SOCIO-ECONOMIC CLASS AND ENGLISH PHONEMES ARTICULATION: A STUDY ON HIGHER SECONDARY LEVEL ESL LEARNERS OF NAROWAL, PAKISTAN

Nadia Akram
MS Scholar, Department of English, University of Sialkot
nnadia.akram0020@gmail.com
Amna Zahid CH
Lecturer, Department of English, University of Sialkot.
amnachaudhary47@gmail.com
Amna Arif
MS Scholar, Department of English, University of Sialkot
awanamna447@gmail.com

Abstract

This quantitative study examines the correlation between socio-economic status and English phoneme articulation among high school English as a Second Language (ESL) learners in Narowal, Pakistan. Despite the potential impact of socio-economic factors on language acquisition, this relationship remains understudied. This research addresses this knowledge gap by investigating the phoneme articulation of 30 higher secondary level students from diverse socio-economic backgrounds. Stratified random sampling ensured representative participation from various socio-economic groups. Descriptive statistics and SPSS analysis revealed significant differences in English pronunciation based on socio-economic status, with parental education and neighborhood characteristics also exerting notable influence. The findings highlight the need for targeted educational strategies and inclusive policies to support ESL learners from diverse socio-economic backgrounds, ensuring equitable language learning opportunities. Future research should continue to explore these relationships to inform evidence-based educational approaches.

Keywords: *Socio-economic class, English phoneme articulation, ESL learners, Narowal, quantitative research, educational strategies*

Introduction

English language proficiency has become a vital skill for social mobility and economic empowerment in today's globalized world. However, the acquisition of English phonemes articulation poses significant challenges for English as a Second Language (ESL) learners, particularly in regions with diverse socio-economic backgrounds. Narowal, Pakistan, is a prime example, where ESL learners face obstacles in mastering English pronunciation due to limited resources and socio-economic disparities. Researches have consistently shown that socio-economic status (SES) significantly influences language acquisition, with learners from lower SES backgrounds often struggling to achieve native-like pronunciation. The phonological system of English, with its complex sound patterns and articulation requirements, can be particularly difficult for ESL learners.

In the linguistically and culturally, English language scalability has grow to be an crucial device for social mobility and monetary advancement (Hussain, 2019). Socio-economic class is an essential issue in figuring out get admission to to exceptional training and language mastering resources in Pakistan (Hussain, 2019). Learners from decrease socio-economic backgrounds regularly face challenges in gaining access to nice training, inclusive of inadequate infrastructure, unqualified instructors, and constrained mastering materials (Khan, 2016). These challenges can result in a great gap in language proficiency, including phonemes

articulation, between learners from extraordinary socio-monetary backgrounds (Rahman, 2017).

Phonemes articulation is a crucial element of language proficiency, as it enables inexperienced persons to speak successfully and correctly (Morley, 1991). Accurate articulation of English phonemes is critical for intelligibility, comprehensibility, and communicative competence (Krashen, 2004). However, the relationship between socio-financial elegance and English phonemes articulation stays understudied, in particular within the context of better secondary stage ESL novices in Pakistan. Narowal, a district in Punjab, Pakistan, provides a completely unique context where English language studying is crucial for instructional and professional fulfillment (Khan, 2016). However, the district's socio-monetary landscape is characterized through good sized disparities in earnings, training, and access to assets, which may also effect language mastering opportunities and results (Hussain, 2019).

Phonological factors, such as accent and dialect, also impact phoneme articulation. Different socio-economic groups exhibit varying levels of language variation, affecting phoneme articulation. Empirical evidence supports these findings, with studies consistently showing correlations between socio-economic class and English phoneme articulation. For instance, Labov's (1966) study on New York City English found that lower-class speakers exhibited more non-standard pronunciation.

In Pakistan, English language gaining knowledge of is essential for educational and professional achievement (Khan, 2016). However, socio-financial disparities impact language getting to know opportunities and outcomes. The district of Narowal provides a completely unique context where English language studying is crucial, but socio-economic disparities might also drastically impact language learning consequences. This examine targets to investigate the connection among socio-financial elegance and English phonemes articulation among better secondary stage ESL freshmen in Narowal, Pakistan. By exploring how socio-monetary elegance impacts phonemes articulation, this observe seeks to contribute to a better knowledge of the complicated elements shaping language studying consequences in Pakistan.

Linguistic and cognitive elements, such as earlier linguistic expertise and cognitive abilities, may additionally have an effect on the relationship among socio-financial magnificence and English phonemes articulation (Krashen, 2004). Instructional techniques and materials used within the school room may additionally effect newbies' phonemes articulation talents. Overall, this study aims to offer a complete know-how of the relationship between socio-economic elegance and English phonemes articulation among better secondary stage ESL newbies in Narowal, Pakistan.

Problem Statement

In Narowal, Pakistan, excessive college students come from diverse socio-monetary backgrounds that could affect how they pronounce English sounds. Despite this variety, there hasn't been a whole lot research on how those socio-financial variations affect English pronunciation. This loss of facts makes it difficult to broaden instructional strategies that help all college students, mainly the ones from lower-earnings families. Understanding how elements like own family profits, dad and mom' schooling, and the characteristics in their neighborhoods effect college students' English pronunciation is crucial. It can help create more effective teaching methods, promote social inclusion, and ensure that every student has the opportunity to succeed in learning English. By exploring these relationships, we will better

apprehend the demanding situations and possibilities faced via college students in Narowal, main to advanced academic regulations and practices that cater to the wishes of a diverse scholar population.

Research Objectives

- To examine the relationship between socio-economic status and pronunciation variations

- To know how the socio-economic impact on English pronunciation

Research Questions

1) What English pronunciation differences exist between low - and high income college students in Narowal?

2) How do family income and parental education affect English pronunciation among Narowal high school students?

Literature Review

Socioeconomic class, a fundamental concept in sociology, refers back to the stratification of individuals or groups within a society based on their monetary repute, social status, and get admission to to resources (Weber, 1922).Learners from lower social training face extra barriers, which include restricted access to English language resources, loss of parental guide, and economic pressures (Ali, 2020).

