

REVIEWER'S REPORT

Manuscript No.: IJAR-52891

Date: 21-07-2025

Title: Comparative Study of English Phonic Sounds and Punjabi Muharni: A Linguistic Approach for Classroom Teaching

Recommendation:

Accept as it is

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality			✓	
Clarity		✓		
Significance		✓		

Reviewer Name: Syed Mohammed

General Overview:

This article presents a well-structured and linguistically grounded comparative study of English phonics and the Punjabi Muharni system. The study is highly relevant in multilingual education contexts, particularly for early literacy instruction among Punjabi-speaking learners. The manuscript offers both theoretical insight and pedagogical applicability, making it valuable for educators, linguists, and curriculum developers.

Title and Abstract:

The title accurately reflects the scope and content of the study. The abstract provides a clear and concise summary of the article, outlining the central themes—phonetic comparison, bilingual support, and classroom strategy. It successfully conveys the purpose, methodology, and significance of the research without overwhelming the reader.

Keywords:

The keywords are appropriate and well-chosen. They represent the core elements of the study and facilitate discoverability in academic databases.

Introduction:

The introduction effectively sets the stage by establishing the importance of phonological awareness in early language learning. It introduces both English phonics and Punjabi Muharni as parallel systems in different linguistic traditions, and lays a clear foundation for the study's comparative approach. The rationale for using the native phonetic system (Muharni) as a scaffold for English phonics instruction is clearly presented and contextually relevant.

Theoretical Framework:

The theoretical grounding is solid, drawing on recognized linguistic theories such as the Comparative Analysis Hypothesis and the Interdependence Hypothesis. These frameworks are well-explained and

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relevant to the bilingual education context. The discussion of phonemic awareness and cross-linguistic transfer provides a strong conceptual foundation for the study.

Phonic Structure Comparison:

The comparison between English phonics and Punjabi Muharni is well-structured, highlighting key components such as phoneme inventory, orthographic representation, and system predictability. The distinctions between the non-phonetic nature of English and the phonetic regularity of Punjabi are clearly articulated. The section is informative and provides valuable insights for educators working with Punjabi-speaking learners.

Presentation and Style:

The manuscript is clearly written in formal academic language, and the argumentation is coherent and logically sequenced. Technical terms are used appropriately, and the content is accessible to readers with backgrounds in linguistics and education. The organization of the paper enhances its clarity and impact.

Overall Assessment:

This is a meaningful and timely contribution to bilingual education and applied linguistics. The comparative linguistic approach, supported by relevant theory and practical implications, enhances its academic and pedagogical value. The article is both informative and actionable for language educators seeking culturally responsive strategies for English instruction among Punjabi-speaking students.