Acoustic Variation In Intonation Patterns- A Comparison Of Received Pronunciation With English Dialect Spoken In Faisalabad

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Abstract
Intonation is the manipulation of the pitch in an utterance that determines the attitudes and emotions of the speaker. The purpose of this study is to compare the intonation patterns of RP with the Faisalabad dialect of English. For this purpose, the data has been collected from the strata of the private and government sector of Faisalabad each of which is further segmented by gender. Each stratum has a total of 20 participants. The data has been analyzed by audio evidence extracted from Wave surfer. The results show that the intonation patterns of the participants are not similar to RP however, the students speak more plainly than in RP. In most cases, the intonation patterns are found very different in long statements in the Faisalabad dialect. The findings of this study are significant in that they reveal the accent of English speakers in Faisalabad.

Introduction
English, as a global language, has numerous roles to play at the same time. It has gained widespread usage as a lingua franca, although the effects of original languages may be recognized and examined in the study at many levels, particularly in accent. Kachru presented a concept in which he described the circles of countries based on their English language usage status. More study has revealed that there are geographical variances in the use of this language. Each major city has its original language, which affects how English is spoken and accepted. Because of these variances, each location has its dialect of English, which is acceptable after the World Englishes idea.

Language's behavioral and emotional implications are explained by supra-segmental elements. Correct pronunciation and comprehension of meaning are critical aspects of any language. In this sector, stress and intonation play a significant impact. The correct pronunciation is determined not only by sound recognition, but also by the placement of stress patterns and other supra-segmental characteristics (Huwari, & Mehwesh, 2015). According to Guion (2005), prosodic characteristics should be taught more explicitly in ESL/EFL lessons because they are absent in these fields. Intonation serves a variety of purposes, from determining the sentence's modality to communicating its emotional implications. To comprehend an English native's accent, one must first comprehend the language's intonation pattern. To express the clear meaning of utterances, different types of assertions are delivered with particular patterns of intonation. Pakistan is a huge nation with a varied spectrum of languages and dialects due to its size and people. Each of Pakistan's provinces has its mother tongue. As a result, each province has its unique communication style, and this accent influences their second language. Faisalabad, the third-largest city in Punjab, is the third-largest city in Pakistan where English is extensively spoken as an official and second language. Punjabi is mostly spoken as a first language, which influences second language acquisition. According to
the notion of global Englishes, this dialect of English has several distinguishing characteristics that set it apart from other dialects spoken in other provinces. This study was done to investigate the characteristics of the Faisalabad English dialect by comparing it to RP and determining how much this dialect differs from RP based on supra-segmental traits. This dialect’s traits were compared to native accents using an acoustic comparison.

1.1 Objectives of the Study
The following objectives have been specified for this study to achieve the desired outcomes.
1. To explore intonation patterns in the dialect of Faisalabad
2. To compare the intonation patterns of the Faisalabad dialect of English to those of the Standard English dialect

1.2 Research Questions
i. What are the prominent intonation patterns in the English dialect of Faisalabad?
   a. Which syllable stands as the tonic syllable in utterances using a rising tone?
   b. Which syllable stands as the tonic syllable in utterances using falling tone?
   c. Which syllable stands as the tonic syllable in utterances using a rise-fall tone?
   d. Which syllable stands as the tonic syllable in utterances using a fall-rise tone?
ii. How is the English dialect of Faisalabad similar to or different from RP in terms of its intonation patterns?

1.3 Significance of the study
The study is significant in that it reveals the accent of English speakers in Faisalabad. The findings are important for identifying the features of the Faisalabad dialect in English based on phonetic characteristics.

2. Literature Review
Languages are subjected to acoustic analysis at various levels to determine their distinguishing characteristics by various researchers.

2.1 Acoustic Analysis of Different Languages to Identify the Dialectical Differences
Many studies have been conducted to distinguish between different dialects based on acoustic elements. The vowels "y" and "e" have been studied in Bitola and Stumica dialects, (Ristova & Gerazov; 2013. Vowel analysis has also been carried out using two distinct dialects (Akpafu and Lolobi). Infant-directed speech (IDS) has been studied in the past, which is the speech style used by adults while talking to newborns (Ferguson, 1964; Fernald & Simon, 1984; Snow, 1972; Stern, Spieker, & Mackain, 1982).

2.2 Acoustic Analysis of Lingua Franca and Impact of Second Language on Accent
The accent of a second language is influenced by native speakers of different languages. The research on the generation of unstressed vowels by late and early Korean and Japanese bilinguals was conducted. The findings of these studies back up the claim that when learning a language for the first time, the growth of L1 becomes a barrier to learning a second language, L2 (Bialystok, 1997; Flege, 1999; Oyama, 1979).