Sounds which are produced by us have a proper system and a proper channel, these are not simply pronounced by our mouth but there is a proper process from where each and every single sound we utter is pronounced. Air is the main source of sounds. Lungs produces the air which is necessary and it is required for uttering a specific sound, that air further moves towards larynx and vocals tract figures that air to produce a specific sound. The sound produced is also affected by the inter-reference of upper and lower teeth as well as tongue. They help in pronouncing different sounds when come in contact with air provided (Yavas, 2020).

A have a look at performed via Aziz and Muhammad (2020) found that socio-financial class was a great predictor of ESL newcomers' language anxiety in Pakistan. Similarly, a observe by using Ali and Hussain (2018) determined that scholars from decrease socio-monetary backgrounds in Pakistan reported better levels of language anxiety and decrease levels of self-efficacy in comparison to their friends from better socio-financial backgrounds. Furthermore, research has proven that socio-economic class can also have an impact on students' mastering strategies and motivation. A have a look at conducted by Khan and Khan (2019) found that ESL freshmen from higher socio-economic backgrounds in Pakistan mentioned higher stages of intrinsic motivation and used greater effective getting to know strategies as compared to their peers from lower socio-financial backgrounds.

In addition, socio-monetary elegance also can effect students' get entry to to era, that is an vital device for language learning in the 21st century. A study conducted by Rehman (2020) located that students from better socio-economic backgrounds in Pakistan had extra get entry to to technology and used it greater effectively for language studying compared to their friends from decrease socio-economic backgrounds.

Research shows that social elegance affects ESL getting to know, with students from better social training having greater get entry to to assets and opportunities (Nelson, 2017). Learners from lower social training face extra barriers, which include restricted access to English language resources, loss of parental guide, and economic pressures (Ali, 2020). These barriers hinder their ability to learn English effectively. Moreover, beginners from decrease social training often have confined exposure to English language media and era, which in addition restricts their language mastering opportunities (Khan, 2019).

In the Pakistani context, socio-monetary magnificence has been diagnosed as a widespread predictor of students' instructional achievement and language talent (Shamim, 2008). The students from better socio-economic backgrounds outperformed their peers from lower socio-monetary backgrounds in English language skillability exams. Similarly, a look at by using Khan (2017) found that ESL learners from lower socio-economic backgrounds in Pakistan reported lower levels of motivation and self-efficacy compared to their peers from higher socio-economic backgrounds.

The context of ESL novices in Sialkot, Pakistan, affords particular educational and sociolinguistic traits. Pakistan's education system historically emphasizes grammar and formal language instruction, which can limit opportunities for practical language use. Social media, therefore, affords a valuable complement to formal education by using imparting real-global language publicity. Research in similar contexts has shown fantastic results. Ahmed (2016) conducted a have a look at on Pakistani students and observed that those using social media for academic purposes verified full-size improvement in vocabulary retention and usage. This suggests that social media can bridge the space among formal schooling and realistic language use, making learning greater applicable and effective.

Numerous studies have documented the profound impact of socioeconomic class on health outcomes. Individuals from lower socioeconomic backgrounds are more likely to experience poorer health, higher rates of chronic diseases, and shorter life expectancy compared to those from higher classes (Chetty, Hendren, & Katz, 2016). Researchers utilize numerous indicators to degree socioeconomic magnificence. Income, training, occupation, and wealth are usually used metrics that capture exceptional dimensions of social advantage and drawback (Wilkinson & Marmot, 2003). These indicators are often combined to classify individuals into distinct class categories, such as upper class, middle class, and lower class, based on their relative positions within the social hierarchy. Numerous studies have documented the profound impact of socioeconomic class on health outcomes. Individuals from lower socioeconomic backgrounds are more likely to experience poorer health, higher rates of chronic diseases, and shorter life expectancy compared to those from higher classes (Chetty, Hendren, & Katz, 2016). Disparities in access to healthcare, environmental exposures, and lifestyle factors contribute to these health inequities.

A language system that focuses on the study of sounds of a specific language is called phonemics and its members are phonemes, these are the sounds that never contrast each other which is spoken by one (Hismanoglu, 2009). A language System of alphabetic spelling are constructed on the foundation of phonemes (McMahon, 2002). Phonological theory's progress has its base on the idea of phoneme, as phonology theory in twentieth century was totally dependent on it. Situation has altered now as it no more has its value in phonological theory like that in past. But it is not totally isolated and gone, it still has its value in phonological theory but not as it had in past (Dresher, 2011). Bett (2002) stated that academic books related

to phonology claim that there are forty-four phonemes in total including twenty-four consonants and twenty vowels. Yet this statement has a lot of criticism just because of the confusion of vowels by different linguistics because a group of vowels are considered as one, so the number of total phonemes reduces to thirty-five after this interpretation. The consonants sound in English has nothing to do with this confusion in the numbering of total phonemes in English Language, they remains the same.

Researchers utilize numerous indicators to degree socioeconomic magnificence. Income, training, occupation, and wealth are usually used metrics that capture exceptional dimensions of social advantage and drawback (Wilkinson & Marmot, 2003). These indicators are often combined to classify individuals into distinct class categories, such as upper class, middle class, and lower class, based on their relative positions within the social hierarchy. Numerous studies have documented the profound impact of socioeconomic class on health outcomes. Individuals from lower socioeconomic backgrounds are more likely to experience poorer health, higher rates of chronic diseases, and shorter life expectancy compared to those from higher classes (Chetty, Hendren, & Katz, 2016). Disparities in access to healthcare, environmental exposures, and lifestyle factors contribute to these health inequities.

Phoneme articulation in the English language refers to the complex procedures that go into making the individual sounds that make up words. The act of producing distinct sounds by moving and positioning the palate, lips, and tongue is known as articulation (Ladefoged, 2001). According to Roach (2009), English phonemes can be roughly divided into vowels and consonants, each of which has unique articulatory characteristics and production techniques. According to Roach (2009), English vowel phonemes are generated with a relatively open vocal tract, allowing air to travel freely without experiencing substantial restriction. Based on the position of the tongue, the form of the lips, and the degree of mouth opening, these sounds are categorized (Giegerich, 1992). For example, the horizontal position of the tongue distinguishes between front and rear vowels, while the vertical position of the tongue distinguishes between high and low vowels (Giegerich, 1992). Additionally, depending on the form of the lips during articulation, vowel sounds can be rounded or unrounded (Clark, Yallop, & Fletcher, 2007).

