



Phonological Changes in Indian English

Tanya Sharma, Madhah Shah, Sangeeta and Sanjay K. Jha

Amity School of Liberal Arts
Amity University Haryana, India

Received: JUN. 15, 2020**Accepted: JUL. 23, 2020****Published: AUG. 30, 2020**

Abstract

The prime objective of this study is to understand and describe the status quo of Indianized pronunciations in comparison with standard pronunciation or received pronunciation (RP) of English words. In doing so, 600 words comprising 200 nouns, 200 verbs, and 200 adjectives were collected using random sampling technique. The collected data were distributed among four respondents belonging to Kashmir, Uttar Pradesh, Andhra Pradesh and Haryana. As part of findings, the study revealed Indianized pronunciations of English words are in abundance. As a result, 12 major types of phonological changes were found while transferring English pronunciations into Indianized pronunciations of English words. This study is significant for the reason that it will prove worthwhile for the readers to understand not only the differences between standard pronunciation and MTI-laced Indianized pronunciation but also learn the standard or received pronunciation from remedial perspectives.

1. INTRODUCTION

The English language has about one million words and many of these words are mispronounced by both non-native as well as native speakers of the English language due to asymmetry in its spelling vis-à-vis pronunciation. In a multilingual country like India where every region has its own regional language causing a typical accent often termed as mother tongue influence (MTI). This research has made an attempt to identify MTI as the sound shift or more precisely phonological change in the standard pronunciations of English words especially when they are pronounced by the speakers of Kashmir, Haryana, Uttar Pradesh (UP), and Andhra Pradesh.

1.1 Background of the Study

There are approximately 1700 languages spoken in India. The speakers of these languages have their stereotype accents in terms of pronouncing their speech sounds which in turn form an MTI (mother tongue influence). This MTI can be easily found in the English spoken by non-native speakers. This influence may sometimes be construed as mispronunciation or sub-standard pronunciation or simply wrong pronunciation in comparison with the received or standard pronunciations. Mispronunciation is an act or habit of pronouncing a word in a way that is considered as the non-standard, eccentric, or faulty. Words and names are sometimes intentionally misstated for comic or malicious purposes.

For example, in Indian English, /w/ is commonly replaced by /v/ because they are minimal pair in the sense that /v/ voiced labio-dental fricative can be substituted by /w/ velar semi-vowel. Many Indians articulate a frictionless labio-dental approximant near to /v/ for both /v/ and /w/ graphemes (a letter or a number of letters that represent a sound (phoneme) in a word). That is why, 'watch' is spoken by some as 'vatch', 'what' as 'vat' and 'wine' as 'vine' etc. Indian English deficiencies the phonemes /θ/, voiceless dental fricative and /ð/ voiced dental fricative. Hence, the aspirated voiceless dental plosive /tʰ/ is substituted as /θ/ and the unaspirated voiced dental plosive /d/ is deputize for /ð/. This creates misperception to native speakers. In some of the Indian languages we can observe the absence of affricates. So, Indian pronunciation of English affricates /tʃ/ and /dʒ/ are equivalent to palatal plosives without the following friction.

A host of research works have been carried out by an array of researchers in native and non-native countries. Some of these studies are of Bakar (2015), Ruden (2018), Prashant (2018), Nurhayati (2015), Gilakjani (2016), etc. Unlike these studies, this study is distinct in that it firstly identifies the nature of phonological changes; secondly, it makes a correlational study among deviations found in four different languages, and thirdly, it relates all the sound shifts in the premise of different phonological theories.

1.2 Statement of the Problem

Normally, a native speaker is not bothered about good pronunciation but is sensitive to mispronunciation or sub-standard pronunciation. In today's competitive world where everything is getting globalized be it science, technology, literature, business, spirituality, etc. English has proved to be the biggest means of globalization. Given this, we need to be intelligible when we speak English. But the problem is majority of Indian speakers feel content with the ways they speak. They do not care much as to skewed pronunciation. As a result, we not only lag behind in competing with our global counterparts especially in making global business but also remain deprived of grasping many novel ideas shared in English by the leaders of different fields.

Research Objective

Given the stated problem above, this study delves into understanding the shifts of sounds from the standard pronunciations in the speakers of four regions by setting three objectives as follows:

- Exploring the nature of phonological changes.
- Exploring the degree of variation with RP (received pronunciation) Indianized pronunciation.
- Exploring the major types of phonological changes in the Indianized pronunciation state wise.

1.4 Research Question

1. What are the major phonological differences between standard and Indianized pronunciations of English words?
2. What is the degree of variation of in the Indianized pronunciations in comparison with Received Pronunciation?
3. What are major phonological features that cause Indianized pronunciations?

1.5 Significance of the Study

This study is significant for the reason that it firstly has explored the possible types of phonological changes under which any sound shift takes place. Secondly, it has discussed the major types of phonological changes in the Indianized pronunciation state wise. Thirdly, this study is worthwhile for the non-native speakers of English to understand, not only the differences between standard pronunciation and regional pronunciation but also learn the standard pronunciation from remedial perspectives to stay competitive in today's globalized world.

