

DOI(Journal): 10.31703/gssr  
DOI(Volume): 10.31703/gssr.2025(X)  
DOI(Issue): 10.31703/gssr.2025(X.IV)

p-ISSN: 2520-0348

e-ISSN: 2616-793X



# GSSR

**GLOBAL SOCIAL SCIENCES REVIEW**

HEC-RECOGNIZED CATEGORY-Y

[www.gssrjournal.com](http://www.gssrjournal.com)

Global  
Social Sciences Review  
*exploring humanity*

**Volum X, ISSUE IV FALL (DECEMBER-2025)**

Article Title

Pitch and Intensity Variations in English Speech: A Contrastive Analysis of British RP and Ghebi Speakers

Abstract

This paper attempts to explain the differences between British Received Pronunciation (RP) and the Ghebi speakers while communicating in English by using contrastive analysis from Robert Lado's book *Linguistics Across Cultures* (1957). Robert Lado was bilingual and talked about the challenges that he encountered while learning a second language. The research gap is that it focuses on a new perspective of differences between the Ghebi speakers and native English speakers when communicating. Praat software is used for data analysis of the words uttered by Ghebi speakers and British Received Pronunciation (RP). The study's comparative analysis provides in-depth details about the differences between British RP and Ghebi speakers. British speakers have a higher pitch and intensity than the Ghebi speakers, for instance, variations in stress patterns and the influence of L1 over L2. It shows apparent differences based on their pitch and intensity (Lado, 1957; Brown, 2007; Ellis, 2015).

**Keywords:** Pitch, Intensity, British Received Pronunciation, Ghebi Speakers, Contrastive Analysis

Authors:

**Nafeesa Zulfiqar:** (Corresponding Author)  
Graduate BS (Hons), Department of English,  
Foundation University, Islamabad, Pakistan.  
(Email: [nafeesazulfiqar7@gmail.com](mailto:nafeesazulfiqar7@gmail.com))

**Ilsa Sarwar:** Graduate BS (Hons), Department of English,  
Foundation University, Islamabad, Pakistan.

**Raja Tajammul Hussain:** Graduate BS (Hons), Department  
of English, Foundation University, Islamabad,  
Pakistan.

Pages: 105-114

DOI:10.31703/gssr.2025(X-IV).08

DOI link: [https://dx.doi.org/10.31703/gssr.2025\(X-IV\).08](https://dx.doi.org/10.31703/gssr.2025(X-IV).08)

Article link: <https://gssrjournal.com/article/pitch-and-intensity-variations-in-english-speech-a-contrastive-analysis-of-british-rp-and-ghebi-speakers>

Full-text Link: <https://gssrjournal.com/article/pitch-and-intensity-variations-in-english-speech-a-contrastive-analysis-of-british-rp-and-ghebi-speakers>

Pdf link: <https://www.gssrjournal.com/jadmin/Author/31rv1olA2.pdf>

Global Social Sciences Review

p-ISSN: [2520-0348](https://doi.org/10.31703/gssr) e-ISSN: [2616-793X](https://doi.org/10.31703/gssr)

DOI(journal):10.31703/gssr

Volume: X (2025)

DOI (volume):10.31703/gssr.2025(X)

Issue: IV Fall (December-2025)

DOI(Issue):10.31703/gssr.2025(X-IV)

Home Page

[www.gssrjournal.com](http://www.gssrjournal.com)

Volume: X (2025)

<https://www.gssrjournal.com/Current-issue>

Issue: IV-Fall (December 2025)

<https://www.gssrjournal.com/issue/10/4/2025>

Scope

<https://www.gssrjournal.com/about-us/scope>

Submission

<https://humaglobe.com/index.php/gssr/submissions>



Visit Us



Citing this Article

<b>o8</b>	<b>Pitch and Intensity Variations in English Speech: A Contrastive Analysis of British RP and Ghebi Speakers</b>		
<b>Authors</b>	Nafeesa Zulfiqar Ilsa Sarwar Raja Tajammul Hussain	<b>DOI</b>	10.31703/gssr.2025(X-IV).o8
		<b>Pages</b>	105-114
		<b>Year</b>	2025
		<b>Volume</b>	X
		<b>Issue</b>	IV

