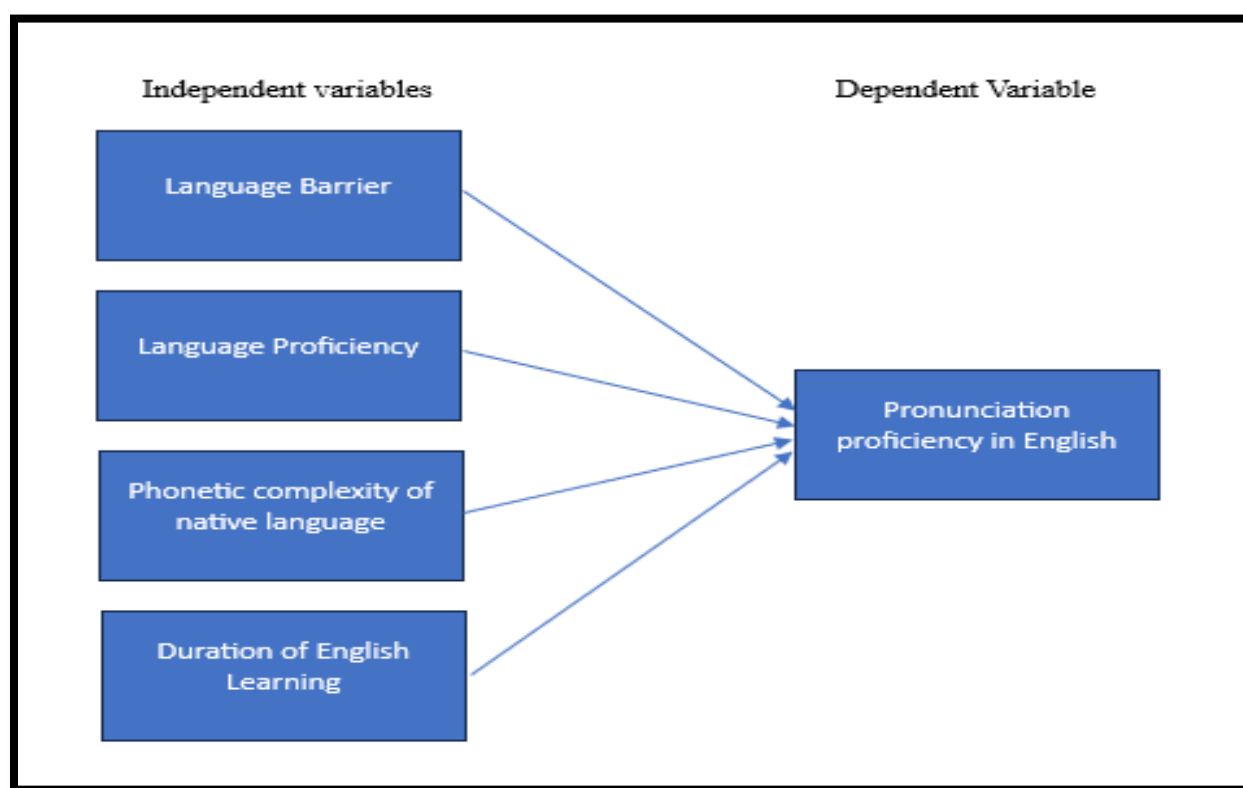


Figure 1: Conceptual Framework

### Hypothesis Development

#### *Language barrier and pronunciation proficiency in English*

This connection between the language barrier and the competency to speak English fluently is not a simple cohesiveness as it greatly influences a candidate's ability to function and get across a point in a second language proficiently. The term language barrier refers to the problems people encounter when they are using a language that is not their first one, and as a result, there is a hindrance to free mutual intercourse and understanding. On the other hand, pronunciation mastery deals with the accurate and clear production of phonetic aspects and intonation patterns of a language under learning (Erarslan, 2019). The connection between the language barrier and pronunciation proficiency is quite obvious because problems

in pronunciation or producing a certain phoneme can add to the language barrier. Lack of proper pronunciation adversely affects the perception of oral speech and due to that people concerned experience communication disorder and frustration. However, a high level of expertise in the correct pronunciation of words can be very helpful in easing the problems brought about by language barriers through the enhancement of clarity and efficiency of communication. This is because people with advanced proficiency in pronunciation have a better handle on reducing barriers to communication that arise from language differences, in essence lessening the impact of language issues on the performance of communication (Iizuka et al., 2020).