2. LITERATURE REVIEW

Under the purview of the dichotomy between learning and mastering a language as stated by Jha (2013), learning is *understanding* the linguistic components of a language and mastering is the part of *using* them in a well-structured way with perfection and ease; whereas, mastering is aimed at acquiring utmost perfection in speech fluency, writing accuracy, stylistic nuances, word choice, accent, etc. Confining its concern to speech fluency, this study aims at describing the status quo of standard pronunciation and Indianized pronunciation of English words. In other words, the core concern of this study falls under the domain of what many scholar terms it as systemic competence by Johnson (2008), Canale, M., & Swain, M. (1980), linguistic competence by Jha (2017), communicative competence by Hymes (1972).

According to Adult Migrant English Program Research Centre, 2002; "Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

In a recent finding of Bakar (2015), the perceptions and attitudes of the students towards the importance of accurate English pronunciation were assessed. The findings from the study aimed at contributing towards recognising essential needs in helping the students towards getting positive attitudes and perception towards correct pronunciation in spoken English. The dimension proposed in this study as a result of the findings could implicate on how instructors could assess and make predictions of their students' perception, specifically in the importance of pronunciation in spoken English. Thus, it is a wise step for English language teachers and trainers to consider the dimensions as a set of booster in ensuring positive results for a given English class or an intensive English programme.

When we underestimate the significance of pronunciation, we create the idea in students to think mistakenly that pronunciation is less important compared to other aspects of the English language such as grammar, lexicology and vocabulary. Pronunciation is vital for proper communication because the incorrect use of pronunciation certainly leads to the message being misconstrued by the recipient. It is an essential element to master in order to speak the language as mentioned by Chitravelu, 2005; A very important part of learning the spoken language is the learning and teaching of pronunciation skills. In order to do that teachers should have well acquaintance with phonetic symbols.

Learning right pronunciation makes learners speak comfortably and improve their Listening and Reading skills. Word accent is one of the structures of English language. In English language, if the word has many syllables (more than one); all syllables have different distinction. Word accent in Indian English: Complication in accent remains even in Standard/Native English. The reason belongs to the source and development of the language. Most of the Indian speakers have not been trained on such minute facets of spoken English language. They speak as per their own style and way that is usually the outcome of the effect of their mother tongue or first language. They not only vary from native speakers on the grounds of articulation but also on the pattern of stress, intonation and mannerism. In this study, the researchers have tried to identify types of phonological deviations from the standard pronunciations so that one could understand the difference between standard and sub-standard pronunciations.

3. METHODOLOGY

This empirical study is qualitative in nature for which the researchers collected the 600 words using random sampling technique. The collected data were distributed to four respondents from Kashmir, Uttar Pradesh, Andhra Pradesh, Haryana. The respondents were asked to provide regional pronunciations of the English words without any fabrication. To crosscheck the authenticity of the regional pronunciations, the respondents were also contacted through phone and asked to pronounce all the sample words. This recorded-conversations were further used to ascertain the regional forms of Indianized pronunciations.

4. ANALYSIS AND FINDINGS

In response to the first research question, the study has explored 10 major types of phonological changes as excerpted from Abdulla, et. el. (2015). Usually, phonological change is classified into two types. (a) Conditioned Merger that affects sounds in certain identifiable phonetic environments. (b) unconditioned sound change, that affects every occurrence of a sound so that no conditioning factor can be identified. Conditioned sound change can be discussed mainly under four categories: (1) Assimilation, (2) Dissimilation, (3) Reordering of Segments, (4) Insertion or Deletion of Segments.

1. Assimilation:

In assimilation, two sounds in sequence become more like another. Assimilation may be complete or partial. Many consonant assimilations of Italian are examples of complete assimilation, which are the result of the progressive development of a language. For example, Latin "septem" seven became Italian "sette". The great majority of assimilations take place between contiguous segments, and the great majority involve the earlier one becoming more like the later one (e.g. in *connūbium*, m- + n becomes -nn- rather than -mm-).

Partial assimilation affects only a subset of a given segment's features. An example of partial assimilation is "imbibe", from "in-bibo" drink in, [n] has been only partially assimilated to the [b]. Assimilation can also be progressive or regressive. Progressive assimilation is a process whereby a sound acquires some features of a preceding sound. For example, Hindi, "chakra>chakka" wheel; whereas, regressive assimilation is a process whereby a sound acquires some of the features of the following sound. For example, the fronting "t" to "ch" in Spanish words like "fecho" from earlier "fieto" " (<factum).

2. Dissimilation

Unlike assimilation, dissimilation is a process whereby a sound becomes less like another in its vicinity. Liquids, nasals, and segments that

demand complete readjustments in the glottis such as aspirated murmured, glottalized stops, seem particularly prone to dissimilation. For example, Latin "purpur" became "purple" in English. Romance *omine "man" became Spanish hombre.

3. Sandhi

Conditioned changes that take place at word-boundaries but not elsewhere. It can be morpheme-specific, as in the loss of the vowel in the enclitic forms of English is /iz/, with subsequent change of /z/ to /s/ adjacent to a voiceless consonant Frank's not here /frænksnathir/. Or a small class of elements, such as the assimilation of the /ð/ of English the, this and that to a preceding /n/ (including the /n/ of and when the /d/ is elided). A striking exception is Sanskrit, whose orthography reflects a wide variety of such features: thus tat "that" is written tat, tac, taj, tad, tan depending on what the first sound of the next word is. These are all assimilations, but medial sequences do not assimilate the same way. 4. Metathesis: It refers to the process of reordering the segments of a word. To be more precise, the term 'metathesis' involves the reversing of position of two adjoining sounds. For example:

OE	ME
Brid	Bird "bird"
Hros	Hors "horse"
Thridda	Third

4. Insertion or Deletion of Segments

Several technical terms are used to classify the insertion or deletion of sounds. Here it desirable to focus on the phenomenon of insertion first.