Referencing & Citing Styles

<b>APA</b>	Zulfiqar, N., Sarwar, I., & Hussain, R. T. (2025). Pitch and Intensity Variations in English Speech: A Contrastive Analysis of British RP and Ghebi Speakers. <i>Global Social Sciences Review</i> , X(IV), 105-114. <a href="https://doi.org/10.31703/gssr.2025(X-IV).o8">https://doi.org/10.31703/gssr.2025(X-IV).o8</a>
<b>CHICAGO</b>	Zulfiqar, Nafeesa, Ilsa Sarwar, and Raja Tajammul Hussain. 2025. "Pitch and Intensity Variations in English Speech: A Contrastive Analysis of British RP and Ghebi Speakers." <i>Global Social Sciences Review</i> X (IV):105-114. doi: 10.31703/gssr.2025(X-IV).o8.
<b>HARVARD</b>	ZULFIQAR, N., SARWAR, I. & HUSSAIN, R. T. 2025. Pitch and Intensity Variations in English Speech: A Contrastive Analysis of British RP and Ghebi Speakers. <i>Global Social Sciences Review</i> , X, 105-114.
<b>MHRA</b>	Zulfiqar, Nafeesa, Ilsa Sarwar, and Raja Tajammul Hussain. 2025. 'Pitch and Intensity Variations in English Speech: A Contrastive Analysis of British RP and Ghebi Speakers', <i>Global Social Sciences Review</i> , X: 105-14.
<b>MLA</b>	Zulfiqar, Nafeesa, Ilsa Sarwar, and Raja Tajammul Hussain. "Pitch and Intensity Variations in English Speech: A Contrastive Analysis of British Rp and Ghebi Speakers." <i>Global Social Sciences Review</i> X.IV (2025): 105-14. Print.
<b>OXFORD</b>	Zulfiqar, Nafeesa, Sarwar, Ilsa, and Hussain, Raja Tajammul (2025), 'Pitch and Intensity Variations in English Speech: A Contrastive Analysis of British RP and Ghebi Speakers', <i>Global Social Sciences Review</i> , X (IV), 105-14.
<b>TURABIAN</b>	Zulfiqar, Nafeesa, Ilsa Sarwar, and Raja Tajammul Hussain. "Pitch and Intensity Variations in English Speech: A Contrastive Analysis of British Rp and Ghebi Speakers." <i>Global Social Sciences Review</i> X, no. IV (2025): 105-14. <a href="https://dx.doi.org/10.31703/gssr.2025(X-IV).o8">https://dx.doi.org/10.31703/gssr.2025(X-IV).o8</a> .



# Global Social Sciences Review

[www.gssrjournal.com](http://www.gssrjournal.com)  
DOI:<http://dx.doi.org/10.31703/gssr>



Cite Us



## Title

### Pitch and Intensity Variations in English Speech: A Contrastive Analysis of British RP and Ghebi Speakers

## Abstract

## Authors:

**Nafeesa Zulfiqar:** (Corresponding Author)

Graduate BS (Hons), Department of English,  
Foundation University, Islamabad, Pakistan.  
(Email: [nafeesazulfiqar7@gmail.com](mailto:nafeesazulfiqar7@gmail.com))

**Ilsa Sarwar:** Graduate BS (Hons), Department of English,  
Foundation University, Islamabad, Pakistan.

**Raja Tajammul Hussain:** Graduate BS (Hons), Department of  
English, Foundation University, Islamabad,  
Pakistan.

## Contents

- [Introduction](#)
- [Purpose Statement](#)
- [Theoretical Framework](#)
- [Literature Review](#)
- [Research Gap](#)
- [Research Methodology](#)
- [Research Objectives](#)
- [Research Questions](#)
- [Delimitations of Studies](#)
- [Data Analysis and Findings](#)
- [Conclusion](#)
- [Significance](#)
- [Future Recommendations](#)
- [References](#)

This paper attempts to explain the differences between British Received Pronunciation (RP) and the Ghebi speakers while communicating in English by using contrastive analysis from Robert Lado's book *Linguistics Across Cultures* (1957). Robert Lado was bilingual and talked about the challenges that he encountered while learning a second language. The research gap is that it focuses on a new perspective of differences between the Ghebi speakers and native English speakers when communicating. Praat software is used for data analysis of the words uttered by Ghebi speakers and British Received Pronunciation (RP). The study's comparative analysis provides in-depth details about the differences between British RP and Ghebi speakers. British speakers have a higher pitch and intensity than the Ghebi speakers, for instance, variations in stress patterns and the influence of L1 over L2. It shows apparent differences based on their pitch and intensity (Lado, 1957; Brown, 2007; Ellis, 2015).

## Keywords:

Pitch, intensity, British Received Pronunciation, Ghebi speakers, Con-contrastive Analysis

## Introduction

In recent years, acquiring native English proficiency has become critical due to its profound impact as an international language (Crystal, 2003; Jenkins, 2007). Ghebi dialect is the regional dialect of Tehsil Pindigheb in Punjab, spoken in Pindigheb and certain parts of Fateh Jang. It is named after the Gheba tribe, which resided in the Ghebi region. This became the predominant language spoken by over 95% of the population. This study covers how