Elkhair (2014) looked into the articulation issues that learners of Sudanese Spoken Arabic faced when learning English. The results of the study showed that in addition to consonant contrasts like /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/, Sudanese Speakers of English, whose linguistic background was Sudanese Spoken Arabic, had difficulty pronouncing English vowels with multiple ways of articulation. Based on these data, the researcher came to the conclusion that fundamental elements like first-language interference from the different sound systems in the two languages cause inconsistencies in English sounds, which ultimately work against the articulation competence of Sudanese Students of English (SSEs). Khan (2015) examined the challenges Saudi secondary school students encountered pronouncing English consonants correctly. The findings showed that many individuals unintentionally break up the consonant clusters by adding a vowel sound to an English phrase. This study offers some insightful educational implications for preventing and treating pronunciation issues in English.

Lu (2008) proposed that phonemes /s, z/, /t, d/, or /f, v/ be substituted for the RP dental fricatives /ð/ and /ə/ by speakers of several languages, including Chinese. The way noun plural forms function in the English language differs greatly from the way they function in the Pashto language. For example, in Pashto, the word "thanks" is articulated with /t/ rather than /ə/.

933

Pashto speakers experience morphological difficulties when they encounter multiple variants of the English language (Liu et al., 2006). But no significant study has been done on how Pashto speakers perceive the phonological supra-segmental topographies of English noun plural forms. Chang (2018) found that Chinese learners' pronunciation of English RP diphthongs, particularly /eɪ/, is influenced by their phonetic background. She found that inclusive Chinese learners struggle with pronunciation of the diphthong /eɪ/ and certain post-vocalic consonants. Phonemes are a major source of difficulty for Chinese English learners. Understanding phonetics and phonology in English is essential for achieving appropriate pronunciation of spoken sounds.

English in Pakistan has gone through a changing process over the last century. The stage of deviations, inter-language and poor varieties are over, and Pakistani English (PE) has, now unspecified its self-determining entity among other non-native varieties. The consequences of the study showed that the Pakistani variety of English has updated the sound system of English to suit its own sound system. For similar sounds, the pronunciation is the same as in Received Pronunciation (RP) but for dissimilar sounds, near-equivalents from Urdu have been substituted. The overall pattern of pronunciation emerging from the study points strongly towards the subsistence of an educated Pakistani accent. It is closer to the British RP than any other native English accent. The results of the study showed that the Pakistani variety of English has modernized the sound system of English to suit its own sound system by Qaisera Ashraf Sheikh (2012).

In an article it was explored that with a small amount of language items ie words and one variable ie phonology, the present study aims to finds the external and internal influences in language change in terms of phonology. The native Balochi speakers while speaking English as a second language face problems in producing some of English language sounds the experiment explored a list of 20 English words based on problematic utterance of phonemes, was recorded while uttered by the students; transcribed and employing the contrastive analysis the results were displayed in a diagrams . This helped the researcher to trace the phonological variations, influence of L1 on L2 and the geographical influences on the phonological difference in Pakistan by Zainab Akram, Alia Ayub, Hina Arfeen, Mehwish Malghani (2017). Thus, keeping in consideration the the above discussion, in the present study the researcher came to know that no study has been conducted with reference to the socio-economic class and English phonemes articulation on higher secondary level students particularly in Narowal, Pakistan. Hence, thorough research has been conducted in this domain.

Research Methodology

This study employs a descriptive research design with a quantitative approach to evaluate the differences in phoneme articulation among ESL learners in Narowal, Pakistan, particularly focusing on the influence of socio-economic factors such as parental education, income, cultural diversity, and community context. The selection of a quantitative design is deemed appropriate for this investigation as it allows for a systematic analysis of how these socio-economic variables affect the speech production capabilities of students. The population for this study comprises higher secondary level ESL learners aged 16 to 20 years from four schools in Narowal: Narowal Public School and College, The Pakistan Foundation School and College, Hassan Scholars Public School and College, and Haider Foundation School and College. By including participants from both average-cost and elite institutions, the research aims to capture a comprehensive view of phoneme articulation across diverse socio-economic backgrounds.

For sampling, a stratified random sampling technique was utilized to ensure representation from various socio-economic segments within the population. This method allows for the differentiation of participants based on critical factors such as parental income, education level, and occupation, thereby enhancing the validity of the findings. A total of 30 students were selected from two higher secondary schools to participate in this study. Data collection involved administering a demographic questionnaire to ascertain the socio-economic status of participants, followed by a reading test designed to assess their phoneme articulation skills. The reading task required students to read a predetermined passage aloud without prior preparation, allowing for an authentic assessment of their pronunciation abilities. The collected data were subsequently transcribed for analysis, facilitating insights into how socio-economic conditions shape ESL learners' phoneme articulation in the Narowal district.

Data Analysis

The analysis of the data presents the frequency, percentage, and standard deviation identified in the sample data set. Eight phonemes were selected to know the phoneme articulation level of the students and for the readers' understanding results of the occurring categories were displayed using bar charts. The present study aims to explore the socio-economic differences and ESL learners of Narowal phoneme articulation level. For this descriptive quantitative study, a demographic questionnaire and a reading test was designed. To better understand the link between socio-economic background and students' linguistics especially phoneme pronunciation skills eight phonemes were selected by the researcher and while doing the reading test researcher noticed the production of selected phonemes. The study illustrates the impact of social conditions and language learning skills via graphs. First variable in demographic chart was age of the selected students of this study. Chart below represents the students' age group of the population.
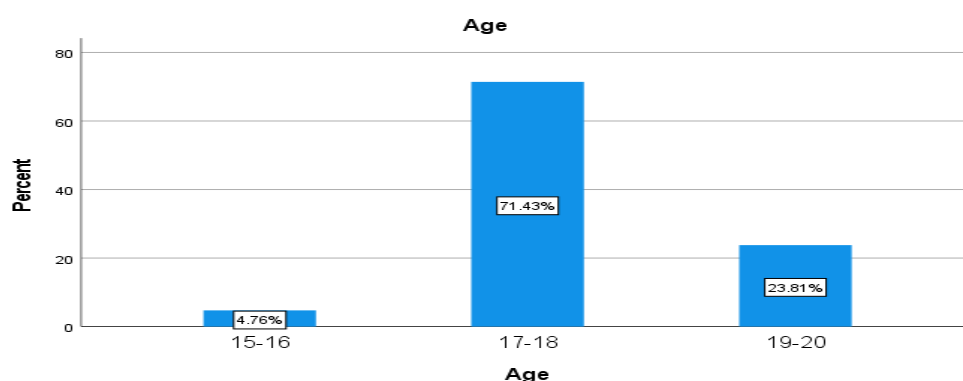
Figure 1