Epenthesis

Epenthesis (also known as anaptyxis) refers to the introduction of a sound between two adjacent sounds. More precisely, it is the insertion of sounds between consonants to facilitate pronunciation in forms that have developed articulatorily difficult consonant clusters. For example, bremel > brembel (later bramble) by addition of /b/. Another examples of epenthesis are Latin humilis > English humble; in Slavic an -l- intrudes between a labial and a following yod, as *zemya "land" > Russ. zemlya (земля).

Prothesis

This refers to the insertion of a vowel in the beginning of a word, for example Sanskrit raktam > Tamil iraktam. Another examples can be seen

as word-initial /s/ + stop clusters in Latin gained a preceding /e/ in Old Spanish and Old French; hence, the Spanish word for "state" is estado, deriving from Latin status.

Anaptyxis (Swarbhakti):

This refers to the insertion of vowel in the middle, for example, Hindi janm>janam, dharm>dharam, etc.

Aphesis (aphaeresis):

This refers to the loss of initial vowel, for example, the dialectal English "possum" from "opposum".

Apocope:

This refers to the loss of word final vowels, for example, the English word "tale" was in early middle English pronounced with final schwa as ta:l+schwa. The final -e [ə] in Middle English words was pronounced, but is only retained in spelling as silent E. In English voiced stops were apocoped in final position after nasals: lamb, long /læam/ /loŋ/.

Syncopé

Syncopé is the loss of medial sounds. It refers to the loss of vowels within a word, for example, OE "munecas": monks became ME "munkes~monkes". The ME singular "monk" is introduced on the basis of the syncopated plural form. Similarly, the Old French word for "state" is estat, but then the s dropped, yielding, état. Similarly the loss of /t/ in English soften, hasten, castle, etc.

Haplology:

This refers to the loss of a whole syllable in a sequence involving duplicated or nearly duplicated syllables. In other words, this is case of the loss of a syllable when an adjacent syllable is similar or (rarely) identical. For example, Old English Anglaland became Modern English England, or the common pronunciation of probably as ['prɒblɪ]/. Similarly, (interpretive, morphophonemic > morphonemic. Such changes usually affect commonly used words. The word haplology itself is sometimes jokingly pronounced "Haplogy".

In response to the second research question, the study collected a set of 600 communicative words comprising nouns, verbs, adjectives, and determiners (see table-1). It is noteworthy that the lists up first RP (Received Pronunciation) followed by Indianized pronunciations of UP, Kashmir, Haryana, and Andhra Pradesh speakers.