The acoustic comparative studies in past, conducted on the pronunciation of vowels by native English speakers and Arabic language speakers Iverson and Evans (2007, p. 2842) have found that learners of various native languages look for English vowels independently rather than mixing the rules in their original tongue. They also have trouble pronouncing vowel sounds that are different from those in their home tongue. Based on vowel articulation, a comparison of American English and Chinese was done in Taiwan. Both natives produced the same vowels at the same time, and the variances were recorded. Because
of the differences in vowel heights and fronts, the results reveal that Chinese English and American English have different accents.

2.3 Acoustic analysis of English Dialects Based on Supra Segmental Features
Based on acoustic properties, discrimination between British, Australian, and American accents has been carried out in the past research. The features to be noticed during analysis include duration, speaking pace, pitch, pitch dropping, and formants. In comparison to the other two accents, the Australian accent has a lower first formant (F1) but a greater second formant (F2), according to the findings. The pitch frequency, initial rise, and ultimate fall of utterances are all higher in the British accent. In comparison to other accents, the Australian accent has a noticeable elongation in vowel production and the lowest speaking pace.

2.4 Acoustic Analysis of Pakistani Languages
Corner vowels have been analyzed acoustically in six distinct Pakistani aboriginal languages. In this study, vocalic variants in Pakistan's national language, Urdu, were discovered (Rehman, 2002). As a result, the influence of one's original language is a major factor in vocalic variety in Urdu. At the vowel nasalization level, an acoustic study of Punjabi was performed. This research was based on the idea of a nasalizing influence on Majhi Punjabi speakers' vowels during speech production in Lahore (Beddor, 1993). According to Gierison (as stated in Allana, 1996), there are six primary dialects of Sindhi, including Vicholi (central Sindh dialect), which is considered the mainstream dialect in Sindhi, and Utradi (Northern), Lari, Lasi, Kachchi, and Thareli. According to the findings of this study, the stress pattern of the Sindhi language is based on the so-called heavy syllabus (Abbasi & Hussain, 2015; Abbasi, 2017; Abbasi et al. (2017)).

3. Research Methodology
The purpose of this study is to compare the supra-segmental characteristics of the Faisalabad dialect of English with the British standard dialect. The population is divided into two categories. The first is group A, which consists of RP speakers. The second group B is made up of English speakers from Faisalabad. For the sake of comparison, data from native English speakers (group A) was obtained from reliable online sources, namely:
- Oxford Online English
- Pronunciation with Emma
- ETJ English
- English Addict
- The British Accent Guy

The data from group B was collected using a stratified random sampling approach. Strata are formed by separating the education sector into two primary groups: public and private. Twenty participants were chosen from each category, and they were further divided by gender into male and female categories. Students ranging in age from 16 to 22 years old were included in the sample, which comprised students from grade 10 to masters.

The sample selected is restricted to
1. The participants must have the citizenship of Faisalabad by domicile.
2. The participants must not have stayed in any other country or visited any other city in Pakistan for a long duration.
3. The participants must have gotten complete education from Faisalabad city.

16 sentences have been selected by categorizing them into four basic types, fall, rise, rise-fall, fall-rise, of intonation including two further categories of each which are complete sentence and open questions, closed questions and surprise/request statements, annoying sentences and sarcasm, concerning statements and correction of information respectively. Voice samples from Faisalabad’s participants were collected by using a microphone of specification 65Hz-18 kHz frequency, signal/Noise 74dB SPL in a noise-free laboratory environment. All audio files have been converted into mp3 format and then converted into
.wave and .mono by using PRAAT version 6.1.27. For the analysis of data Wave surfer version 1.8.8p5 has been used.

4. Data Analysis
Tone is crucial element in communicating the meaning of words. Variable findings have been produced from the collected data, which are explained below.

4.1 Intonation in Falling Tone

The tone of the expression lowers after the sentence in this intonation pattern. Complete sentences and open inquiries are used to examine the tone and tonic syllable. Selected statements falling in these categories chosen for analysis are: “Have a nice day.” and “It's nice to meet you.” For the category of open question statements are “What are you thinking about?” and “Where did he go?”

4.1.1 In Male of Private Sector

4.1.1.1 Intonation in Complete Sentences
Two entire statements said by learners were chosen for analysis, and the following findings were obtained. It was shown that 60% of pupils read the statement without giving it any expressional tone. 30% of pupils read the statement with the tone lowering after the expression, "day" and "you" are the tonic syllables in these phrases. At the end of the phrase, 10% of students elevated the tone of the sentence.