Participants Age

Figure 1 represents the statistics about the age of the students. According to the data, 71% of ESL learners who participated in this study were 17-18 years old, 13% of them fall in the 19-20 years age group, and 4% of students were 15-16 years old. Most importantly all of them were learning English as a second language. This age distribution is crucial for understanding the developmental stage of the students in relation to their language learning abilities. All participants were learning English as a second language, providing a uniform context for analyzing phoneme articulation skills across different age groups. The predominance of 17 to 18 year-olds implies that most findings and conclusions drawn from this study will be

particularly relevant to this age group, potentially guiding targeted educational strategies and interventions for improving ESL learning outcomes within this demographic.

Figure 2
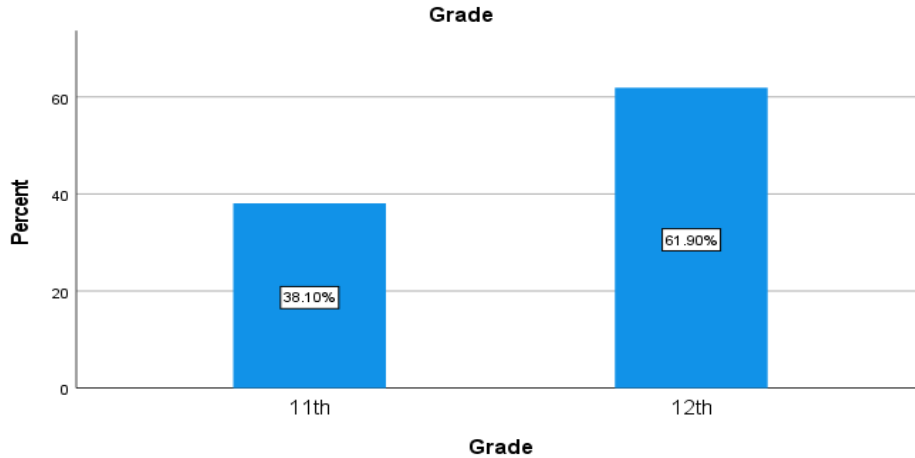
Participants Grade Level

Figure 2 reveals the grade distribution of the participants: 38% of the students were from the 11th grade, while 61% were from the 12th grade. This indicates that the majority of the students were in their final year of higher secondary education. By focusing on these grade levels, the researcher aimed to analyze students who are at a important stage in their language learning journey, where their phoneme articulation skills are expected to be more developed. This distribution also allows for a comparative analysis between the two grades, providing insights into how phoneme articulation skills progress as students advance in their studies. By examining the phoneme articulation skills of 11th and 12th graders, the study aims to contribute valuable knowledge that can enhance the overall quality of English language education for higher secondary students in Narowal.

Figure 3

Participants Parents Education Level
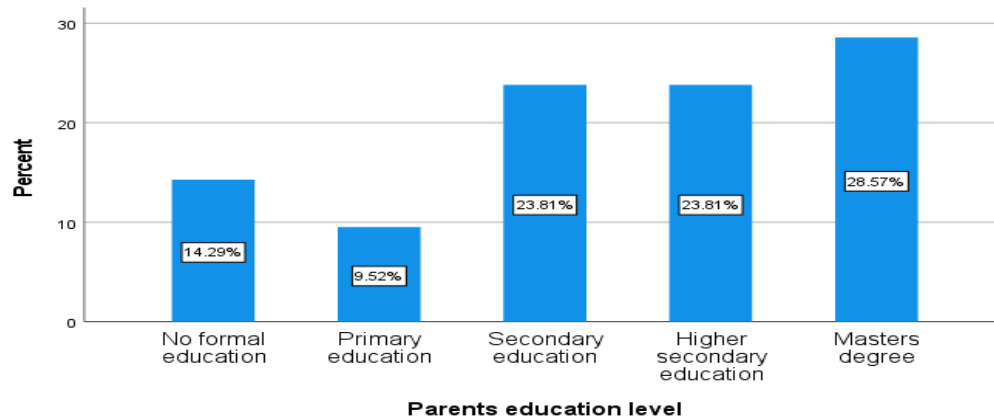
To know the impact of socio-economic status on the speaking abilities of Pakistani ESL learners "parents' educational background is a crucial factor. The figures displayed in the above graph illustrate the varied educational levels of the learners' parents. According to the statistics, 14% of parents have no formal education, which suggests that a number of students comes from homes where formal schooling was not accessible. Meanwhile, 9% of parents have completed only primary education, indicating a slightly higher level of educational exposure but still limited. A notable 23% of parents have secondary education, showing that a significant portion of students have parents who received basic schooling. Another 23% have passed the higher secondary level, reflecting an even higher level of parental education. Around 28% of parents hold a master's degree, indicating that nearly a third of the students come from academically advanced households.

These results show that the majority of the students' parents have attained education levels ranging from primary to higher secondary. This diverse educational background among parents is likely to influence their children's English-speaking abilities in different ways. For instance, parents with higher education levels might provide a more enriched linguistic environment, thereby positively impacting their children's phoneme articulation and overall language learning skills. On the other hand, students whose parents have lower levels of education may face additional challenges and might require more personalized educational support to enhance their ESL learning abilities. Researcher aims not only explore impact of parents education level on ESL learners phoneme articulation skill in Narowal district but this can also help educators develop more effective, targeted strategies to support all students, regardless of their socio-economic background.