Table-1: RP and Indianized Pronunciations of Communicative Nouns

Nouns	STANDARD	UP	HARYANVI	KASHMIRI	TELUGU
Actor	/ˈaktə/	/ˈaktər/	/ˈaktar/	/ˈaktər/	/ˈaktər/
Addition	/əˈdɪʃ(ə)n/	/əˈdɪʃən/	/əˈdɪs ʌ n/	/əˈdɪʃ(ə)n/	/əˈdɪʃən/
Advice	/ədˈvaɪs/	/ədˈvaɪs/	/ədˈvaɪz/	/ədˈvaɪs/	/ədˈvaɪs/
Agency	/ˈeɪdʒ(ə)nsi/	/ˈeɪdʒənsi/	/əˈdʒ ə nsi/	/ˈadʒ(ə)nsi/	/ˈadʒənsi/
Alcohol	/ˈalkəhɒl/	/ˈalkohɒl/	/ˈæ l.kəhɒl/	/ˈalkəhɒl/	/ˈalkəhɒl/
Anxiety	/ənˈzʌɪəti/	/ənˈzʌɪəti/	/ən ʒ ʌ i ə ti/	/ənɟˈzʌɪəti/	/ənɟˈzʌɪəti/
Appearance	/əˈpiərə(ə)ns/	/əppɪərəns/	/əppɪər æ ns/	/əˈpiərəns/	/əˈpiərəns/
Area	/ˈeəriə/	/əriə/	/ e I riə/	/ˈeəriə/	/ˈeəriə/
Argument	/ˈɑːɡjʊm(ə)nt/	/ˈɑrɡjʊmənt/	/ˈɑːɡ.ju.mənt/	/ˈɑrɡjʊm(ə)nt/	/ˈɑrɡjʊm(ə)nt/
Army	/ˈɑːmi/	/ˈɑrmi/	/ˈæ.r.mi/	/ˈɑrmi/	/ˈɑrmi/
Article	/ˈɑːtɪk(ə)l/	/ˈɑrtɪkəl/	/ˈɑrtɪkal/	/ˈɑrtɪkəl/	/ˈɑrtɪkəl/
Aspect	/ˈæspekt/	/ˈɑspekt/	/ˈɑspekt/	/ˈɑspekt/	/ˈɑspekt/
Attention	/əˈtɛnʃ(ə)n/	/ˈatɛnsən/	/ˈatɛnʃʌn/	/əˈtɛnʃ(ə)n/	/əˈtɛnʃən/
Attitude	/ˈætɪtjuːd/	/ˈætɪtʊd/	/ˈætɪtʊd/	/ˈætɪtʃuːd/	/ˈætɪtʃuːd/
Audience	/ˈɔːdiəns/	/ɑdiəns/	/ɑːdiəns/	/ˈɔːdiəns/	/ˈɔːdiəns/
Aunt	/ɑːnt/	/ɑːnt/	/ɑːnt/	/ɑːnt/	/ɑːnt/
Ball	/bɔːl/	/bəl/	/bəl/	/bɑːl/	/bɑːl/
Banquet	/bæŋ-kwət/	/bæŋ-kweɪ/	/bæŋ-kwət/	/bæŋket/	/bæŋ-kwɪt/
Blood	/ˈblʌd/	/ˈbluːd/	/ˈbəlʌd/	/ˈblʌd/	/ˈblʌd/
Basis	/ˈbeɪsɪs/	/ˈbesɪs/	/ˈbeɪsɪs/	/ˈbeɪsɪs/	/ˈbeɪsɪs/
Bath	/bɑːθ/	/bɑθ/	/bɑθ/	/bɑːθ/	/bɑːt/
Bean	/biːn/	/beən/	/beən/	/biːn/	/biːn/
Bed	/bed/	/bed/	/bed/	/bed/	/bed/
Beach	/biːtʃ/	/biətʃ/	/beatʃ/	/biːtʃ/	/biːtʃ/
Boat	/bəʊt/	/bəət/	/bət/	/bəʊt/	/bəʊt/
Bonnet	/ˈbɒnɪt/	/ˈboːneɪt/	/ˈboːnet/	/ˈbɒneɪt/	/ˈboːnet/
Breakfast	/ˈbreɪk-fəst/	/ˈbreɪk-fəst/	/ˈbreɪk-fəst/	/ˈbreɪkʃʌft/	/ˈbreɪk-fəst/
Burger	/ˈbɜːɡə/	/ˈbɜr-gər/	/ˈber-gər/	/ˈber-gər/	/ˈber-gər/
Cabin	/ˈkæbɪn/	/ˈkɑːbɪn/	/ˈkɑːbɪn/	/ˈkɑːbɪn/	/ˈkɑːbɪn/
Cache	/kæʃ/	/kɑːʃe/	/kɑːʃe/	/keəːʃe/	/kæʃ/
Book	/bʊk/	/bʊk/	/bʊk/	/bʊk/	/bʊk/
Bow	/bəʊ/	/bəʊ/	/bəʊ/	/bəʊ/	/bav/
Bowl	/bɔːl/	/bɑʊl/	/bɑːʊl/	/bɔːl/	/bɑʊl/
Bread	/brɛd/	/brɛd/	/bræd/	/brɛd/	/brɛd/
Brochure	/ˈbrɔː-ˈʃʊr/	/ˈbrɔː-ˈʃʊər/	/ˈbrɔː-ˈʃar/	/ˈbrɔː-ˈʃar/	/ˈbrɔː-ˈchər/
Buffet	/ˈbʊfeɪ/	/ˈbʊfert/	/ˈbʊffeɪ/	/ˈbafɛɪ/	/ˈbaffɛt/
Camera	/ˈkæm(ə)rə/	/ˈkæmərə/	/kæmərə/	/ˈkæm(ə)rə/	/ˈkæm(ə)rə/
Cancer	/ˈkænsə/	/ˈkænsər/	/ˈkænsɑːr/	/ˈkɒnsar/	/ˈkɒnsər/
Candidate	/ˈkændɪdɪt/	/ˈkændɪdət/	/ˈkændɪdət/	/ˈkændɪdɪt/	/ˈkændɪdɪt/
Candy	/ˈkændi/	/ˈkændi/	/ˈkændi/	/ˈkændi/	/ˈkændi/
Cap	/kæp/	/kæp/	/kæp/	/kæp/	/kæp/
Car	/kɑː/	/kɑr/	/kɑːr/	/kɑr/	/kɑr/
Cat	/kæt/	/kæt/	/kɑːt/	/kæt/	/kæt/
Cell	/sɛl/	/sɛl/	/sɛl/	/sɛl/	/sɛl/
Chair	/tʃɛː/	/tʃɛːr/	/tʃɛːr/	/tʃɛr/	/tʃɛər/
Cheek	/tʃiːk/	/tʃiːk/	/tʃiːk/	/tʃiːk/	/tʃiːk/
Chemistry	/ˈkɛmɪstri/	/ˈkɛmɪstri/	/ˈkɛmɛstri/	/ˈkɛmɪstəri/	/ˈkɛmɪstri/
Child	/tʃɪlɪd/	/tʃɪlɪd/	/tʃɪlɪd/	/tʃɪlɪd/	/tʃɪlɪd/
Cigarette	/sɪɡəˈrɛt/	/sɪɡərɛt/	/sɪɡərɛt/	/sɪɡrɛt/	/sɪɡrɛt/