Ghebi speakers speak English because their mother tongue is Ghebi language, and when they speak English, everyone has different accents. Ghebi is considered a dialect of Hindko spoken in some areas in the province of Khyber Pakhtunkhwa and Punjab. However, it is a separate dialect due to its distant features, which include different vocabulary, pronunciation, and grammar. This study focuses on the areas that show the differences among the other speakers from the



same area. These variations can be seen in their pitch, i.e. showing high or low intonation, and intensity, i.e. stress conveyed in the sounds. The data is taken in audio form. Different words such as hungry, cracked, spoon, and skillet were recorded by people living in the Tehsil Pindigheb. These words are analyzed using the software PRAAT. The software provides readings for these words' pitch, intensity, and spectrograms. The study revolves around the contrastive analysis by Robert Lado from his book *Linguistics across Cultures*, which suggests that the differences while learning a second language are rooted deeply in the idea of differences between the culture of the native language and the language being learned (Lado, 1957; Odlin, 1989). Robert Lado was bilingual, born in America and grew up in Spain, then went to college in the USA. He was already aware of the importance of cultural differences while learning a foreign language. So, he focused on contrastive analysis. The study will delve into the differences between how Ghebi speakers speak English compared to British native speakers.

### Purpose Statement

This study intends to analyze differences between British Received Pronunciation (RP) and Ghebi speakers when they speak English and highlight the differences, such as pitch and intensity (Ladefoged, 2003; Boersma & Weenink, 2009).

### Theoretical Framework

Whether or not the mother language affects second language acquisition has been a controversial issue (Krashen, 1982; Gass & Selinker, 2013). Contrastive analysis theory has proved to be one of the significant studies that discuss the problematic areas for learners while learning a foreign language. Contrastive linguistics can be defined as the theoretically grounded, systematic, and synchronic comparison of usually two and, at most, no more than a small number of languages.

Comparisons are often carried out to apply the findings to benefit the community, for example, in foreign-language teaching or translation (Selinker, 1972; Ellis, 1994).

The Contrastive analysis hypothesis by Robert Lado in his book *Linguistics Across Culture* 1957 suggests that the difficulties while learning a second language are deeply rooted in the

differences between the culture of a native language and the language being learned (Lado, 1957). Lado was born in America, grew up in Spain, and then returned to the USA for further studies. Being bilingual, he knew the importance of differences in culture between the native language and the foreign language that was being learned. It highlights the challenges encountered during acquiring a second language. Many studies, mainly focused on English learners, have explored syntactical, grammatical, and lexical errors. For instance, misuse of determiners, subject-verb disagreement, and noun-number disagreement (James, 1980; Swan, 2001). This study mainly focuses on the differences in speech production between speakers of the same language and area. The differences that would be discussed are pitch, i.e. shows intonation that is high or low; intensity, i.e., and stress conveyed in the sounds.

### Literature Review

Different research on the differences in speaking English by the people of the same area compared to native speakers talks about a strong influence of the native language over a second language, i.e., English (Flege, 1995; Major, 2001). Research in 2001 was conducted as "Native language influence on the production of english sounds by japanese learners" by Erdogan Bada. It focuses on the phonological analysis of Japanese speakers while learning English as a foreign language. Results obtained from this study suggest that while some sounds were found to pose some difficulty of production and are attributable to NL, others were produced with much less difficulty due to the already present NL system of phonology (Bada, 2001).

Another study, "Factors Affecting Accent Acquisition: The Case Of Russian Immigrants In Israel" By Salim Abu-Rabia From The "The University Of Haifa," And Salman Iliyan From The "Arab College Of Education", was conducted to investigate the factors that may affect the successful native language in the host country. The study was conducted among speakers from Russia who had migrated to Israel. The research reveals the factors that affect second language acquisition, e.g. openness of the new culture to the learner, teaching methods, design of the learning environment, and individual differences. The environmental and psychological factors that affect

second language acquisition are motivation, level of exposure, and the conditions for learning the second language (Spolsky, 1989; Berman, 1990). The study involves the ideas of different scholars, one of whom believes that the critical age matters for learning a second language, and another does not. After discussing all the factors in detail, it is revealed that the younger people acquired a second language brilliantly during immigration. They concluded that the younger the child, the higher the probability of pronunciation fidelity (Abu-Rabia & Iliyan, 2011).

Most recent studies on the Ghebi dialect examine stops, voice onset time, and value of the stops in 2023 as "Ghebi Stops: Inventory, Distribution and Voice Onset Time (VOT)" by Syed Najam-ul-Hassan. The data was taken from two native Ghebi speakers and conducted at eight voiced and eight voiceless stops. The values were quantified using PRAAT. The voiceless unaspirated plosives consist of /p, t, k/, while the voiceless aspirated plosives include /ph, tʰ, kʰ/. Voiced unaspirated plosives are represented by /b, d, g/, whereas voiced aspirated plosives feature /bʱ, dʱ, gʱ/. It was found that // has the shortest VOT value, while // has the most extended VOT value. This present study will significantly contribute to documenting and exploring the Ghebi dialect (Najam-ul Hassan, Anjum, & Hayat, 2023).