Figure 1: Comparison of Falling Tone in a First Complete Statement in Faisalabad’s Dialect of English in Male of the Private Sector.
Because frequency falls at this syllable and conveys the statement's tone, "day" is regarded as a tonic syllable in this whole sentence. The statistics for the second phrase, "it’s nice to meet you," are provided.

Figures (a) and (b) show a falling tone after an expression, whereas (c) shows a flat expression with a rising tone at the end.

Figure 2: Comparison of Falling Tone in a Second Complete Statement in Faisalabad’s Dialect of English in the Male Private Sector.

In the second example of a complete statement, “you” is a tonic syllable because it carries the lowest frequency of the statement and falls the tone of the sentence.

4.1.1.2 Intonation in Open Questions
To obtain the findings, two instances have been given. After analyzing the data, it was determined that 50% of students utilized falling phrases for this category. Thirty percent of participants read the line plainly, while twenty percent rose the statement instead of dropping it. Because frequency lowers at the place that conveys a falling tone, the tonic syllables in these two open inquiries are "about" and "go," respectively. In the first open question, 50% of students toned the "bout" as a falling tonic syllable. Sixty percent of respondents in the second category said "where did he go?" and utilized the word "go" as a tonic syllable.
4.1.2 In Male of Govt. Sector

4.1.2.1 Intonation in Complete Sentences
Only 20% of males in the government sector spoke the sentence with a falling tone. It was said by 50% of participants without a tonic accent. And 30% has climbed at the end of both examples' statements, which is the absolute opposite of this falling category.

4.1.2.2 Intonation in Open Questions
Only 20% of students answered the questions with suitable intonation, according to data analyzed from open questions. They concentrated on the tonic syllables "bout" and "go." Sixty percent of pupils answer both questions without a tonic accent. The remaining 20% has changed the tone of the questions in the conclusion.

4.1.3 In the Female private sector

4.1.3.1 Intonation in Complete Sentences
The results show that 40% of the females stated the statement with decreasing intonation at the end. It's been uttered flatly by over 40% of females. In addition, the final syllable has been increased in tone by 20%.

Only 30% of females utilized falling tone intonation patterns in the second example of whole phrases, with the tonic syllable "you" as the dominant tonic syllable of this falling tone. Almost a third of those who stated it did so without considering intonation, while the other third elevated the final syllable, which is opposite to the tonic in falling tone.

4.1.3.2 Intonation in Open Questions
The outcomes of open questions in the female private sector are as follows. Only 30% of the females in the first example toned the question correctly, yet "bout" is a tonic syllable in these lines. 40% of the females made no clear responses, whereas 30% increased the last syllable of the question.

The produced outcomes in the second case are 50% expressional, with "go" as a tonic syllable. Twenty percent of those polled said nothing at all, and thirty percent said something with a rising tone.

4.1.4 In Females of Govt. Sector
4.1.4.1 Intonation in Complete Sentences
In complete sentences, 40% of females have uttered the sentence with “day” as tonic syllable. The first example of this category is flatly expressed by 20% of students. And 40% have raised the tone of the sentence.
In the second example, 50% of females have to use the expressional falling tone in which “you” is a tonic syllable. 40% express it flatly in which the word “meet” is used as a tonic syllable and 10% have raised the sentence's tone.

4.1.4.1 Intonation in Open Questions
In the first case, 30% of females have given the tonic word "bout" a declining tone of expression. The question has elicited no response from 50% of those polled, while 20% of those polled have raised their eyebrows. The percentage of the second example of an open question is sixty percent employed a falling tone of expression with "go" as the tonic syllable, whereas the other forty percent raised the tone.

4.2 Intonation in Rising Tone
In this type of intonation, the sentence's tone rises at the end of the statement. In this research, tag questions and requests/surprise statements are selected with two examples each.

4.2.1 In males of govt. sector

4.2.1.1 Intonation in Tag Questions
Tag questions are answered with a simple yes or no, implying that no other information is necessary to comprehend the response. Two cases are chosen for analysis: "Did you work yesterday?" and "Are you from Spain?"

When the results of the first type of inquiry were examined, it was discovered that only 40% of students increased the tone at the word Spain and toned it as a tonic syllable. While 30% of people have simply uttered the inquiry, the remaining 30% have dropped the tone at the end of the query. This is the polar opposite of the category's real pattern.

The graphs are shown as under, which shows the change in values of frequencies also.

(a)
(b)
(c)

Figure 4: Comparison of Rising Tone in First Tag Question in Faisalabad’s Dialect of English in Private Males’ Sector.
In the second example, 50% of students have uttered the question flatly. 30% have raised the last syllable and 20% have uttered it differently.

4.2.1.2 Intonation in Request/Surprise

A rising intonation tone is used at the end of statements in which requests or surprises are made. One request, "can you give me a lift?" and one unexpected statement, "do you mean it?" were chosen.