City	/'siti/	/'siti/	/'siti/	/'siti/	/'siti/
Climate	/'klaimət/	/'klaimət/	/'kalimət/	/'klaimət/	/'klaimət/
Coffee	/'kɒfi/	/'kɒfi/	/'kɒfi/	/'kɒphi/	/'kɒfi/
Collection	/kə'lekʃ(ə)n/	/kəlekʃən/	/kəlekʃən/	/kə'lekʃən/	/kə'lekʃən/
College	/'kɒlɪdʒ/	/'kɒlɪdʒ/	/'kɒlɪdʒ/	/'kɒləɪdʒ/	/'kɒləɪdʒ/
Combination	/kɒmbɪ'neɪʃ(ə)n/	/kɒmbɪ'neɪʃən/	/kɒmbɪ'neɪʃən/	/kɒmbɪ'neɪʃən/	/kɒmbɪ'neɪʃ(ə)n/
Concept	/'kɒnsɛpt/	/'kɒnsɛpt/	/'kɒnsɛpt/	/'kɒnsɛpt/	/'kɒnsɛpt/
Confusion	/kən'fju:ʒ(ə)n/	/kən'fju:ʒən/	/kən'fju:zən/	/kən'fju:ʒ(ə)n/	/kən'fju:ʒ(ə)n/
Context	/'kɒntɛkst/	/'kɒntɛkst/	/'kɒntɛkst/	/'kɒntɛkst/	/'kɒntɛkst/
Contract	/kɒntrækt/	/'kɒntrækt/	/'kɒntrækt/	/kɒntrækt/	/kɒntrækt/
County	/'kaʊnti/	/'kaʊnti/	/'kaʊnti/	/'kaʊnti/	/'kaʊnti/
Cow	/kaʊ/	/kaʊ/	/kaʊ/	/kav/	/kav/
Criticism	/'krɪtɪsɪz(ə)m/	/'krɪtɪsɪzəm/	/'krɪtɪsɪzəm/	/'krɪtɪsɪz(ə)m/	/'krɪtɪsɪz(ə)m/
Currency	/'kʌr(ə)nsi/	/'kʌrʊnsi/	/'kʌrʊnsi/	/'kʌrɒnsi/	/'kʌrɒnsi/
Customer	/'kʌstəmə/	/'kʌstəmər/	/'kʌstəmər/	/'kʌstəmər/	/'kʌstəmər/
Dealer	/'di:lə/	/'di:lər/	/'di:lər/	/'di:lər/	/'di:lər/
Death	/deθ/	/deθ/	/deθ/	/deθ/	/det/
Debt	/det/	/debt/	/debat/	/debət/	/debt/
Deer	/diə/	/diər/	/diər/	/diər/	/di:r/
Dentist	/'dentɪst/	/'dentɪst/	/'dæntɪst/	/'dentɪst/	/'dentɪst/
Depth	/depθ/	/depθ/	/depθ/	/depθ/	/dept/
Designer	/di'zainə/	/di'zainər/	/di'dʒainər/	/di'zainər/	/di'zainər/
Detective	/di'tektɪv/	/di'tektɪv/	/di'tektɪv/	/di'tektɪv/	/di'tektɪv/
Device	/di'vʌɪs/	/di'vʌɪs/	/dvʌɪs/	/di'vʌɪs/	/di'vʌɪs/
Direction	/dɪ'rekʃ(ə)n/	/dɪ'rekʃən/	/dɪ'rekʃən/	/dɪ'rekʃ(ə)n/	/dɪ'rekʃən/
Director	/dɪ'rektə/	/dɪ'rektər/	/dærektər/	/dɪ'rektər/	/dɪ'rektər/
Disease	/di'zi:z/	/di'si:s/	/di'si:z/	/di'zi:z/	/di'si:z/
Disk	/disk/	/disk/	/disk/	/disək/	/disk/
Dog	/dɒg/	/dɒg/	/dɒg/	/dɒg/	/dɒg/
Donkey	/'dɒŋki/	/'dɒŋki/	/'dɒŋki/	/'dɒŋki/	/'dɒŋki/
Drama	/'drɑ:mə/	/'drɑ:mə/	/'darɑ:mə/	/'drɑ:mə/	/'drɑ:mə/
Dresser	/'dresə/	/'dresər/	/'dresər/	/'dresər/	/'dresər/
Driver	/'draɪvə/	/'draɪvər/	/'darɪvər/	/'draɪvər/	/'draɪvər/
Drum	/drʌm/	/drʌm/	/drʌm/	/drʌm/	/drʌm/
Ear	/iə/	/iər/	/iər/	/iər/	/iər/
Effort	/'ɛfət/	/'ɛfət/	/'ɛfət/	/'ɛfət/	/'ɛfət/
Egg	/ɛg/	/ɛg/	/ɛag/	/ɛg/	/ɛg/
Election	/ɪ'lekʃ(ə)n/	/ɪ'lekʃən/	/ɪ'lekʃən/	/ə'lekʃən/	/ə'lekʃən/
Elevator	/'elɪveɪtə/	/'elɪveɪtər/	/'elɪveɪtər/	/'elɪveɪtər/	/'elɪveɪtər/
Emotion	/ɪ'məʊʃ(ə)n/	/ɪ'moʃən/	/ɪ'mosən/	/ɪ'məʊʃən/	/ɪ'məʊʃən/
Emphasis	/'ɛmfəɪsɪs/	/'ɛmfəɪsɪs/	/'ɛmfəɪsɪs/	/'ɛmfəɪsɪs/	/'ɛmfəɪsɪs/
Employee	/ɛmplɔɪ'i:/	/ɪmplɔɪi:/	/ɪmplɔɪi:/	/ɛmplɔɪ'i:/	/ɛmplɔɪ/
Energy	/'ɛnədʒi/	/'ɛnɛrdʒi/	/'ɛnɛrdʒi/	/'ɛnɛrdʒi/	/'ɛnɛrdʒi/
Engine	/'ɛndʒɪn/	/'ɛnʒən/	/'ɛnʒən/	/'ɪndʒən/	/'ɪndʒən/
Entry	/'ɛntri/	/'ɛntri/	/'ɛantri/	/'ɛntri/	/'ɛntri/
Estate	/ɛ'steɪt/	/ɛstɛɪt/	/ɛstɛɪt/	/ɛ'steɪt/	/ɛ'steɪt/
Event	/ɪ'vent/	/ɪ'vent/	/ɪ'vent/	/ɪ'vent/	/ɪ'vent/
Exam	/ɛg'zɑ:m/	/ɛg'ʒɑ:m/	/ɛg'ʒɑ:m/	/ɛg'zɑ:m/	/ɛg'zɑ:m/
Fact	/fækt/	/fækt/	/fækt/	/fækt/	/fækt/
Failure	/'feɪljə/	/'feɪljər/	/'feɪljər/	/'pheɪljər/	/'feɪljʊər/
Fan	/fæn/	/fæn/	/fæn/	/fæn/	/fæn/
Farm	/fɑ:m/	/fɑ:m/	/fɑ:m/	/fɑ:rəm/	/fɑ:m/
Father	/'fɑ:ðə/	/'fɑ:ðər/	/'fɑ:ðər/	/'fɑ:ðər/	/'fɑ:ðər/