### Research Gap

There is a recent research paper on the Ghebi dialect that discusses stops, voice onset time, and the value of the stops only. The gap between the recent study and this research paper is bridged in a way that there is no particular research based on variations between British Received Pronunciation (RP) and Ghebi speakers when they speak English (Derwing & Munro, 2006; Munro & Derwing, 2008).

### Research Methodology

The research method for this study is the quantitative research method by Francis Galton. His main contributions to quantitative methods lie in regression and correlation analysis, enabling researchers to quantify the relationship between variables (Galton, 1886; Field, 2013). The quantitative method is a research method in which data is collected and analyzed to test hypotheses

and involves interpreting numerical data to answer the research questions. It relies on statistical and mathematical techniques to understand phenomena objectively. This method is widely used across disciplines to examine relationships and connections between variables, derive meaningful insights from data, and test hypotheses.

### Research Objectives

1. To determine differences between British Received Pronunciation (RP) and Ghebi speakers when they speak English.
2. To determine differences in pitch and intensity when Ghebi speakers speak English compared to British Received Pronunciation (RP).

### Research Questions

- What are the differences between British Received Pronunciation (RP) and Ghebi speakers when they speak English?
- What are the pitch and intensity differences between British Received Pronunciation (RP) Ghebi speakers when they communicate in English?

### Delimitations of Studies

This study will focus on the differences, such as pitch and intensity, in the style of Ghebi speakers while speaking English, compared to British native English speakers, because it was easy for me to analyze and collect data, as I belong to the same area.

### Data Analysis and Findings

The analysis of 4 different words spoken by two people from the same area shows variation in their pitch and intensity. I chose these four words, hungry, spoon, cracked, and skillet, because they capture a range of prosodic and phonetic variations. They are nasal as well as voiced and are often stressed in speech. Due to such characteristics, it can show apparent differences in pitch and intensity. This comparative study discusses the differences between British English speakers and Ghebi speakers when they speak English. Here is a chart showing the pitch and intensity of Rp, a prestigious variety of British English, in the form of digits and their spectrogram.

**Table 1**

*RP, a variety of British English*

P1	Words	Pitch	Intensity
1	HUNGRY	188.102	79.060
2	SKILLET	188.907	78.425
3	CRACKED	185.355	78.196
4	SPOON	183.854	77.913

**Figure 1**

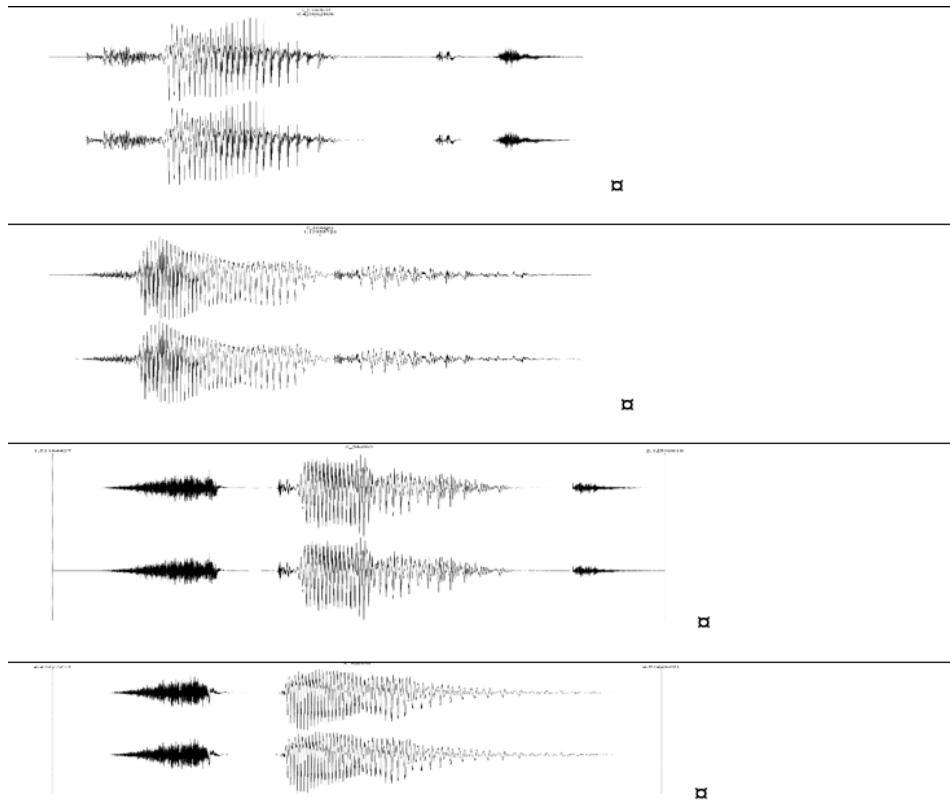


Table 1 shows the readings regarding the pitch and intensity of words like hungry, skillet, cracked, and spoon. It also shows the spectrogram of these words. The following table shows the readings regarding the pitch and intensity of words like hungry, skillet, cracked, and spoon. It also shows the spectrogram of these words. This study will discuss the phonetic features of these words in British Received Pronunciation. “Hungry” contains two vowels, /ʌ/ and /i/, and four consonants, /h/, /ŋ/, /g/, and /r/. The first vowel is /ʌ/, a low -mid central and short vowel, and the second vowel, /i/, is a high front and short vowel. The consonants /h/, /ŋ/, /g/, and /r/ are a voiceless glottal fricative, a voiced velar nasal, a voiced velar plosive, and an