After examining the data, it was discovered that 40% of students said a statement in which the concluding word "lift" was elevated and pronounced as a tonic syllable. The remaining 30% have flattened their words, and 30% have dropped the final syllable that is opposed to the genuine tone.

The startling statement's results reveal that 70% of pupils elevated the tonic syllable "mean," and 30% spoke it flatly without any tone.

4.2.2 In Govt. Sector of Males

4.2.2.1 Intonation in Tag Question

The first tag question revealed that 80% of students use rising intonation pattern and focused on "Spain" as a tonic syllable. Only 20% of men have said it without hesitation. The findings of the second question show that 40% of males forced "day" as a tonic syllable. 50% spoke it bluntly, whereas 10% dropped the tone towards the conclusion of the statement.

4.2.2.2 Intonation in Request/Surprise

Only 40% of students have said it with the growing end in this category. However, pupils were found to have blankly stated the statement, only raising the last syllable, and 60% had given the speech no tone. The tone continues to decrease at the tonic syllable. By increasing the tone at the conclusion with "mean" as a tonic syllable, 60 percent of pupils made an unexpected comment. The remaining 40%, have said it without any expression.

4.2.3 In the Private sector of females

4.2.3.1 Intonation in Tag Questions

In the first group of rising tone, females account for 80% of those who raise the tone at the tonic syllable "Spain," whereas 20% of have fallen the tone at the tonic syllable. In the second example of the tag question, 70% of females raised their tone at the tonic syllable "day," 10% of females dropped their tone at this syllable, and the remaining 20% uttered flatly.

4.2.3.2 Intonation in Request/Surprise

In this group, 50% of students raised their tone at the tonic syllable "lift," 30% flatly spoke the specified sentence, and 20% uttered it unusually without any normal tone. The findings of the shocking statement reveal that 70% of participants increased their tone towards the conclusion, 20% stated they remark plainly, and 10% displayed an extraordinary pattern.

4.2.3 In Govt. Sector of Females

4.2.3.1 Intonation in Tag Questions

In the first example, 90% of females pronounced the statement "Spain" with a rising tone at the tonic syllable, whereas only 10% stated it with a dropping tone at the tonic syllable. In the second case, 70% of females had a rising tone when saying the line. They have raised the tone at the right tonic syllable. It's been spoken in a dropping tone by 30% of females.
4.2.3.2 Intonation in Request/Surprise

80 percent of females have made the initial requesting statement, by increasing their tone at “lift”. Some pupils have correctly raised it, while others have added a little rising tonic accent. In certain circumstances, this might be overlooked. The sentence has been coldly uttered by 20%, which is not perfectly flat but has a tiny uptick at the conclusion that can be disregarded. The unexpected statement of increasing category reveals that 80% of students uttered the sentence with a rising tone at the tonic syllable, whereas the other 20% uttered it practically flatly with no distinctive change in frequency.

4.3 Intonation in Rise-Fall Tone

This tonic pattern is important to categorize the type of sentence. Two categories chosen for this research are, annoying sentences and sarcastic statements.

4.3.1 In the Private Sector of Males

4.3.1.1 Intonation in Annoying Statements

A rise-fall tone is used to indicate irritation in unpleasant comments. To assess the intonation patterns, two statements are chosen: “Do you need some help?” and “Did you?” Only 20% of pupils followed the rise-fall rhythm when uttering the statement, according to the data. It was said by 80 percent of pupils irregularly. Some have toned in a fall-rise pattern, while others have toned in a zigzag pattern. Some people have said it coldly and without emotion. And towards the end of the statement, several people had raised their voices. To distinguish them from one another, graphs are displayed.

Figure 5: Comparison of Rise-Fall Tone in a First Annoying Statement in Faisalabad’s Dialect of English in the Private Males’ Sector.

The results of the second annoying statement show that 20% of students have uttered it with a rise-fall tone. 80% have uttered it incorrectly, some have used a fall-rise tone, and some have uttered it flatly without any expression. Some have generally ended the statement with a rising tone.
4.3.1.2 Intonation in Sarcasm

Two sarcastic sentences which are selected for analysis are: “You are so funny, you should be on the stage.” and “Oh! Thanks to being on time as usual.” The first sarcastic sentence's outcomes are: There are 10% of findings that are almost identical to British outcomes. While some participants have toned the “should be” with rise-fall pattern, but the next part of a sentence is uttered with different tonic syllables and the remaining part is uttered flatly. Results show that 30% of people said the entire line plainly, without any mocking tone. There was no discernible trend in 10% of the data. Only 10% of students toned the word "oh" in a rise-fall pattern in the second example of sarcastic utterances, and 60% of students stated the line simply without any expression.