Film	/film/	/film/	/filam/	/film/	/film/
Flight	/flaɪt/	/flaɪt/	/flæɪt/	/flaɪt/	/flaɪt/
Flower	/'flaʊə/	/'fləʊər/	/'flæwər/	/'flavər/	/'flavər/
Foot	/fʊt/	/fʊt/	/fʊt/	/phʊt/	/fʊt/
Football	/'fʊtbɔ:l/	/'fʊtbɒl/	/'fʊtbal/	/'phʊtbɒl/	/'fʊtbɒl/
Foundation	/faʊn'deɪʃ(ə)n/	/faʊndeɪʃən/	/faʊndeɪʃs-ən/	/faʊn'deɪʃ(ə)n/	/faʊn'deɪʃ(ə)n/
Fox	/fɒks/	/fɒks/	/fɒks/	/fɒks/	/fɒks/
Freedom	/'fri:dəm/	/'fri:dəm/	/'fari:dəm/	/'fri:dəm/	/'fri:dəm/
Freezer	/'fri:zə/	/'fri:zər/	/'fari:zər/	/'phri:zər/	/'fri:zər/
Frog	/frɒg/	/frɒg/	/frɒg/	/frɒg/	/frɒg/
Garlic	/'gɑ:lɪk/	/'gɑrlɪk/	/'gɑrlɪk/	/'gɑrlɪk/	/'gɑrlɪk/
Gift	/gɪft/	/gɪft/	/gɪfat/	/gɪft/	/gɪft/
Girl	/gɜ:l/	/gɜrl/	/gɑrl/	/gɑrəl/	/gɜrl/
Glasses	/'glɑ:sɪz/	/'glɑ:sɪs/	/'gala:sɪs/	/'gɪla:sɪz/	/'glɑ:sɪz/
Gloves	/glɒvz/	/glɒvs/	/galovs/	/glɒvəz/	/glɒvz/
Goal	/gəʊl/	/gəʊl/	/gəʊl/	/gəʊl/	/gəʊl/
Gown	/gaʊn/	/gaʊn/	/gaʊn/	/gavʊn/	/gɒvʊn/
Grain	/greɪn/	/graɪn/	/graɪn/	/greɪn/	/greɪn/
Growth	/grəʊθ/	/grəʊθ/	/grəʊθ/	/grəʊθ/	/grəʊθ/
Guest	/gest/	/gest/	/gest/	/gest/	/gest/
Grace	/greɪs/	/greɪs/	/gareɪs/	/greɪs/	/greɪs/
Guitar	/gɪ'tɑ:/	/gɪ'tɑr/	/gɪ'tɑr/	/gɪ'tɑr/	/gɪ'tɑr/
Hair	/he:/	/he:r/	/he:ar/	/hɪər/	/he:r/
Hammer	/'hæmə/	/'hæmər/	/'hæmər/	/'hæmər/	/'hæmər/
Hand	/hand/	/hand/	/hand/	/hand/	/hand/
Hat	/hat/	/hat/	/hat/	/hat/	/hat/
Head	/hed/	/head/	/hat/	/hed/	/hed/
Heart	/hɑ:t/	/hɑrt/	/hɑrat/	/hɑ:rt/	/hɑ:rt/
Height	/haɪt/	/hʌɪt/	/haɪt/	/hʌ:jɪt/	/hʌ:ɪt/
Hen	/hen/	/hen/	/hen/	/hen/	/hen/
Herb	/hɜ:b/	/hɜrb/	/hɜrb/	/hɜrəb/	/hɜrb/
Highway	/'haɪweɪ/	/'haɪweɪ/	/'haɪweɪ/	/'haɪweɪ/	/'haɪweɪ/
Host	/həʊst/	/həʊst/	/həʊst/	/həʊst/	/həʊst/
Hostel	/'hɒst(ə)l/	/'hɒstəl/	/'hɒstəl/	/'hɒst(ə)l/	/'hɒst(ə)l/
Housing	/'haʊzɪŋ/	/'haʊsɪŋg/	/'haʊsɪŋg/	/'hɒvzɪŋg/	/'hɒʊsɪŋg/
Idea	/aɪ'diə/	/aɪ'deə/	/aɪ'deə/	/aɪ'diə/	/aɪ'diə/
Income	/'ɪnkʌm/	/'ɪnkʌm/	/'ɪnkʌm/	/'ɪnkʌm/	/'ɪnkʌm/
Insurance	/ɪn'ʃʊər(ə)ns/	/ɪn'ʃʊərəns/	/ɪnsʊərəns/	/ɪn'ʃʊərəns/	/ɪn'ʃʊərəns/
Internet	/'ɪntənət/	/'ɪntənət/	/'ɪntənət/	/'ɪntənət/	/'ɪntənət/
Jacket	/'dʒækɪt/	/'dʒækɪt/	/'dʒakeət/	/'dʒækət/	/'dʒækət/
Jaw	/dʒɔ:/	/dʒɔ:/	/dʒɔ:/	/dʒɔ:/	/dʒɔ:/
Jewellery	/'dʒu:əlri/	/'dʒuelri/	/'dʒuelri/	/'dʒɪvəlri/	/'dʒɪvəlri/
Judge	/dʒʌdʒ/	/dʒʌdʒ/	/dʒʌdʒ/	/dʒʌdʒ/	/dʒʌdʒ/
Kid	/kɪd/	/kɪd/	/kɪd/	/kɪd/	/kɪd/
Knife	/naɪf/	/naɪf/	/naɪf/	/naɪf/	/naɪf/
Lake	/leɪk/	/lake/	/lake/	/leɪk/	/leɪk/
Lamp	/læmp/	/læmp/	/læmp/	/læmp/	/læmp/
Law	/lɔ:/	/law/	/law/	/lɔ:/	/lɔ:/
Leg	/leɪg/	/leɪg/	/leɪg/	/leɪg/	/leɪg/
Lemon	/'lemən/	/'lemən/	/'lemən/	/'lemɒn/	/'lemɒn/
Length	/lɛŋ(k)θ/	/lɛn(t)θ/	/lɛn(t)θ/	/lɛŋ(g)θ/	/lɛŋ(t)/
Lighter	/'laɪtə/	/'laɪtər/	/'laɪtər/	/'laɪtər/	/'laɪtər/
Lion	/'laɪən/	/'laɪən/	/'laɪən/	/'lɔɪn/	/'laɪɒn/