alveolar approximant, respectively. The stress pattern of the word “Hungry” is that it is a 2-syllable word “hun” and “gry”, and the stress in British RP is on the primary syllable. The phonetic transcription is /'hʌŋ.gri/, and the stress is always on the first syllable HUN.gri. When the word hungry is used in a sentence like she is hungry, the stress pattern for this word will also remain the same. The stress will remain on the first syllable. She is HUN.gri. The second word is “Skillet”, which contains three vowels /ɪ/, /ə/, and /ɛ/, and five consonants /s/, /k/, /l/, /l/, /t/ are voiceless alveolar fricative, voiceless velar plosive consonant, both /l/ is voiced alveolar lateral approximant, and voiceless alveolar plosive respectively. It is also a

two-syllable word, “skil” and “let” with phonetic transcription /'skɪ.lɪt/, and the stress falls on the primary syllable. This stress pattern follows the phonological rule for a simple CVC (consonant-vowel-consonant) structure; the stress should be on the first syllable. Words like “Spoon” with phonetic transcription /spu:n/, has vowel /u:/, which is a close back rounded vowel, and consonants are /s/, /p/, /n/, which are voiceless alveolar fricative, voiceless bilabial plosive, and voiced alveolar nasal is a monosyllabic word, similarly “Cracked” with phonetic transcription /krækt/, has vowel /æ/, which is Near-open front unrounded vowel and consonants /k/,/r/, /k/, /t/, which are Voiceless velar plosive, Voiced alveolar approximant, Voiced alveolar approximant, and Voiceless alveolar plosive are monosyllabic, so stress will be on the single syllable spoon and cracked, as there is no other syllable in these words.

The pitch levels of the British RP speaker in the studied words regularly exhibit a wide range, indicating a lively and energetic speaking style. The frequency of the word "hungry" is 188.102 Hz, "skillet" is 188.907 Hz, "cracked" is 185.355 Hz, and "spoon" is 183.854 Hz. The high-pitched values suggest an articulate and confident communication style. British Received Pronunciation (RP) speakers

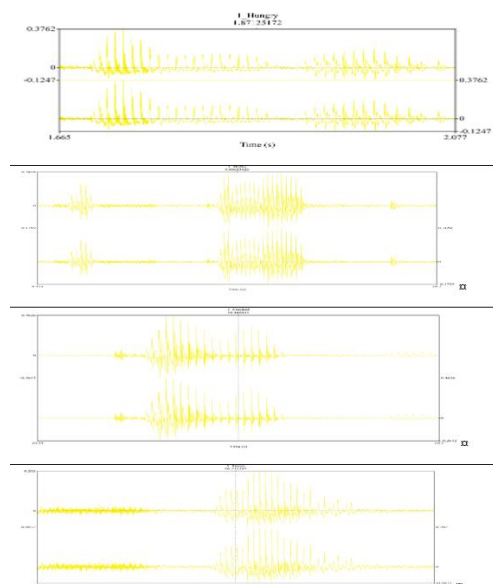
commonly utilize higher pitch levels, which enhance their speech's perception as more professional and authoritative. This feature can also be attributed to the cultural and social norms of British society, where it is believed that a higher pitch is associated with attributes such as precision, honesty, or professionalism. The equalization of the higher pitch in more than a couple of words guarantees a sustained voice tone, which supports the speaker’s intention of getting across the message in a calm and assertive manner.

Thus, the British RP speaker also sustains high-intensity levels, which, together with other features, keep the dynamic profile of one’s speech. The sound intensity level values corresponding to the words ‘hungry’, ‘skillet’, ‘cracked’, and ‘spoon’ are found as 79. 060 dB, 78. 425 dB, 78. 196 dB, & 77. 913 dB. These values show that the British RP speaker uses a strong and lively voice, thus ensuring that their message is received more clearly and effectively. We are provided with the high-intensity levels that stay constant across several words, and the attempts were evidently made in order to maintain a rather powerful and engaging vocal performance. This strategy is very likely to engage the attention of the listener, aimed at expressing quite a large degree of confidence.