4.3.2 In Govt. Sector of Males

4.3.2.1 Intonation in Annoying statements

In the first example, the findings reveal a 50% flat reading of utterance, 30% no distinctive pattern, and 10% rise towards the conclusion of the phrase. Only 10% of people have spoken in a rise-fall rhythm. In the second scenario, 40% of students delivered the phrase coldly, with no expression. It was toned rise-fall by 20%, with a rising tone at "did" and a falling tone at "you," but only in a modest way. Fall-rise indicates the opposite trend, according to 20% of those polled.

2.3.2.2 Intonation in Sarcasm

The results show that 40% of students pronounced this sentence without any expressional tone, while the remaining 60% of students uttered the syllable "so" as a tonic syllable. Some people have spoken, "you" simply, while others have said "stage" as a tonic syllable in the following phrase. In a single statement, no distinctive rise-fall pattern can be detected.

70% of students used the word "oh" as a tonic syllable in the second sample of sarcastic phrases. Because this sentence is lengthy, there are several tonic syllables. The other tonic syllables, on the other hand, are not particular; they have generally shouted the rest of the phrase simply; in certain situations, over 30% of "being" is a tonic syllable, and 20% has pronounced "time" as a tonic syllable. Students who have stated the entire statement without any expressional tone account for 30% of the total.

4.3.3 In Private Sector of Females

4.3.3.1 Intonation in Annoying statements

No specific pattern is found in the results of the first annoying sentence. Only 10% of females have toned the sentence in a minor rise-fall pattern in which syllables “need some” contain the pattern rise-fall but the start and end have a fall-rise pattern. Figure (a) of this type of expression is given as follows.
The remaining 90% have uttered it differently. In which 40% has uttered with the opposite fall-rise pattern at end figure (c). 20% have flatly uttered. 30% have focused on different syllables figure (b). Some start the sentence with a flat tone and rise or fall at the end. Graphs are shown to clear the point.

![Waveform Image]

(b) (c)

**Figure 6:** Comparison of Rising Tone in a First Annoying Statement in Faisalabad’s Dialect of English in the Private Females’ Sector.

In the second example of annoying sentences, 20% of females have uttered the sentence with a rise-fall tone. 50% have uttered with opposite fall-rise pattern. 10% have uttered flatly.

### 4.3.3.2 Intonation in Sarcasm

In sarcastic statements, 50 percent of females say the tonic syllable "so funny, on the stage" with a rise-fall pattern, 30 percent of females pronounce the tonic syllable "funny," and the whole sentence is spoken flatly with a rising pitch at the syllable "on the." The remaining 20% have no discernible pattern.

In the second set of sarcastic statements, 40% have given tone to the syllable "oh" as a tonic syllable while the remainder of the sentence is flatly stated, and 40% have flatly uttered the sentences in which some have provided tone after the sentence at the syllable "as usual."

### 4.3.4 In Govt. Sector of Females

#### 4.3.4.1 Intonation in Annoying Statements

The ratio of females is discovered by examining the data of unpleasant statements. For example, 20% of females have stated the line with a rise-fall tone. The statement was read without any tone by 30% of females. The opposite tonic pattern, i.e. fall-rise, has been uttered by 40% of those polled. And what's left hasn't followed any particular pattern. Because this sentence is extensive, it has several tonic syllables and tone groups. In the second annoying sentence sample, 30% of respondents used a rise-fall tone. Sixty percent used the opposite meaning fall-rise pattern, while ten percent used no pattern.

#### 4.3.4.2 Intonation in Sarcasm

By studying data from sarcastic statements, it was discovered that 70% of females concentrated on the tonic unit "so funny," while the rest of the sentence was pronounced differently. Some have spoken simply, "on the stage," and "you should," while others have toned the tonic group. This statement contains more than one tonic unit due to its length. The tone has been increased by many pupils at the start of the tonic unit, and the remainder is stated flatly. The rise-fall-rise pattern is utilized at three syllables in one occurrence, which is different from the others. The graph shows a quick rise following a rise-fall curve, as depicted in the image below.
4.4 Intonation in Fall-Rise Tone

The fall-rise tone is used in this sort of statement to ensure that the content of the sentence is accurately understood. For this examination, two statements have been chosen. "When is your birthday?" is the first question. "What's your name?" is the second.

In second category “I thought you were going to get the bread” and “How are we going to make sandwiches, if we don’t have any bread?” are selected.