### ***Language proficiency and pronunciation proficiency in English***

The process of foreign language acquisition is tied to language and pronunciation skills concentrated on English language proficiency. There is correlation existing between these two aspects which is significant in understanding the overall capacity of an individual in communication. While language competence complements the aspects of vocabulary, sentences, and comprehension, pronunciation proficiency is more focused and specific to precise sounds and/or intonations (Hestiana & Anita, 2022). Of course, the creation of the proper accurate accent comes into play to create the avenue through which constructive communication takes place, thereby supporting the proper use of language. The samples reveal that those people with a large amount of language knowledge often have the best considerable skill in pronunciation, which manifests itself because of the detailed understanding of phonetic factors inherent in the language. On the other hand, problems in the spoken language may be obstructive and may be regarded as a deficit to the entire mastery of a language since it degrades the effectiveness of effective communication and mutual understanding. Due to misarticulations, one is likely to present a message in the wrong light, which affects the passing on of messages in favor of the intended message. Hence, it is imperative to rectify the usage of pronunciation as an element to have the whole level of language proficiency (Huang, 2020).

### ***Phonetic complexity of native language and pronunciation proficiency in English***

The connection between the phonetic difficulty of the primary language and the subject's fluency in English pronunciation is one of the key accounts in the learners' attainment of the second language. This is about the richness and heterogeneity of phonetics in a given language. The novelty and working samples of phonetic complexity and competency of English pronunciation demonstrate that individuals may face certain challenges and receive certain advantages and disadvantages while learning English (Fatimah et al., 2021). If there is a positive correlation between the phonetic complexity of the learners' L1 and that of English, it will be more probable that learners will have less difficulty in transferring their patterns. On the other hand, those people who use certain native languages with clear phonetic tendencies are more likely to face relatively greater challenges whenever they would like to obey all the pronunciation regulations of the English language. For instance, it takes time for a person who has been used to learning, speaking, or writing a language with few vowels to learn a language that has many vowels. This association may be seen when the learners interact and mediate the phonetic differences between the mother tongue and the English language. Learners who are from a background that involves languages with phonetic similarity are also likely to show a faster process of adaptation and better mastery in the pronunciation part (Lee et al., 2020). However, for people coming from different languages that is those who were focusing on phonetic systems entirely different from the English one, they are expected to have a tougher time learning new skills in the language.

### ***Duration of English learning and pronunciation proficiency in English***

To understand the development process of a foreign language, particular aspects involve the investigation of the time spent on learning and the degree of attained proficiency in pronunciation. English language proficiency is the extent of the time a person has been engaged in the learning and use of the English language (Yeh et al., 2021). In contrast, pronunciation proficiency focuses on the mastery of the ability to articulate the spots and audiologist in English correctly. This entails the inference of the correlation

between the extent of time that different persons devote to learning English and their competency of pronunciation in the language.

## Research Methodology

In this chapter, the research methods used in this study will be discussed with emphasis on the main one, which was primary and quantitative in nature. This paper features a detailed analysis of multiple areas of the research study.

### Methods

The research design of this study utilizes correlational research design. Correlational research is particularly applicable in cases where the largest goal is to identify the prevalence and nature of correlation between numerous elements without employing manipulations. Here, the researchers collect data analytical, quantifiable data on variables to enable them to identify regularity, trends, and, or possible correlation hence providing a holistic understanding of inherent interactions within a specific context (Banaeian & Gilanlioglu, 2021). The use of correlational design is of considerable importance regarding the given framework of the research. This approach seeks to explain the multiple relations between the various factors that are involved in the phenomenon of interest. This may involve exploring the interconnection between the educational factors, which may involve examining the correlation between the demographic characteristics and the results or establishing the relationship between the different facets of the issue under study.

### Population for the Study

The target population of this research comprises forty people associated with Islamia University. These are selected based on their relevance to the objectives of the study; this makes the subset ensure a proper and representative sample.

### Research Tool

Google Forms, an online survey form is the chief research instrument employed in the study. Structural surveys are easier to analyze since all data are gathered using Google Forms.

### Data Collection and Data Analysis

Using is the statistical software tools and one of the robust software tools utilized in the process of data analysis is the Statistical Package for the Social Sciences (SPSS). This program's usage makes it easier to conduct statistical tests aimed at searching for patterns, relations, and trends in the collected data (Huang, 2020).