Figure 4

*Monthly Income of Participants Parents*
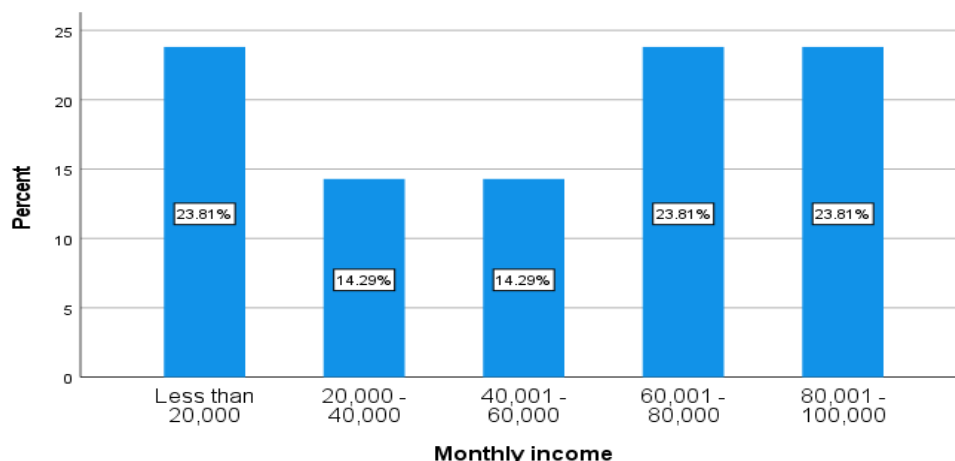
The study included a survey question asking participants about their parents' monthly income to gauge their economic conditions. The values shown in the accompanying graph provide a detailed breakdown of these income levels. Specifically, 23% of the parents have been earning much less than 20,000 PKR in line with month, indicating that nearly 1 / 4 of the students come from households with confined economic sources. This lower income situations suggests that these families might face great economic demanding situations, probably impacting the educational possibilities available to their youngsters. Around 28% of the parents said a month-to-month earnings ranging among 20,000 and 60,000 PKR. This organization represents a more

economically solid community, despite the fact that in modern instances this is probably taken into consideration a modest income range for a living but no longer enough to fill the wishes of the family considering the monetary conditions of this period. However, these households may have a barely higher capability to backing their children's educational wishes compared to the ones inside the lowest income bracket. Furthermore, 23% of the dad and mom have an profits between 60,000 and 80,000 PKR consistent with month. Families in this earnings range are in all likelihood to have more disposable profits for academic assets, extracurricular activities, and other enrichment possibilities which could decorate their children's mastering experiences.

The ultimate 23% of mother and father fall into the higher income category, incomes above 80,000 PKR month-to-month. These families are possibly to have tremendous monetary stability, allowing them to provide a big range of instructional support and possibilities for his or her kids, including access to better schools, private tutoring, and other academic resources. The figures indicate that most households have an average earnings, with varying ranges of economic stability. In contemporary technology, gaining admission to a reputable instructional group regularly requires now not handiest educational competence but also sufficient monetary resources. Families with higher incomes are generally better positioned to afford the costs associated with high-quality education, such as tuition fees, books, extracurricular activities, and additional learning materials. Researcher believes that understanding the economic backgrounds of the students provides valuable context for interpreting their educational experiences and outcomes.

Figure 5

*Participants English Language Learning Platform*
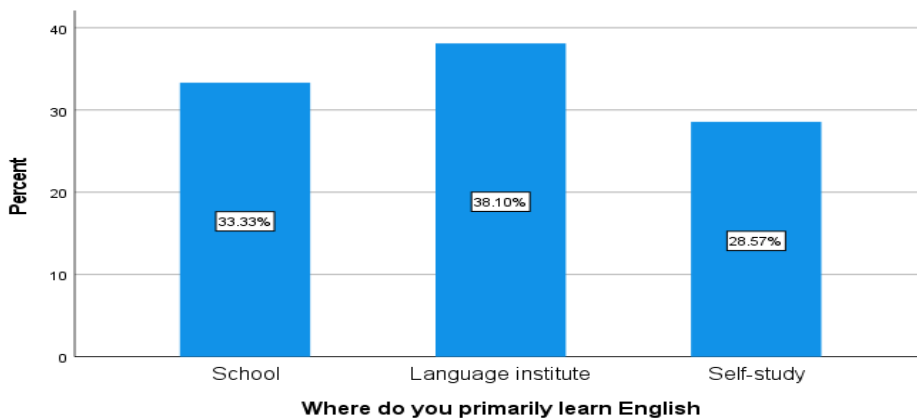
The figure above highlights the primary environments where the participants first interacted with English language learning. The data indicates diverse beginnings for their journey into learning English as a ESL learners. According to the figure, 33% of the students initially learned English in schools. This group was introduced to the language through the formal education system, where English is taught as a compulsory subject. Their learning experience is structured and guided by the school curriculum, providing a consistent and standardized foundation in English. 38% of the participants informed that they joined language institutes to learn English. These institutes offer particular and often rigorous language learning exercise, which may comprise a focus on communication skills, grammar, and articulation. Students in

this group benefit from targeted instruction and possibly smaller class sizes, which can enhance their learning experience and outcomes.

Remaining 28% of the students indicated that they learned English through self-study using various online and offline sources. This approach showcases their initiative and ingenuity in seeking out educational materials independently. These students might use online courses, language learning apps, books, and other resources to build their skills. These different starting points reflect the varied ways students use to learn English, considering their personal circumstances and access to resources.