**Table 2**  
Ghebi Speaker 1

P1	Words	Pitch	Intensity
1	HUNGRY	102.870	71.975
2	SKILLET	143.982	71.889
3	CRACKED	115.934	75.655
4	SPOON	112.281	69.029

**Figure 2**



Differences of RP and Ghebi speakers' pitch and intensity: From the tables comparing British RP and Ghebi speakers, it can be observed that the pitch and intensity of Ghebi speakers are slightly lower than those of the British RP speakers. As we compare and contrast the intonation contours of the British RP and Ghebi speakers on the VoICE database, patterns of how the two groups speak are quite distinguishable. British Received Pronunciation (RP) speakers do not show a significant tendency for the start frequency to be lower than the end frequency, which is also true for the following words: For instance, the first instance of the word "hungry" in BURNB in British Received Pronunciation has a value of 188. 102, whereas for the Ghebi speaker, it is 102. 870. Likewise, in relation to "skillet," the frequency is similar at 188. 762 Hz, contrasted with 143. 982 Hz, and the frequency of "cracked" is also somewhat similar at 185. 355 Hz compared to 115. 934 Hz; in the same vein, the frequency of the "spoon" is 183. 854 Hz while the frequency of "112. 281" is 112. 281.

Other factors may affect such fluctuations; the BBC gives a different view of possible causes of those variations. It is a fact that RP, the modern upper-class English, is over-voice-trained as a medium for clarity and authority; hence, pass is pitched high. This higher pitch may be attributed to the fact that social and cultural norms are entrenched in British society. In this context, a more raised and dynamic voice tone involves formality as well as aggressiveness and hostile perceptions.

On the other hand, the accented pitch patterns of Ghebi speakers show lower pitch levels, which may also stem from linguistic and cultural reasons. In terms of paralinguistic features, Ghebi P Gyewu's pitch was slightly lower, and that was as a result of coming from a different home language. In their language, they use a lower and more comfortable, quiet, and calm tone than in their second language.

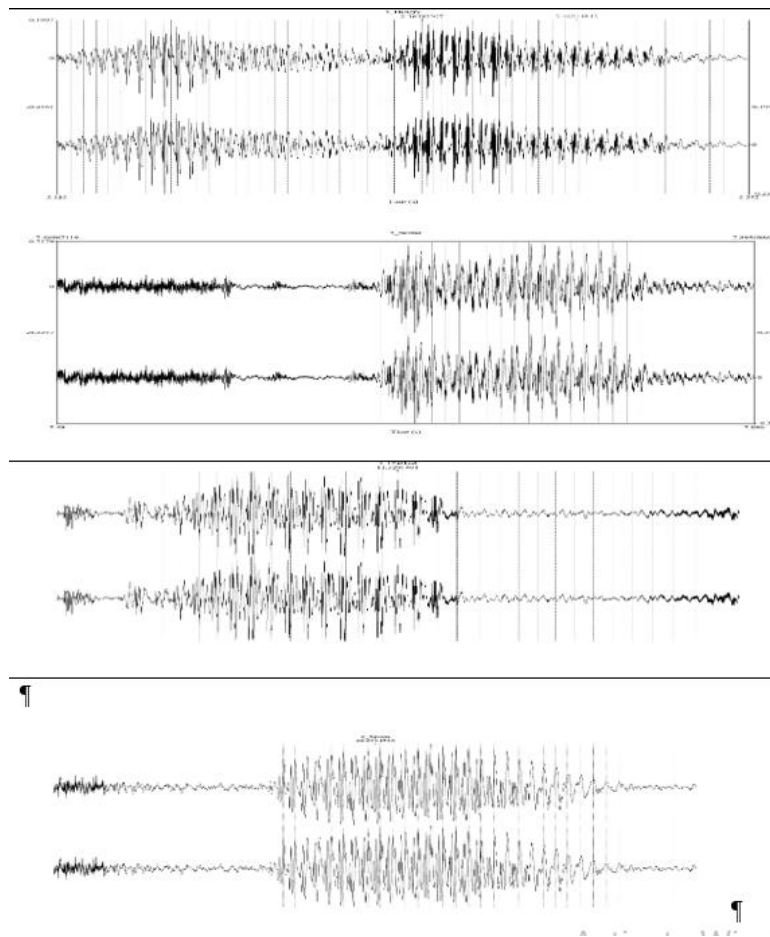
Intensity levels also prove that there is a relative contrast between Btyp and GHEBI speakers, particularly in terms of British Received Pronunciation (RP). The intonation of the British Received Pronunciation (RP) speakers is reported to be higher than that of the Ghebi speaker by producing the word "hungry" at a loudness level of 79. 060 dB opposed to 71. 975 of the Ghebi speaker. A similar trend can be observed in the case of "skillet," where the average sound level was 78. 425 db while the respective standard was 71. 889 db for "spoon", the average sound level was 77. 913 db while the standard was 69. 029 db. For instance, the use of strength for the word "cracked" in the context of spoken language is slightly stronger in the Ghebi, with a range of 75. 655 dB, as compared with the British RP at 78. 196 dB. Nevertheless, it is a rather rare scenario. Compared to Ghebi speakers, the low intensity in the pronunciation of the sound reduces the volume and clamor of the speaking voice, but the high intensity incorporated by the British RP corresponds to a more enunciated and animated manner of speaking.