## Results

Table 1: *T-Test (One Sample Statistics)*

|                                                                                         | N  | Mean | Std.<br>Deviation | Std.<br>Mean | Error |
|-----------------------------------------------------------------------------------------|----|------|-------------------|--------------|-------|
| How proficient are you in your native language?                                         | 45 | 1.49 | .506              | .075         |       |
| On a scale of 1 to 10, how would you rate your overall proficiency in English?          | 45 | 6.56 | 1.816             | .271         |       |
| How confident do you feel about your English pronunciation skills?                      | 45 | 2.04 | .562              | .084         |       |
| Does your native language have tones?                                                   | 45 | 1.29 | .458              | .068         |       |
| How would you describe the articulatory 3ity of your native language's phonetic system? | 45 | 1.69 | .514              | .077         |       |
| How many years have you been learning                                                   | 45 | 7.49 | 5.715             | .852         |       |

|                                                                                         |    |      |      |      |
|-----------------------------------------------------------------------------------------|----|------|------|------|
| English?                                                                                |    |      |      |      |
| How 1 do you practice English pronunciation?                                            | 45 | 2.11 | .611 | .091 |
| How would you rate your English pronunciation skills?                                   | 45 | 2.27 | .654 | .097 |
| To what extent do you think your native language influences your English pronunciation? | 45 | 2.47 | .625 | .093 |
| What is your native language?                                                           | 45 | 1.69 | .900 | .134 |
| Gender                                                                                  | 45 | 1.42 | .499 | .074 |

Table 2: *One Sample test*

| Test Value = 0.05                                                                       |        |       |                 |                 |                         |                   |
|-----------------------------------------------------------------------------------------|--------|-------|-----------------|-----------------|-------------------------|-------------------|
|                                                                                         | t      | df    | Sig. (2-tailed) | Mean Difference | 95% Interval Difference | Confidence of the |
|                                                                                         | Lower  | Upper | Lower           | Upper           | Lower                   | Upper             |
| How proficient are you in your native language?                                         | 19.094 | 44    | .000            | 1.439           | 1.29                    | 1.59              |
| On a scale of 1 to 10, how would you rate your overall proficiency in English?          | 24.031 | 44    | .000            | 6.506           | 5.96                    | 7.05              |
| How confident do you feel about your English pronunciation skills?                      | 23.794 | 44    | .000            | 1.994           | 1.83                    | 2.16              |
| Does your native language have tones?                                                   | 18.131 | 44    | .000            | 1.239           | 1.10                    | 1.38              |
| How would you describe the articulatory 3ity of your native language's phonetic system? | 21.371 | 44    | .000            | 1.639           | 1.48                    | 1.79              |
| How many years have you been learning English?                                          | 8.731  | 44    | .000            | 7.439           | 5.72                    | 9.16              |
| How 1 do you practice English pronunciation?                                            | 22.616 | 44    | .000            | 2.061           | 1.88                    | 2.24              |
| How would you rate your own English pronunciation skills?                               | 22.749 | 44    | .000            | 2.217           | 2.02                    | 2.41              |
| To what extent do you think your native language influences your English pronunciation? | 25.929 | 44    | .000            | 2.417           | 2.23                    | 2.60              |
| What is your native language?                                                           | 12.215 | 44    | .000            | 1.639           | 1.37                    | 1.91              |
| Gender                                                                                  | 18.429 | 44    | .000            | 1.372           | 1.22                    | 1.52              |



Table 3: *Correlations*

|                     |                               | What is your native language? | Gender |
|---------------------|-------------------------------|-------------------------------|--------|
| Pearson Correlation | What is your native language? | 1.000                         | .046   |
|                     | Gender                        | .046                          | 1.000  |
| Sig. (1-tailed)     | What is your native language? | .                             | .382   |
|                     | Gender                        | .382                          | .      |
| N                   | What is your native language? | 45                            | 45     |
|                     | Gender                        | 45                            | 45     |

Table 4: *Model Summary*

| Model | R       | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|---------|----------|-------------------|----------------------------|
| 1     | .046(a) | .002     | -.021             | .909                       |

Table 5: *ANOVA(b)*

| Model |            | Sum of Squares | df | Mean Square | F    | Sig.    |
|-------|------------|----------------|----|-------------|------|---------|
| 1     | Regression | .076           | 1  | .076        | .091 | .764(a) |
|       | Residual   | 35.569         | 43 | .827        |      |         |
|       | Total      | 35.644         | 44 |             |      |         |

a Predictors: (Constant), Gender

b Dependent Variable: What is your native language?