4.4.1 In the Private Sector of Males

4.4.1.1 Intonation in Statements for Correction of Information

The first sample reveals that 40% of students began their statements with a fall-rise tone. Half of those surveyed said it plainly. And 10% said it in a rise-fall tonic rhythm. According to the results of the second example, 60% of students have made a statement with the fall-rise tonic pattern at the beginning of a phrase. The rise-fall pattern was mentioned by 10% of those polled. 20% of people have said without expression. 10% of those who have spoken have done so in a random pattern.

4.4.1.2 Intonation in Concerning Statements

According to the results of worrying remarks, 70% of students stated the sentence with a fall-rise tone at the beginning of the sentence, 20% uttered it flatly, and 10% uttered it with an opposing rise-fall pattern.

In findings of the second example of concerning phrases, 40% of students have toned the unit "we don't have" to follow the fall-rise pattern. In certain circumstances, a slight fall-rise pattern might be overlooked. The rest of the statement is generally spoken bluntly. It was said by 30% of pupils without a tone of emotion. The pupils used a fall-rise pattern to say it, but the tonic unit is different.

4.4.2 In Govt. Sector of Males

4.4.2.1 Intonation in Statements for Correction of Information

In the first example, 40% of students have uttered a fall-rise pattern. In which “when” and “birthday” are tonic units. 40% have uttered flatly and 10% have uttered with an opposite pattern of rise-fall. Some have followed no specific pattern.

From the second example results", it is calculated that 60% of students have uttered the statement with a rise-fall tone at the tonic syllable “what’s” or “your name.” 40% of students have flatly uttered the sentence without any tone.
4.4.2.2 Intonation in Concerning Statements

The ratio of a fall-rise pattern is apparent in concerned statements, although on distinct tonic units. The line was spoken in a fall-rise rhythm by 40% of respondents, while the remaining 60% delivered it flatly. At the end of the phrase, 20% of students who started the sentence gave it a dropping tone. Some people just provide tone to one word and say the rest of the phrase flatly.

In the second example, 60% have uttered the sentence without expression. The remaining 40% have uttered with expression but at different syllables and tonic units are seen in the results. Some of these 40% have toned the first tonic unit “how are,” and some have toned “any bread or sandwiches.” In some cases, it has been seen that some students have given tone to functional words.

4.4.3 Intonation in the Private Sector of Females

4.4.3.1 Intonation in Statements for Correction of Information

The first example shows that 70% of females have uttered the sentence with a fall-rise tone and the tonic syllable is “when’s”, in some cases, “your birthday” is focused as a tonic unit. 20% of females have uttered flatly and 10% have uttered with rise-fall means opposite pattern.

In the second example of correction of statements, it has been concluded that 60% of females have uttered the sentence with fall-rise category and the tonic unit is “your name.” In one case, the fall-rise tone is at the tonic syllable “what.” 10% of females have uttered the sentence flatly, and the remaining 30% have uttered it with opposite pattern.

4.4.3.2 Intonation in Concerning Statements

By analyzing the data concerning females' statements, results show that 70% of females have uttered the sentence with a fall-rise tone at the tonic unit “I thought,” and the remaining sentence is mostly uttered flatly without any expression. 10% have uttered with tonic unit “going to get,” and the remaining 20% have uttered it without any expression. Students have uttered sentences with more than one tonic unit; some have toned functional words also.
Figure 8: Comparison of Fall-Rise Tone in First Concerning Statement in Faisalabad’s Dialect of English in Females of the Private Sector.

In the second example of sarcastic sentences, students have uttered the sentence with a fall-rise pattern at the start of the sentence. 40% have flatly uttered the sentence. 40% have toned the sentence from the start and uttered the remaining part flatly. Some have toned the unit “sandwiches.”

4.4.4 Intonation in Govt. Sector of Females

4.4.4.1 Intonation in Statements for Correction of Information

The line was spoken in a fall-rise rhythm by 40% of respondents, while the remaining 60% delivered it flatly. In the second example, at the end of the phrase, 20% of students who started the sentence gave it a dropping tone. Some people just provide tone to one word and say the rest of the phrase flatly and remaining cases are exceptional without any specific pattern.

4.4.4.2 Intonation in Concerning Statements

Females have spoken the line in a different tone and with a distinct fall-rise pattern. The majority of the sentences’ graphs and auditory perception reveal that statements are spoken flatly with only one tone unit, with 30% using "were going" as a tonic unit and 20% using "I thought." The others either begin simply without any tone, and some have no discernible pattern. In the second case, 30% of females had said the tonic unit "how are we," which refers to the beginning of the phrase. In 60% of situations, the tonic syllable "if we" is indicated amid the sentence, and the remaining sentence is repeated simply. Some people have toned incredibly well without following any particular pattern.