Lip	/lɪp/	/lɪp/	/lɪp/	/lɪp/	/lɪp/
Location	/lə(ʊ)'keɪl(ə)n/	/ləkeɪl(ə)n/	/ləkeɪl(ə)n/	/lə(ʊ)'keɪlʌn/	/lə(ʊ)'keɪlʌn/
Loss	/ləs/	/ləs/	/ləs/	/ləs/	/ləs/
Luguage	/'lʌgɪdʒ/	/'lʌgɪdʒ/	/'lʌgɪdʒ/	/'lʌgeɪdʒ/	/'lʌgeɪdʒ/
Magazine	/mægə'zi:n/	/mægə'dʒi:n/	/mægə'dʒi:n/	/mægə'zi:n/	/mæg'zi:n/
Mall	/mɒl/	/mɔ:l/	/mɔ:l/	/mɒl/	/mɒl/
Man	/mæn/	/mæn/	/mæn/	/mæn/	/mæn/
Manager	/'mænɪdʒə/	/'mænedʒər/	/'mænedʒər/	/'mæneɪdʒər/	/'mæneɪdʒər/
Mango	/'mæŋgəʊ/	/mæŋgo/	/mæŋgo/	/'mæŋgəʊ/	/'mæŋgəʊ/
Map	/mæp/	/mæp/	/mæp/	/mæp/	/mæp/
Market	/'mɑ:kɪt/	/'mɑ:kɪt/	/'mɑ:kæt/	/'mɑ:kæt/	/'mɑ:kæt/
Marriage	/'mæɪdʒ/	/'mæɪdʒ/	/'mæɪdʒ/	/'mæɪdʒ/	/'mæɪdʒ/
Math	/mæθ/	/mæθ/	/mæθ/	/mæθ/	/mæθ/
Media	/'mi:diə/	/'mi:diə/	/'mi:diə/	/'mi:diə/	/'mi:diə/
Medicine	/'medɪsɪn/	/'medɪsən/	/'medɪsən/	/'medɪsʌn/	/'medɪsʌn/
Member	/'membə/	/'membər/	/'membər/	/'membər/	/'membər/
Memory	/'mem(ə)ri/	/'meməri/	/'meməri/	/'meməʊri/	/'meməri/
Message	/'mesɪdʒ/	/'mesɪdʒ/	/'mesɪdʒ/	/'mesʌɪdʒ/	/'mesʌɪdʒ/
Milk	/mɪlk/	/mɪlk/	/mɪlæk/	/mɪlɪk/	/mɪlk/
Mirror	/'mɪrə/	/'mɪrər/	/'mɪrər/	/'mɪrər/	/'mɪrər/
Mixture	/'mɪkstʃə/	/'mɪkstʃər/	/'mɪkstʃər/	/'mɪkɪstʃər/	/'mɪkstʃər/
Model	/'mɒd(ə)l/	/'mɒdel/	/'mɒdel/	/'mɒd(ə)l/	/'mɒd(ə)l/
Month	/mʌnθ/	/mʌnθ/	/mʌnθ/	/mʌnθ/	/mʌnθ/
Mood	/mu:d/	/mud/	/mud/	/mu:d/	/mu:d/
Moon	/mu:n/	/mu:n/	/mu:n/	/mu:n/	/mu:n/
Mother	/'mʌðə/	/'mʌðər/	/'mʌðər/	/'mʌðər/	/'mʌðər/
Mouse	/maʊs/	/maʊs/	/maʊs/	/maʊs/	/maʊs/
Mouth	/maʊθ/	/maʊθ/	/maʊθ/	/maʊθ/	/maʊθ/
Movie	/'mu:vi/	/'mu:vi/	/'mu:vi/	/'mu:vi/	/'mu:vi/
Music	/'mju:zɪk/	/mu:zɪk/	/mu:zɪk/	/'mju:zɪk/	/'mju:zɪk/
Nation	/'neɪʃ(ə)n/	/'neɪʃən/	/'neɪsʌn/	/'neɪʃʌn/	/'neɪʃʌn/