Table 6: *Coefficients(a)*

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients |       | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
|       |            | B                           | Std. Error | Beta                      | t     |      |
| 1     | (Constant) | 1.571                       | .413       |                           | 3.801 | .000 |
|       | Gender     | .083                        | .275       | .046                      | .302  | .764 |

a Dependent Variable: What is your native language?

Table 7: *Correlations*

|                     |                                                 | How proficient are you in your native language? | Gender |
|---------------------|-------------------------------------------------|-------------------------------------------------|--------|
| Pearson Correlation | How proficient are you in your native language? | 1.000                                           | .154   |
|                     | Gender                                          | .154                                            | 1.000  |
| Sig. (1-tailed)     | How proficient are you in your native language? | .                                               | .156   |
|                     | Gender                                          | .156                                            | .      |
| N                   | How proficient are you in your native language? | 45                                              | 45     |
|                     | Gender                                          | 45                                              | 45     |

Table 8: *Model Summary*

| Model | R       | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|---------|----------|-------------------|----------------------------|
| 1     | .154(a) | .024     | .001              | .505                       |

a Predictors: (Constant), Gender

Table 9: *ANOVA(b)*

| Model |            | Sum of Squares | df | Mean Square | F     | Sig.    |
|-------|------------|----------------|----|-------------|-------|---------|
| 1     | Regression | .267           | 1  | .267        | 1.045 | .312(a) |
|       | Residual   | 10.978         | 43 | .255        |       |         |
|       | Total      | 11.244         | 44 |             |       |         |

a Predictors: (Constant), Gender

b Dependent Variable: How proficient are you in your native language?

Table 10: *Coefficients(a)*

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients |       | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
|       |            | B                           | Std. Error | Beta                      | t     |      |
| 1     | (Constant) | 1.267                       | .230       |                           | 5.519 | .000 |
|       | Gender     | .156                        | .152       | .154                      | 1.022 | .312 |

a Dependent Variable: How proficient are you in your native language?

Table 11: *Correlations*

| On a scale of 1 to 10, how would you rate your overall proficiency in English? |                                                                                |       | Gender |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------|--------|
| Pearson Correlation                                                            | On a scale of 1 to 10, how would you rate your overall proficiency in English? | 1.000 | -.164  |
|                                                                                | Gender                                                                         | -.164 | 1.000  |
| Sig. (1-tailed)                                                                | On a scale of 1 to 10, how would you rate your overall proficiency in English? | .     | .140   |
|                                                                                | Gender                                                                         | .140  | .      |
| N                                                                              | On a scale of 1 to 10, how would you rate your overall proficiency in English? | 45    | 45     |
|                                                                                | Gender                                                                         | 45    | 45     |

Table 12: *Model Summary*

| Model | R       | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|---------|----------|-------------------|----------------------------|
| 1     | .164(a) | .027     | .004              | 1.812                      |

a Predictors: (Constant), Gender

Table 13: ANOVA(b)

| Model |            | Sum of Squares | df | Mean Square | F     | Sig.    |
|-------|------------|----------------|----|-------------|-------|---------|
| 1     | Regression | 3.915          | 1  | 3.915       | 1.192 | .281(a) |
|       | Residual   | 141.196        | 43 | 3.284       |       |         |
|       | Total      | 145.111        | 44 |             |       |         |

a Predictors: (Constant), Gender

b Dependent Variable: On a scale of 1 to 10, how would you rate your overall proficiency in English?

Table 14: Coefficients(a)

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig.       |
|-------|------------|-----------------------------|------------|---------------------------|--------|------------|
|       |            | B                           | Std. Error | Beta                      | B      | Std. Error |
| 1     | (Constant) | 7.405                       | .823       |                           | 8.993  | .000       |
|       | Gender     | -.597                       | .547       | -.164                     | -1.092 | .281       |

a Dependent Variable: On a scale of 1 to 10, how would you rate your overall proficiency in English?