4.5 Comparison of Faisalabad’s Dialect with RP in Intonation Patterns

4.5.1 Similarities in Both Dialects

By comparing the results of both dialects, some similarities have been noticed in both dialects. It has been noticed that the sentence of the rising category (tag question) “Are you from Spain?” is mostly, but not from all, uttered by giving a rising tone at the ending syllable “Spain.” Frequencies of these syllables are also checked.

Figure 9: Similarity between RP and Faisalabad’s Dialect of Rising Intonation Patterns

In one case, some students have uttered sentences with the same intonation as the British.
That is, in the fall-rise (correction of information) category, the statement “what’s your name?” is most similar to British as shown in the graph:

Figure 10: Similarities between RP and Faisalabad’s Dialect in Fall-Rise Intonation Patterns
Similarities are found in long sentences in sarcastic sentences. Only exceptional cases are the same in intonation patterns of this category. One example is as under
In British In Faisalabad’s dialect

Figure 11: Similarities between RP and Faisalabad’s Dialect in Rise-Fall Intonation Patterns

4.5.2 Differences in Both Dialects
Differences are found at various levels in both dialects. In all categories of intonation, in many cases, students have uttered sentences with the opposite patterns. One example is given as

**Figure 12:** Differences between RP and Faisalabad’s Dialect in the Complete Statement of Falling Intonation tone In rising category

**Figure 13:** Differences between RP and Faisalabad’s Dialect in Tag Question of Rising Intonation Tone

In some cases, the intonation patterns are very different from the British. Graphs of both dialects are very different. Such exceptional cases are found in each category. Some examples are compared in both dialects as under.

**In rising tone**

**Figure 14:** Differences Found in Exceptional Cases between RP And Faisalabad’s Dialect in Tag Question in a Rising Tone

**In fall-rise tone**
Figure 15: Differences Found in Exceptional Cases between RP and Faisalabad’s Dialect in the Statement of Correction of Information in the Fall-Rise Category

Many results are obtained in which no expressional tone is found. Flatness is observed in expressions.

In British accents, the tonic units are content words. But in Faisalabad’s dialect, functional words are also toned as tonic syllables. As shown below.

Figure 16: Content Words Toned as Tonic Syllables in RP

In this example of FSD, in the second part of the sentence, “you” is rising in tone and “should be” is also part of the tonic unit.

Figure 17: Functional Words Toned as Tonic Syllables

As a result, it may be inferred that there are certain similarities in both dialects in some circumstances, as well as distinctions at various levels. In all areas of education, all types of intonation are thoroughly explored. Similarities and Differences are tabular summaries based on the proportion of students who emphasized syllables that are similar to or distinct from RP.

Table 1: Percentage of results in Falling tone

<table>
<thead>
<tr>
<th>Educational sector</th>
<th>Similar to RP</th>
<th>Different from RP</th>
<th>Unclear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private males</td>
<td>42.5%</td>
<td>12.5%</td>
<td>42.5%</td>
</tr>
<tr>
<td>Government males</td>
<td>17.5%</td>
<td>37.5%</td>
<td>45%</td>
</tr>
<tr>
<td>Private females</td>
<td>37.5%</td>
<td>27.5%</td>
<td>35%</td>
</tr>
<tr>
<td>Government females</td>
<td>45%</td>
<td>27.5%</td>
<td>27.5%</td>
</tr>
</tbody>
</table>

Table 2: Percentage of Results in Rising Tone

<table>
<thead>
<tr>
<th>Educational sector</th>
<th>Similar to RP</th>
<th>Different from RP</th>
<th>Unclear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private males</td>
<td>36.6%</td>
<td>26.6%</td>
<td>36.6%</td>
</tr>
<tr>
<td>Government males</td>
<td>53.3%</td>
<td>3.33%</td>
<td>43.3%</td>
</tr>
<tr>
<td>Private females</td>
<td>66.6%</td>
<td>20%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Government females</td>
<td>80%</td>
<td>13.3%</td>
<td>6.66%</td>
</tr>
</tbody>
</table>
Table 3: Percentage of results in Rise-fall tone

<table>
<thead>
<tr>
<th>Educational sector</th>
<th>Similar to RP</th>
<th>Different from RP</th>
<th>Unclear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private males</td>
<td>27.5%</td>
<td>35%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Government males</td>
<td>12.5%</td>
<td>42.5%</td>
<td>45%</td>
</tr>
<tr>
<td>Private females</td>
<td>30%</td>
<td>45%</td>
<td>25%</td>
</tr>
<tr>
<td>Government females</td>
<td>45%</td>
<td>32.5%</td>
<td>22.5%</td>
</tr>
</tbody>
</table>