**Table 3**

*Ghebi Speaker 2*

P1	Words	Pitch	Intensity
1	HUNGRY	117.967	71.266
2	SKILLET	124.531	72.407
3	CRACKED	116.590	78.587
4	SPOON	122.292	71.628

Figure 3



Overall, it indicates that Speaker 2 has more pitch and intensity than Speaker 1; however, the degree and purity of each tone and both aspects are still lower than those of the British Received Pronunciation (RP). In such a reference, it is possible to identify the variation in the intonation of British Received Pronunciation (RP) and Ghebi Speaker 2, where the latter's vocal style differs significantly. RP speakers maintain a high pitch throughout the examined set of words; their fundamental pitch frequency is higher as a group than that of the other three groups. The word 'hungry' in English, British RP accent has a pitch of 188. 102 Hz, whereas in the Ghebi Speaker 2, the pitch of 'hungry' has been recorded as 117. 967 Hz. Likewise, the word "skillet" is pronounced at a frequency of 188. 907 Hz while using the British Received Pronunciation and 124. 531 Hz as used by Ghebi Speaker 2. Coherent with the data above, more energy and dynamism are found in the speech style patterns of those who speak the British Received Pronunciation (RP) at a higher pitch average. On the one hand, the higher pitch of

Ghebi Speaker 1 suggests an energetic and emotional tone, while the lower pitch of Ghebi Speaker 2 implies a composed and stable voice tone. Such changes within the pitch can influence each of the speakers' attitudes, maybe resulting in British RP speakers being perceived as more aggressive and authoritative.

The loudness levels of the two speakers are considerably different, and this is clearly observable from the readings. Compared to that, the British Received Pronunciation (RP) singers are more intense, and the octave 'fa', in the word 'hungry', is recorded at 79. 060 db, while the octave 'ti' in the word 'skillet' is recorded at 78. 425 db. Nevertheless, regarding the loudness of Sounds 3 and 4, their Sound Pressure Level (SPL) for Ghebi Saying "hungry" is 71. 266 dB, while for Ghebi Saying "skillet" is 72. 407 dB. The differences in intensity among speech samples of Ghebi Speaker 2 are lower compared to those considered above, which indicates that the subject is likely to express voice to a lesser extent and more submissively.

Interestingly enough, the snippet 'cracked' is even louder, with 78.587 intensity in Ghebi Speaker 2 as opposed to 78.196 in British RP. It has to be stated that this is an exception to the apparent general trend of development. Thus, while everyday Ghebi conversation may be less aggressive in terms of vocal qualities, it might be that specific words for threats or other circumstances would result in a more forceful sound quality.

### Conclusion

This paper sought to find the differences in pitch and intensity between RP English and Ghebi people's English in their communicative. Recordings of four phrases were analyzed by using Praat software, and to analyze the results, along with the verbal and written data, we employed a quantitative approach in conjunction with the contrastive analysis by Robert Lado. These results suggested that the speakers of BRP were characterised by high-pitched and intense voice parameters, suggesting health and assertive speech cues related to loud, clear, and commanding speech known to BRP. On the other hand, Ghebi speakers were damped at certain frequency points, meaning lower pitch and intensity overall in their communication. These factors can affect how confidence and authority are interpreted and lead to socially challenging problems of communication. This is how it is important to understand and appreciate these minor shifts in the pace and timber of voice when it comes to moving further in the comprehension of each other and in the issue

of intercultural communication between individuals with different language backgrounds (Bybee, 2010; Baker, 2016).

### Significance

This paper presents a comparative analysis that illustrates and compares the differences in the intensity and pitch between the British Received Pronunciation (RP) and the Ghebi speakers, which provides insights into the impact and bearing of L1, the Ghebi dialect, on the L2, that is, the British Received Pronunciation RP. It enhances the understanding of linguistic diversity among speakers from different areas. Delving into the detailed study of differences in Pitch and Intensity helps the Ghebi speaker understand what areas differ from British Received Pronunciation (RP) and how these differences can be overcome to attain the British Received Pronunciation. Being a Ghebi language speaker helps to analyze the data on the software and during daily life observations (Ashby & Maidment, 2005; Mackey & Gass, 2012).

### Future Recommendations

Future research can benefit from exploring the differences not just at the whole word level but also by analyzing the vowel segments of each word in detail, connecting with the sonority principle. This principle is about the loudness within a syllable. Vowels are the most resonant elements and are at their peak.