Table 15: Correlations

| How confident do you feel about your English pronunciation skills? |                                                                    |       |  | Gender |
|--------------------------------------------------------------------|--------------------------------------------------------------------|-------|--|--------|
| Pearson Correlation                                                | How confident do you feel about your English pronunciation skills? | 1.000 |  | .094   |
|                                                                    | Gender                                                             | .094  |  | 1.000  |
| Sig. (1-tailed)                                                    | How confident do you feel about your English pronunciation skills? | .     |  | .271   |
|                                                                    | Gender                                                             | .271  |  | .      |
| N                                                                  | How confident do you feel about your English pronunciation skills? | 45    |  | 45     |
|                                                                    | Gender                                                             | 45    |  | 45     |

Table 16: Model Summary

| Model | R       | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|---------|----------|-------------------|----------------------------|
| 1     | .094(a) | .009     | -.014             | .566                       |

a Predictors: (Constant), Gender

Table 17: ANOVA(b)

| Model |            | Sum of Squares | df | Mean Square | F    | Sig.    |
|-------|------------|----------------|----|-------------|------|---------|
| 1     | Regression | .122           | 1  | .122        | .379 | .541(a) |
|       | Residual   | 13.789         | 43 | .321        |      |         |
|       | Total      | 13.911         | 44 |             |      |         |

a Predictors: (Constant), Gender

b Dependent Variable: How confident do you feel about your English pronunciation skills?

Table 18: *Coefficients(a)*

| <b>Model</b> |            | <b>Unstandardized Coefficients</b> |                   | <b>Standardized Coefficients</b> | <b>t</b> | <b>Sig.</b>       |
|--------------|------------|------------------------------------|-------------------|----------------------------------|----------|-------------------|
|              |            | <b>B</b>                           | <b>Std. Error</b> | <b>Beta</b>                      | <b>B</b> | <b>Std. Error</b> |
| 1            | (Constant) | 1.895                              | .257              |                                  | 7.363    | .000              |
|              | Gender     | .105                               | .171              | .094                             | .616     | .541              |

a Dependent Variable: How confident do you feel about your English pronunciation skills?

Table 19: *Correlations*

|                     |                                       | <b>Does your native language have tones?</b> | <b>Gender</b> |
|---------------------|---------------------------------------|----------------------------------------------|---------------|
| Pearson Correlation | Does your native language have tones? | 1.000                                        | -.049         |
|                     | Gender                                | -.049                                        | 1.000         |
| Sig. (1-tailed)     | Does your native language have tones? | .                                            | .376          |
|                     | Gender                                | .376                                         | .             |
| N                   | Does your native language have tones? | 45                                           | 45            |
|                     | Gender                                | 45                                           | 45            |

Table 20: *Model Summary*

| <b>Model</b> | <b>R</b> | <b>R Square</b> | <b>Adjusted R Square</b> | <b>Std. Error of the Estimate</b> |
|--------------|----------|-----------------|--------------------------|-----------------------------------|
| 1            | .049(a)  | .002            | -.021                    | .463                              |

a Predictors: (Constant), Gender

Table 21: *ANOVA(b)*

| <b>Model</b> |            | <b>Sum of Squares</b> | <b>df</b> | <b>Mean Square</b> | <b>F</b> | <b>Sig.</b> |
|--------------|------------|-----------------------|-----------|--------------------|----------|-------------|
| 1            | Regression | .022                  | 1         | .022               | .102     | .752(a)     |
|              | Residual   | 9.223                 | 43        | .214               |          |             |
|              | Total      | 9.244                 | 44        |                    |          |             |

a Predictors: (Constant), Gender

b Dependent Variable: Does your native language have tones?

Table 22: *Coefficients(a)*

| <b>Model</b> |            | <b>Unstandardized Coefficients</b> |                   | <b>Standardized Coefficients</b> | <b>t</b> | <b>Sig.</b>       |
|--------------|------------|------------------------------------|-------------------|----------------------------------|----------|-------------------|
|              |            | <b>B</b>                           | <b>Std. Error</b> | <b>Beta</b>                      | <b>B</b> | <b>Std. Error</b> |
| 1            | (Constant) | 1.352                              | .210              |                                  | 6.426    | .000              |
|              | Gender     | -.045                              | .140              | -.049                            | -.319    | .752              |

a Dependent Variable: Does your native language have tones?