Table 4: Percentage of results in Fall-rise tone

<table>
<thead>
<tr>
<th>Educational sector</th>
<th>Similar to RP</th>
<th>Different from RP</th>
<th>Unclear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private males</td>
<td>52.5%</td>
<td>25%</td>
<td>22.5%</td>
</tr>
<tr>
<td>Government males</td>
<td>35%</td>
<td>20%</td>
<td>45%</td>
</tr>
<tr>
<td>Private females</td>
<td>55%</td>
<td>22.5%</td>
<td>22.5%</td>
</tr>
<tr>
<td>Government females</td>
<td>32.5%</td>
<td>30%</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

4.6 Overview of Faisalabad Dialect in Intonation Patterns

To check intonation patterns in Faisalabad's dialect of English, graphs of phrases with an emphasis on pitch contour and frequency are obtained. The frequencies are used to find tonic syllables. In the analysis and discussion chapter, each category is addressed in depth. The following are some frequent characteristics that are discussed:

Flatly stated phrases with no emotions are typical among students, but the tone drops near the end of the utterance. It occasionally satisfies the requirement of intonation in a certain category. The same is true towards the end of the sentence, with a rising tone. A graph is used to illustrate one example. The graph of the rising category is falling at the end.

Figure 18: Falling Ending Tone of Rising Tone Category

This phenomenon is also seen in long sentences where the whole sentence is uttered flatly but the ending tone of the sentence is falling or rising. A very little rise could be seen at the end of the sentence, which could be ignored. E.g.;
In the rise-fall and fall-rise categories, it also seems that opposite patterns are used to utter the sentences. In long sentences, in categories of rise-fall and fall-rise, it is a common phenomenon that more than tonic units are present. But most of the students from all categories have uttered only one tonic unit with a specific pattern and the remaining sentence is flat in expression either from the start or at the end. Examples are given below.

It also seems that only ending syllables are toned and the remaining sentence is flatly uttered. In some cases, it is noticed that the start of the sentence is generally from the low pitch and then rising to the high pitch but the intonation category is not focused. But this phenomenon could fulfil the requirements of any category but is not appropriate for all intonation types. For instance
In this example, the tone is at the syllable “if” and at the last syllable “bread”.

In some cases, the tonic syllables are functional words. For instance;
In this example “should” is a tonic syllable.

In some cases, mostly in long sentences, it is observed that students had no focus on tone of utterance instead of only on pronunciation, even having pre-reading before final recordings. Students have uttered with pauses. So no specific pattern is found in the graphs.

In some flat examples, the focus is on pronunciation and each word has a rising tone and then falls.

One factor observed by the results is that one student has uttered two sentences of the same category with a different tone. This phenomenon is noticed in many cases, not necessarily in long sentences but in simple sentences also.

The example of two sentences of the falling category (open Question) uttered by the same student is given below.

In exceptional cases, it is observed that students have only tried to follow the British accent. But neither has a focus on the pronunciation of utterance nor intonation patterns. To utter the sentence in a British accent, words of utterances are also missed.
Results are summarized and the average ratio of students has been found in following the RP patterns and the ratio of students also has been shown which has given unclear results.

Table 5: Overall average results of stress patterns in the English dialect of Faisalabad

<table>
<thead>
<tr>
<th>Educational sector</th>
<th>Similarities</th>
<th>Differences</th>
<th>Exceptional cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private males</td>
<td>39.775%</td>
<td>24.775%</td>
<td>34.775%</td>
</tr>
<tr>
<td>Government males</td>
<td>25.2%</td>
<td>25.8325%</td>
<td>44.575%</td>
</tr>
<tr>
<td>Private females</td>
<td>47.275%</td>
<td>28.75%</td>
<td>24.45%</td>
</tr>
<tr>
<td>Government females</td>
<td>50.625%</td>
<td>28.825%</td>
<td>23.54%</td>
</tr>
</tbody>
</table>

5. Conclusion
To achieve the objectives of this study, intonation patterns in the Faisalabad dialect were assessed, and the findings were compared to RP intonation patterns. To address the study questions on intonation, four forms of intonation were compared: fall, rise, rise-fall, and fall-rise tone. For each category, two different types of sentences were chosen. The results demonstrate that students used distinct intonation patterns when speaking the two samples from the same category. Another occurrence that has been seen is that students have spoken words in different tones. Flatness appears to be often utilized in lengthy phrases by males in both the private and government sector.

When the findings were compared to the RP, it was discovered that intonation patterns of tag questions have been mainly stated with the same tone as RP. Only one tonic syllable has been detected in extended phrases, while the other patterns are flat. In a nutshell, the results demonstrate that no student in any group has used the same intonation for all of the sentences as RP. As a result, it may be argued that the Faisalabad dialect lacks expressiveness in English, even though individuals utilize phrases in their original dialect.

References