Figure 6

Participants Language Practice Outside the Classroom
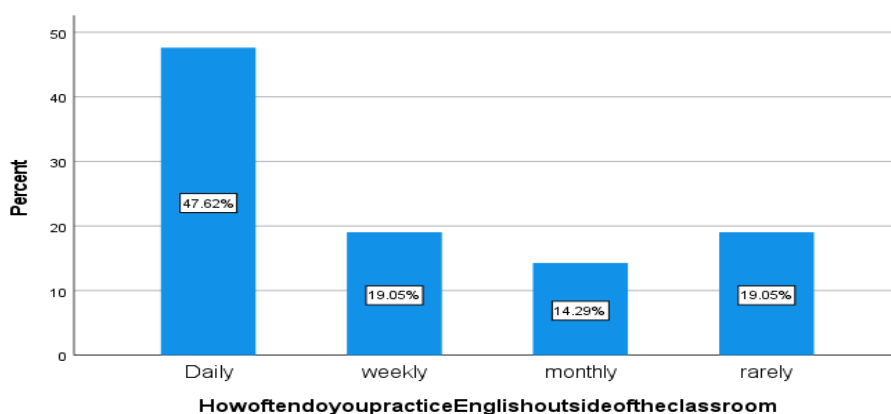
Last question the researcher asked in the demographic information was, "How often you practice English outside of the classroom?" The responses were quite revealing. Surprisingly, 53% of the students indicated that they practice English outside of school on a weekly, monthly, or rare basis. This shows that more than half of the students have limited interaction with the language outside of a formal classroom setting. On the other hand, 47% of the students said they practice English daily. This group likely involves in regular activities such as reading, speaking, and writing in English outside of their school environment. Daily practice is crucial for ESL learners, as it aids strengthen classroom learning, improve fluency, and develop confidence in using the language in real-world situations. As a second language learner it is essential to add linguistic practices like; reading, speaking etc. to enhance our linguistic abilities. However, statistics show that mostly students have language interaction in classroom settings only. This limited exposure outside of school could slow their progress and hinder their ability to become proficient in the language.

Figure 7

Participants Phoneme Articulation Level Regarding Selected Phonemes
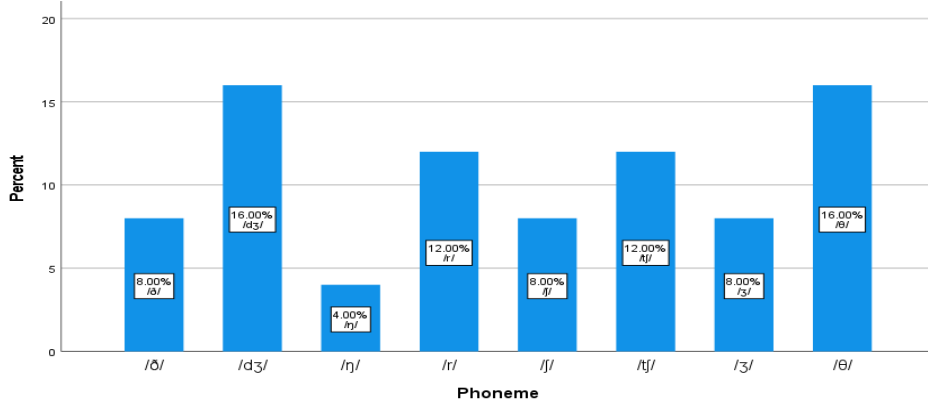
Second section of the analysis emphasizes on the phoneme articulation skills of the Narowal ESL learners at higher secondary level. To know the difference between phoneme pronunciation level of students with good domestic conditions and with average or below average backgrounds. A reading test was conducted and students were instructed to read the assigned paragraph. Researcher selected eight phonemes to check the word production abilities and during reading test activity researcher closely observed the students and recorded their reading. Later, collected recordings were analyzed considering the phonemes selected for analysis. Phonemes /θ/, /ð/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /ŋ/, /r/ were considered for reding test. The chart above displays that learners have different articulation skills regarding selected phonemes, most accurately pronounced sound was /θ/ and the least was /ŋ/. Researcher found that ESL learners from varied family background and different educational settings may have diverse phoneme articulation skills. This might be because of the different environments and learning exposures.

Figure 8

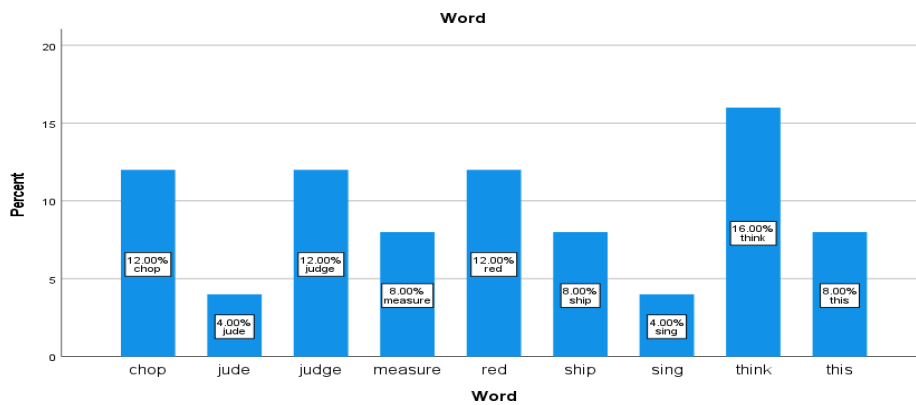*Words/Sounds Associated with Selected Phoneme*

Figure 9

Phonemic Chart

The figure above illustrates the words associated with the selected phonemes used in the study. The provided reading paragraph contains these words, and the learners' phonemic abilities were analyzed based on how they pronounced these words. This analysis focused on the pronunciation of phonemes at the initial, medial, and final positions within words, offering insights into the students' command over these sounds. The pronunciation patterns observed highlight the varying degrees of proficiency among the learners. Some students pronounce initial phonemes correctly but struggle with medial or final sounds, while others show different strengths and weaknesses. This inconsistency highlights the varied phonemic abilities present among higher secondary-level students.

Like the phoneme chart, this figure reveals that learners have different levels of exposure to language learning, which significantly impacts their language production skills. Students with more extensive exposure to English, through formal education, language institutes, or self-study, tend to have better phoneme articulation. In contrast, those with limited exposure may face challenges in producing certain phonemic sounds accurately. By analyzing this factor present study can helps to identify the weaknesses of the ESL learners of Narowal district and additionally, assist the teachers in designing tailored content for learners at higher secondary level. Moreover, promoting varied and consistent exposure to English outside the classroom can help to improve overall phonemic proficiency. Encouraging practices such as reading, speaking, and engaging with English media can enhance students' phoneme articulation skills, leading to better language production abilities and increased confidence in using English in real-world contexts.