Table 23: *Correlations*

|  | <b>How would you describe the articulatory 3ity of your native language's phonetic system?</b> | <b>Gender</b> |
|--|------------------------------------------------------------------------------------------------|---------------|
|--|------------------------------------------------------------------------------------------------|---------------|

|                     |                                                                                         |       |       |
|---------------------|-----------------------------------------------------------------------------------------|-------|-------|
| Pearson Correlation | How would you describe the articulatory 3ity of your native language's phonetic system? | 1.000 | -.185 |
|                     | Gender                                                                                  | -.185 | 1.000 |
| Sig. (1-tailed)     | How would you describe the articulatory 3ity of your native language's phonetic system? | .     | .112  |
|                     | Gender                                                                                  | .112  | .     |
| N                   | How would you describe the articulatory 3ity of your native language's phonetic system? | 45    | 45    |
|                     | Gender                                                                                  | 45    | 45    |

Table 24: *Model Summary*

| Model | R       | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|---------|----------|-------------------|----------------------------|
| 1     | .185(a) | .034     | .012              | .511                       |

a Predictors: (Constant), Gender

Table 25: *ANOVA(b)*

| Model |            | Sum of Squares | df | Mean Square | F     | Sig.    |
|-------|------------|----------------|----|-------------|-------|---------|
| 1     | Regression | .397           | 1  | .397        | 1.520 | .224(a) |
|       | Residual   | 11.247         | 43 | .262        |       |         |
|       | Total      | 11.644         | 44 |             |       |         |

a Predictors: (Constant), Gender

b Dependent Variable: How would you describe the articulatory 3ity of your native language's phonetic system?

Table 26: *Coefficients(a)*

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients |        | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|
|       |            | B                           | Std. Error | Beta                      | t      |      |
| 1     | (Constant) | 1.960                       | .232       |                           | 8.432  | .000 |
|       | Gender     | -.190                       | .154       | -.185                     | -1.233 | .224 |

a Dependent Variable: How would you describe the articulatory 3ity of your native language's phonetic system?

Table 27: *Correlations*

|                     |                                                | How many years have you been learning English? | Gender |
|---------------------|------------------------------------------------|------------------------------------------------|--------|
| Pearson Correlation | How many years have you been learning English? | 1.000                                          | -.026  |
|                     | Gender                                         | -.026                                          | 1.000  |
| Sig. (1-tailed)     | How many years have you been learning English? | .                                              | .432   |
|                     | Gender                                         | .432                                           | .      |
| N                   | How many years have you been learning English? | 45                                             | 45     |
|                     | Gender                                         | 45                                             | 45     |

Table 28: *Model Summary*

| <b>Model</b> | <b>R</b> | <b>R Square</b> | <b>Adjusted R Square</b> | <b>Std. Error of the Estimate</b> |
|--------------|----------|-----------------|--------------------------|-----------------------------------|
| 1            | .026(a)  | .001            | -.023                    | 5.779                             |

a Predictors: (Constant), Gender

Table 29: *ANOVA(b)*

| <b>Model</b> |            | <b>Sum of Squares</b> | <b>df</b> | <b>Mean Square</b> | <b>F</b> | <b>Sig.</b> |
|--------------|------------|-----------------------|-----------|--------------------|----------|-------------|
| 1            | Regression | .985                  | 1         | .985               | .029     | .864(a)     |
|              | Residual   | 1436.259              | 43        | 33.401             |          |             |
|              | Total      | 1437.244              | 44        |                    |          |             |

a Predictors: (Constant), Gender

b Dependent Variable: How many years have you been learning English?

Table 30: *Coefficients(a)*

| <b>Model</b> |            | <b>Unstandardized Coefficients</b> |                   | <b>Standardized Coefficients</b> | <b>t</b> | <b>Sig.</b> |
|--------------|------------|------------------------------------|-------------------|----------------------------------|----------|-------------|
|              |            | <b>B</b>                           | <b>Std. Error</b> | <b>Beta</b>                      |          |             |
| 1            | (Constant) | 7.915                              | 2.626             |                                  | 3.014    | .004        |
|              | Gender     | -.300                              | 1.744             | -.026                            | -.172    | .864        |

a Dependent Variable: How many years have you been learning English?

Table 31: *Correlations*

| <b>How 1 do you practice English pronunciation?</b> |                                              |       | <b>Gender</b> |
|-----------------------------------------------------|----------------------------------------------|-------|---------------|
| Pearson Correlation                                 | How 1 do you practice English pronunciation? | 1.000 | -.083         |
|                                                     | Gender                                       | -.083 | 1.000         |
| Sig. (1-tailed)                                     | How 1 do you practice English pronunciation? | .     | .295          |
|                                                     | Gender                                       | .295  | .             |
| N                                                   | How 1 do you practice English pronunciation? | 45    | 45            |
|                                                     | Gender                                       | 45    | 45            |