## References

- Abu-Rabia, S., & Iliyan, S. (2011). Factors affecting accent acquisition: The case of Russian immigrants in Israel. *Reading and Writing*, 11(2), 160–170. [https://readingmatrix.com/articles/april\\_2011/aburabia\\_iliyan.pdf](https://readingmatrix.com/articles/april_2011/aburabia_iliyan.pdf)  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Ashby, M., & Maidment, J. (2005). *Introducing phonetic science*. Cambridge University Press.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Bada, E. (2001). Native language influence on the production of English sounds by Japanese learners. *Reading in a Foreign Language*, 13(2), 565–586.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Baker, C. (2016). *Foundations of bilingual education and bilingualism* (6th ed.). Multilingual Matters.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Berman, R. A. (1990). Acquiring an (S)VO language: Subjectless sentences in children's Hebrew. *Linguistics*, 28(6), 1135–1166. <https://doi.org/10.1515/ling.1990.28.6.1135>  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Boersma, P., & Weenink, D. (2009). *Praat: Doing phonetics by computer* (Version 5.1) [Computer software]. <http://www.praat.org/>  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Bybee, J. (2010). *Language, usage and cognition*. Cambridge University Press.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Clements, G. N. (2005). The role of the sonority cycle in core syllabification. *Papers in Laboratory Phonology*, 1, 283–333.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation teaching: A research-based approach. *TESOL Quarterly*, 39(3), 379–397. <https://doi.org/10.2307/3588486>  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Ellis, R. (1994). *The study of second language acquisition*. Oxford University Press.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Ellis, R. (2015). *Understanding second language acquisition* (2nd ed.). Oxford University Press.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). Sage Publications.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Flege, J. E. (1995). Second language speech learning: Theory, findings, and problems. In W. Strange (Ed.), *Speech perception and linguistic experience: Issues in cross-language research* (pp. 233–277). York Press.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Galton, F. (1886). Regression towards mediocrity in hereditary stature. *Journal of the Anthropological Institute of Great Britain and Ireland*, 15, 246–263.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Gass, S. M., & Selinker, L. (2013). *Second language acquisition: An introductory course* (4th ed.). Routledge.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- James, C. (1980). *Contrastive analysis*. Longman.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Jenkins, J. (2007). *English as a lingua franca: Attitude and identity*. Oxford University Press.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Ladefoged, P. (2003). *Phonetic data analysis: An introduction to fieldwork and instrumental techniques*. Blackwell.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Lado, R. (1957). *Linguistics across cultures: Applied linguistics for language teachers*. University of Michigan Press.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Mackey, A., & Gass, S. M. (2012). *Research methods in second language acquisition: A practical guide*. Wiley-Blackwell.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Major, R. C. (2001). *Foreign accent: The ontogeny and phylogeny of second language phonology*. Lawrence Erlbaum Associates.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Munro, M. J., & Derwing, T. M. (2008). Segmental acquisition in adult ESL learners: A longitudinal study of vowel production. *Language Learning*, 58(3), 479–502. <https://doi.org/10.1111/j.1467-9922.2008.00448.x>

- |  |   |
|--|---|
| <p><a href="#">Google Scholar</a>   <a href="#">Worldcat</a>   <a href="#">Fulltext</a></p> <p>Najam-ul-Hassan, S., Anjum, S., &amp; Hayat, A. (2023). Ghebi stops: Inventory, distribution, and Voice Onset Time (VOT). <i>Global Language Review</i>, 8(1), 1–13. <a href="https://doi.org/10.31703/glr.2023(VIII-1).01">https://doi.org/10.31703/glr.2023(VIII-1).01</a><br/> <a href="#">Google Scholar</a>   <a href="#">Worldcat</a>   <a href="#">Fulltext</a></p> <p>Odlin, T. (1989). <i>Language transfer: Cross-linguistic influence in language learning</i>. Cambridge University Press.<br/> <a href="#">Google Scholar</a>   <a href="#">Worldcat</a>   <a href="#">Fulltext</a></p> <p>Parker, S. (2008). Sound level protrusions as physical correlates of sonority. <i>Journal of Phonetics</i>, 36(1), 55–90. <a href="https://doi.org/10.1016/j.wocn.2007.09.003">https://doi.org/10.1016/j.wocn.2007.09.003</a></p> | <p><a href="#">Google Scholar</a>   <a href="#">Worldcat</a>   <a href="#">Fulltext</a></p> <p>Selinker, L. (1972). Interlanguage. <i>International Review of Applied Linguistics in Language Teaching</i>, 10(3), 209–231.<br/> <a href="#">Google Scholar</a>   <a href="#">Worldcat</a>   <a href="#">Fulltext</a></p> <p>Spolsky, B. (1989). <i>Conditions for second language learning</i>. Oxford University Press.<br/> <a href="#">Google Scholar</a>   <a href="#">Worldcat</a>   <a href="#">Fulltext</a></p> <p>Swan, M. (2001). <i>Learner English: A teacher's guide to interference and other problems</i> (2nd ed.). Cambridge University Press.</p> |
|--|---|