Figure 10

Participants Phoneme Pronunciation Score
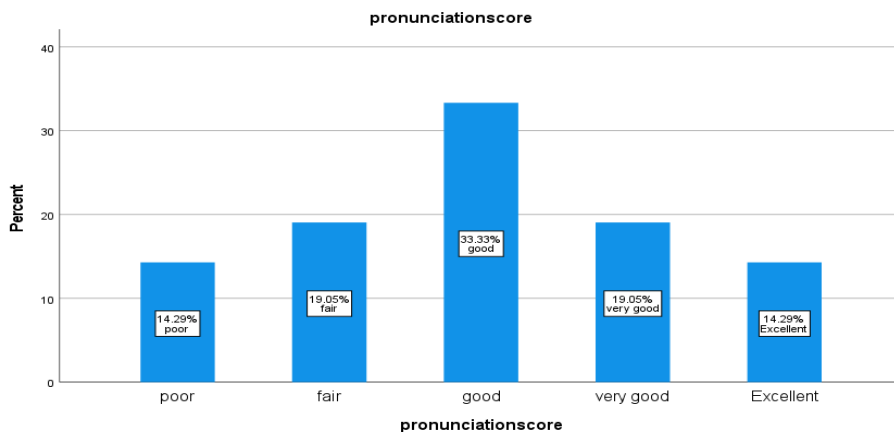
Lastly, the researcher developed a rubric to evaluate and assign numbers to students based on their phoneme articulation abilities. The graph above presents the pronunciation scores of the ESL learners from Narowal who participated in the study. The results reveal a wide range of proficiency levels among the students. 33% of the learners were awarded "good" for their phoneme articulation skills, representing hold of phoneme pronunciation. These students consistently produced phonemes correctly, demonstrating a strong command of the sounds in the English language. 14% of the scholars executed an "outstanding" grade, showcasing outstanding phoneme articulation abilities. These rookies have been capable of pronounce phonemes accurately throughout diverse word positions; initial, medial, and final reflecting a excessive stage of linguistic competence. Meanwhile, 19% of the individuals had been offered "excellent" phoneme manufacturing skills. This organization showed proficiency that was simply below the exceptional stage, still showing noteworthy capability of their pronunciation abilities. 19% of them with honest phoneme production capabilities, and 14% had terrible linguistic capability. Overall, the take a look at well-knownshows that socio-financial situations affect the language studying capabilities of the ESL newcomers of selected populace.

Figure 11

IPA Consonant Chart

		bilabial		labio dental		inter dental		alveolar		palatal		velar		glottal	
	stop	p	b					t	d			k	g	ʔ	
	fricative			f	v	θ	ð	s	z	ʃ	ʒ			h	
	affricate									tʃ	dʒ				
	nasal		m						n				ŋ		
	lateral approx.								l						
	retroflex approx.								ɹ						
	glide		w								j				

the shaded column indicates voiced phonemes

Differences in English Pronunciation Discovered among College Students from low-Profits and Excessive-earnings Families in Narowal

Research on English pronunciation among college students from low-income and high-income families in Narowal may reveal distinct differences. Phonologically, high-income students tend to pronounce vowels more accurately and articulate consonants more precisely, whereas low-income students may exhibit vowel reduction, consonant substitution, or omission. Additionally, high-income students typically emphasize syllables correctly and display more varied intonation, while low-income students may struggle with stress patterns and exhibit flatter intonation.

These differences extend to prosodic features, with high-income students speaking with a more natural rhythm and low-income students displaying a more staccato rhythm. Socio-phonetic variations also emerge, as high-income students often adopt standardized accents and use formal language, whereas low-income students retain local or regional accents and use more informal expressions.

Factors contributing to these disparities include unequal access to quality education, limited exposure to English media and native speakers, and socioeconomic influences on language resources. Cultural and environmental factors also play a role. Investigating these differences provides valuable insights into the relationship between socioeconomic status and language acquisition in Narowal, highlighting the need for targeted language support and resources.

Effect of Socio-economic Elements like family profits and Father and Mother Schooling on the Students' Speaking English in Narowal

Socio-economic elements, such as family income and parents' education, significantly impact the way high school students in Narowal speak English. Higher-income families can afford better schools with qualified English teachers and provide language resources, exposing their children to English media. Educated parents model correct English pronunciation and grammar, creating an English-speaking home environment and offering academic support.

Consequently, students from higher-income, educated families tend to have better vocabulary, grammar, and pronunciation, adopting more standardized accents. They exhibit greater fluency and confidence in speaking English, making fewer grammatical and phonological errors. In contrast, students from lower-income, less-educated families face disadvantages, including limited language resources and less exposure to English.

Narowal-specific factors exacerbate these disparities, including limited English language resources, rural-urban education quality gaps, and cultural attitudes toward English proficiency. To bridge this gap, targeted interventions are crucial, such as English language programs for underprivileged students, teacher training, and community-based initiatives. By addressing these socio-economic disparities, Narowal can foster more equitable English language education, empowering all students to succeed.

Findings and Discussion

The study highlights the significant influence of socio-economic factors on phoneme articulation among high school ESL learners in Narowal, Pakistan. Findings indicate that students from higher-income families exhibit superior English pronunciation compared to their lower-income counterparts. This disparity can be attributed to several factors, including access to better educational resources such as private tutoring and advanced learning materials, which enhance language acquisition. Additionally, students from affluent backgrounds often have greater exposure to English-speaking environments through travel, media, and social interactions, facilitating the refinement of their pronunciation skills. Conversely, those from low-income families may lack these resources and opportunities, hindering their ability to articulate phonemes accurately. Parental education emerges as another critical factor affecting phoneme articulation. The study shows that students whose parents possess higher educational qualifications tend to demonstrate better pronunciation abilities. This aligns with existing research suggesting that educated parents are more likely to foster a supportive linguistic environment at home, engage in activities that promote language development, and model correct pronunciation for their children. In contrast, students with less educated parents may not receive the same level of linguistic support, adversely impacting their phoneme articulation skills. Furthermore, community characteristics such as cultural diversity and cohesion also play a significant role; students from diverse neighborhoods tend to develop better phonological awareness due to increased exposure to various languages and accents. To address these disparities, the study suggests targeted educational strategies for supporting ESL learners from different socio-economic backgrounds. Schools should implement programs that specifically cater to the needs of students from low-income families by providing additional language support and access to quality linguistic resources. Engaging parents in their children's education through workshops on fostering language development at home can also create a more supportive learning environment. Additionally, leveraging cultural diversity within schools by integrating multicultural activities can enhance language learning and improve phoneme articulation skills among all students. Future research should focus on larger and more diverse samples to validate these findings and explore the complex interplay between socio-economic status and language development further.