Table 32: *Model Summary*

| <b>Model</b> | <b>R</b> | <b>R Square</b> | <b>Adjusted R Square</b> | <b>Std. Error of the Estimate</b> |
|--------------|----------|-----------------|--------------------------|-----------------------------------|
| 1            | .083(a)  | .007            | -.016                    | .616                              |

a Predictors: (Constant), Gender

Table 33: *ANOVA(b)*

| <b>Model</b> |            | <b>Sum of Squares</b> | <b>df</b> | <b>Mean Square</b> | <b>F</b> | <b>Sig.</b> |
|--------------|------------|-----------------------|-----------|--------------------|----------|-------------|
| 1            | Regression | .112                  | 1         | .112               | .296     | .589(a)     |
|              | Residual   | 16.332                | 43        | .380               |          |             |
|              | Total      | 16.444                | 44        |                    |          |             |

a Predictors: (Constant), Gender

b Dependent Variable: How 1 do you practice English pronunciation?

Table 34: *Coefficients(a)*

| <b>Model</b> | <b>Unstandardized Coefficients</b> |                   | <b>Standardized Coefficients</b> | <b>t</b> | <b>Sig.</b> |
|--------------|------------------------------------|-------------------|----------------------------------|----------|-------------|
|              | <b>B</b>                           | <b>Std. Error</b> | <b>Beta</b>                      |          |             |
| (Constant)   | 2.255                              | .280              |                                  | 8.053    | .000        |
| Gender       | -.101                              | .186              | -.083                            | -.544    | .589        |

a Dependent Variable: How 1 do you practice English pronunciation?

Table 35: *Correlations*

| <b>How would you rate your own English pronunciation skills?</b> |                                                       |       | <b>Gender</b> |
|------------------------------------------------------------------|-------------------------------------------------------|-------|---------------|
| Pearson Correlation                                              | How would you rate your English pronunciation skills? | 1.000 | .065          |
|                                                                  | Gender                                                | .065  | 1.000         |
| Sig. (1-tailed)                                                  | How would you rate your English pronunciation skills? | .     | .336          |
|                                                                  | Gender                                                | .336  | .             |
| N                                                                | How would you rate your English pronunciation skills? | 45    | 45            |
|                                                                  | Gender                                                | 45    | 45            |

Table 36: *Model Summary*

| <b>Model</b> | <b>R</b> | <b>R Square</b> | <b>Adjusted R Square</b> | <b>Std. Error of the Estimate</b> |
|--------------|----------|-----------------|--------------------------|-----------------------------------|
| 1            | .065(a)  | .004            | -.019                    | .660                              |

a Predictors: (Constant), Gender

Table 37: *ANOVA(b)*

| <b>Model</b> |            | <b>Sum of Squares</b> | <b>df</b> | <b>Mean Square</b> | <b>F</b> | <b>Sig.</b> |
|--------------|------------|-----------------------|-----------|--------------------|----------|-------------|
| 1            | Regression | .079                  | 1         | .079               | .182     | .672(a)     |
|              | Residual   | 18.721                | 43        | .435               |          |             |
|              | Total      | 18.800                | 44        |                    |          |             |

a Predictors: (Constant), Gender

b Dependent Variable: How would you rate your own English pronunciation skills?

Table 38: *Coefficients(a)*

|         |            | <b>Unstandardized Coefficients</b> |                   | <b>Standardized Coefficients</b> | <b>t</b> | <b>Sig.</b> |
|---------|------------|------------------------------------|-------------------|----------------------------------|----------|-------------|
|         |            | <b>B</b>                           | <b>Std. Error</b> | <b>Beta</b>                      |          |             |
| Model 1 | (Constant) | 2.146                              | .300              |                                  | 7.157    | .000        |
|         | Gender     | .085                               | .199              | .065                             | .427     | .672        |

a Dependent Variable: How would you rate your own English pronunciation skills?

Table 39: *Correlations*

| <b>To what extent do you think your native language influences your English pronunciation?</b> |                                                                                         |       | <b>Gender</b> |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------|---------------|
| Pearson Correlation                                                                            | To what extent do you think your native language influences your English pronunciation? | 1.000 | .082          |
|                                                                                                | Gender                                                                                  | .082  | 1.000         |

|                 |                                                                                         |      |      |
|-----------------|-----------------------------------------------------------------------------------------|------|------|
| Sig. (1-tailed) | To what extent do you think your native language influences your English pronunciation? | .    | .295 |
|                 | Gender                                                                                  | .295 | .    |
| N               | To what extent do you think your native language influences your English pronunciation? | 45   | 45   |
|                 | Gender                                                                                  | 45   | 45   |

Table 40: *Model Summary*

| Model | R       | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|---------|----------|-------------------|----------------------------|
| 1     | .082(a) | .007     | -.016             | .630                       |

a Predictors: (Constant), Gender

Table 41: *ANOVA(b)*

| Model |            | Sum of Squares | df | Mean Square | F    | Sig.    |
|-------|------------|----------------|----|-------------|------|---------|
| 1     | Regression | .117           | 1  | .117        | .295 | .590(a) |
|       | Residual   | 17.083         | 43 | .397        |      |         |
|       | Total      | 17.200         | 44 |             |      |         |

a Predictors: (Constant), Gender

b Dependent Variable: To what extent do you think your native language influences your English pronunciation?

Table 42: *Coefficients(a)*

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.       |
|-------|------------|-----------------------------|------------|---------------------------|-------|------------|
|       |            | B                           | Std. Error | Beta                      | B     | Std. Error |
| 1     | (Constant) | 2.320                       | .286       |                           | 8.100 | .000       |
|       | Gender     | .103                        | .190       | .082                      | .543  | .590       |

a Dependent Variable: To what extent do you think your native language influences your English pronunciation?

## Results

The results of the t-tests indicate statistically significant disparities in multiple dimensions of language competency, learning behaviors, and views among the participants. For example, the participants typically demonstrate a high level of ability in both their original language and English. Nevertheless, there exists a range of variability in terms of individuals' confidence levels, approaches to English pronunciation, and opinions regarding the impact of their original language on their English pronunciation. In contrast, the results of the regression analysis suggest that gender does not possess a statistically significant predictive power for the variables under investigation. This suggests that, according to the existing dataset, gender does not exert a significant influence on language competency, learning behaviors, or language-related attitudes (Bin Dahmash, 2020).

The individuals' high mean scores in competence in both their native language and English indicate that, on average, they exhibit robust language skills. The significant variation in respondents' self-estimated proficiency in English pronunciation and the extent to which first language affects English pronunciation reflects the multilayered nature of individuals' attitudes and the role of perception when learning a foreign language. The gathered information concerning the time that it may take to learn English and the frequency of the exercises concerning English intonation easily shows the richness of the variety of the experiences of the participants (Huang, 2020). Since gender correlation is comparatively low, it leads to



the conclusion that this quality is affected not only by gender but also by other factors. The averages of the gender scores provoke to search for a certain gender-related tendency in the replies, although the nature of this tendency remains unclear due to the lack of additional information.

### **Limitations and Further Research**

While the findings of the study provide valuable knowledge, it is imperative to establish specific conditions delineating the study's scope. The data is collected by questionnaires, and, as such, the replies are subjective and can be influenced by certain biases or contain errors. Moreover, the number of participants is quite small, and there are possible cultural or language differences between participants which can affect the generalization of the results. However, one could always further narrow down the topic and explore more specific components of language gaining, which may consider other variables, including cultural background, educational environment, or certain features of language more profoundly. In conclusion, the research gives a broad perspective concerning the language proficiency, learning behaviors, and beliefs of people in the certain variables that were explored (Al Jahromi, 2020). The lack of many significant gender-related variables also suggests that gender has minimal impact on these distinct parts of language learning in this sample. However, the discoveries offer the possibility of further studies of the developmental process in first and second language acquisition and fluency.

### **Conclusion**

This research analyses several factors that contribute to language acquisition by focusing on how students' first languages hinder their pronunciation of English in class. About gender, this research aimed at fulfilling the purpose of analyzing trends, relationships, and possibly projections about gender and language proficiency, learning patterns, and attitude. According to the outcomes, the participants appeared to be very fluent in both their first language and second language, which is English (Erarslan, 2019). Nevertheless, the average number of ratings is high, but there are fluctuations in the results concerning the impact of one's original language on the accent in the English language, and one's ability to self-rate the pronunciation in the English language. Therefore based on the findings that were made when researching the effects of gender on these language-related factors no tangible correlations or predictions were established it is safe to conclude that within the perimeter of this study, there is no conspicuous effect of gender on language proficiency, learning abilities, or attitudes.

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### **ORCID iDs**

Adeba Khalid <sup>1</sup> <https://orcid.org/0009-0001-5382-5167>

Zainab Rafique <sup>2</sup> <https://orcid.org/0009-0009-5431-8878>

Mehak Jabeen <sup>3</sup> <https://orcid.org/0009-0008-8974-6867>

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