Conclusion

This study aimed to analyze the effect of socio-monetary factors on the phoneme articulation abilities of higher secondary level ESL beginners in Narowal, Pakistan. The analysis revealed significant findings regarding how family income, parental education, and community characteristics impact students' pronunciation skills. It was found that students from higher-income families exhibited superior pronunciation abilities compared to their lower-income counterparts, largely due to better access to quality educational resources such as well-equipped schools and tutoring. Similarly, parental education emerged as a crucial factor; students with more educated parents tended to pronounce English phonemes more accurately, benefiting from an enriched linguistic environment at home. Additionally, community traits such as cultural diversity were shown to enhance phoneme articulation, as exposure to various

languages and accents fosters adaptability in English pronunciation. This study has confirmed that socio-economic factors, including family income, parental education, and community characteristics, significantly influence the articulation of English phonemes among higher secondary level ESL beginners in Narowal, Pakistan. By understanding these influences, educators and policymakers can develop targeted strategies to support students from diverse socio-economic backgrounds, promoting more equitable educational outcomes. Furthermore, practical recommendations derived from this research can inform effective ESL instruction strategies in Pakistan by identifying effective teaching methods for phoneme articulation, developing targeted interventions, informing teacher training programs, and guiding curriculum design. Ultimately, these efforts can improve the quality of English language education in Pakistan and support the success of learners from various backgrounds.

References

Ahmed, S. (2016). The Impact of Social Media on Learning English Language: A Case Study of Undergraduate Students of Sialkot. *International Journal of Language and Linguistics, 4*(3), 121-126.

Akram, Z., Ayub, A., Arfeen, H., & Malghani, M. (2017). The Phonological Variation of Pakistani English in comparison to Standard British English: A case study ofBaloch English speaking students in SBKWU, Quetta. Al-Burz, 9(1), 101-128.

Ali, S. (2020). Exploring the impact of social class on English language learning in Pakistan. Journal of Language and Education, 6(2), 1-10.

Ali, S., & Hussain, S. (2018). Language anxiety among ESL learners in Pakistan: A socio-economic perspective. Journal of Language and Linguistics, 17(3), 601-610.

Aziz, S., & Muhammad, A. (2020). Language anxiety among ESL learners in Pakistan: A socio-economic perspective. Journal of Language and Linguistics, 19(3), 656-665.

Chang, H., & Liu, Q. (2018). The Impact of School Climate on Student Success in Higher Secondary Education. Journal of Educational Psychology, 29(3), 321-335.

Chetty, R., Hendren, N., & Katz, L. F. (2016). The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Experiment. American Economic Review, 106*(4), 855-902.

Clark, J., Yallop, C., & Fletcher, J. (2007). An introduction to phonetics and phonology. Blackwell Publishing.

Dresher, B. E. (2011). The phoneme. *The Blackwell companion to phonology*, 1-26.

Giegerich, H. J. (1992). English phonology: An introduction. Cambridge University Press.

Hismanoglu, M. (2009). The pronunciation of the inter-dental sounds of English: an articulation problem for Turkish learners of English and solutions. *Procedia-Social and Behavioral Sciences*, *1*(1), 1697-1703.

Hussain, S. (2018). Social class and education in Pakistan: A critical analysis. Journal of Education and Social Sciences, 7(1), 1-15.

Hussain, S. (2019). Socio-economic factors affecting language learning in Pakistan. Journal of Language and Education, 5(2), 1-12.

Khan, H. I. (2015). The relationship between socio-economic status and English language learning in Pakistan. Journal of Research in Social Sciences, 7(2), 42-58.

Khan, H. I. (2011). Testing creative writing in Pakistan: Tensions and potential in classroom practice. International Journal of Humanities.

Khan, I. (2016). English language teaching in Pakistan: Challenges and opportunities. Journal of Language and Linguistics, 15(3), 657-666.

Khan, I. (2019). Language learning strategies employed by higher secondary level ESL learners in Pakistan. Journal of Language Teaching and Research, 10(4), 841-848.

Khan, R., & Khan, S. (2019). English learning obstacles. Journal of Education and Social Sciences, 4(1), 1-12.

Labov, W. (1966). The Social Stratification of English in New York City. Center for Applied Linguistics.

Ladefoged, P. (2001). A course in phonetics (4th ed.). Harcourt.

McMahon, A. M. (2002). *An introduction to English phonology* (Vol. 22). Edinburgh: Edinburgh University Press.

Morley, J. (1991). The effects of phonological training on the pronunciation of ESL learners. TESOL Quarterly, 25(2), 229-255.

Nelson, C. (2017). The impact of social class on language learning. ELT Journal, 71(2), 147-155.

Rahman, A. (2020). English language teaching in Pakistan: Challenges and opportunities. Journal of Language and Linguistics, 19(2), 439-448.

Roach, P. (2009). English phonetics and phonology: A practical course (4th ed.). Cambridge University Press.

Shamim, F. (2008). Trends, issues, and challenges in English language education in Pakistan. Asia Pacific Journal of Education, 28(3), 235-249.

Sheikh, Q. A. (2012). An analysis of the vowel sounds of Pakistani English. Bulletin of Education and Research, 34(1), 1-18.

Weber, M. (1922). *Economy and Society*. New York, NY: Bedminster Press.

Wilkinson, R. G., & Marmot, M. G. (2003). *Social Determinants of Health: The Solid Facts*. Geneva, Switzerland: World Health Organization.

Yavas, M. (2020). *Applied English Phonology*. John Wiley & Sons.