Nature	/'neɪtʃə/	/'neɪtʃər/	/'neɪtʃər/	/'neɪtʃər/	/'neɪtʃər/
News	/nju:z/	/nu:z/	/nu:z/	/nɪvəz/	/nju:s/
Newspaper	/'nju:zpeɪpə/	/'nu:speɪpər/	/'nu:speɪpər/	/'nɪvəzpeɪpər/	/'nju:speɪpər/
Night	/naɪt/	/naɪt/	/naɪt/	/naɪt/	/naɪt/
Office	/'ɒfɪs/	/'ɒfɪs/	/'ɒfɪs/	/'ɒfɪs/	/'ɒfɪs/
Operation	/ɒpə'reɪʃ(ə)n/	/ɒpərəɪʃən/	/ɒpərəɪsʌn/	/ɒpərəɪʃʌn/	/ɒpərəɪʃʌn/
Opinion	/ə'pɪnjən/	/ɒpɪniən/	/ɒpɪniən/	/ɔ:pɪnɪjən/	/ɔ:pɪnɪjən/
Organization	/ɔ:gənəɪ'zeɪʃən/	/ɔrgənəɪ'zeɪʃən/	/ɔrgənəɪ'zesən/	/ɔrg(ə)nəɪ'zeɪʃʌn/	/ɔrg(ə)nəɪ'zeɪʃʌn/
Oven	/'ʌv(ə)n/	/'ɔ:v(ə)n/	/ov(ə)n/	/'ɔ:v(ə)n/	/'ɔ:vən/
Owner	/'əʊnə/	/oʊnər/	/oʊnər/	/'əʊnər/	/'əʊnər/
Paper	/'peɪpə/	/'pepər/	/'pepər/	/'peɪpər/	/'peɪpər/
Passion	/'pæʃ(ə)n/	/'pæʃən/	/'pæʃən/	/'pæʃʌn/	/'pæʃʌn/
Patience	/'peɪʃ(ə)ns/	/'peɪʃəns/	/'peɪʃəns/	/'peɪʃʌns/	/'peɪʃʌns/
Personality	/pə:sə'nælɪti/	/pərsə'nælɪti/	/pərsʌnælɪti/	/pərsənælɪti/	/pərsənælɪti/
Philosophy	/'fɪ'lɒsəfi/	/'fɪ'losofi/	/'fɪ'losofi/	/'fɪ'lɒsəfi/	/'fɪ'lɒsəfi/
Phone	/fəʊn/	/fon/	/fon/	/fəʊn/	/fəʊn/
Photo	/'fəʊtəʊ/	/'foto/	/foto/	/'phəʊtəʊ/	/'fəʊtəʊ/
Policy	/'pɒlɪsi/	/'pɒlɪsi/	/'pəlɪsi/	/'pɒlɪsi/	/'pɒlɪsi/
Population	/pɒpjʊ'leɪʃ(ə)n/	/pɒpuleɪʃən/	/pəpuleɪsən/	/pɒpjʊ'leɪʃ(ə)n/	/pɒpjʊ'leɪʃ(ə)n/
Power	/'paʊə/	/'paʊər/	/'paʊər/	/'pavər/	/'pɒr/
President	/'prezɪd(ə)nt/	/'prezɪdənt/	/'pəresɪdənt/	/'prezɪd(ə)nt/	/'prezɪd(ə)nt/
Priority	/praɪ'ɔrɪti/	/praɪɔrɪti/	/praɔrɪti/	/prɪ'ɔrɪti/	/pre'ɔrɪti/

Psychology	/sʌɪ'kɒlədʒi/	/sʌɪ'kolodʒi/	/sʌɪ'kolodʒi/	/sʌɪ'kɒlədʒi/	/sʌɪ'kɒlədʒi/
Reality	/rɪ'ælɪti/	/rɪælɪti/	/rɪælɪti/	/rɪ'ælɪti/	/rɪ'ælɪti/
Almond	/ɑ:mənd/	/əlmənd/	/əlmənd/	/əlmənd/	/olmənd/

Table-2: RP and Indianized Pronunciations of Communicative Verbs

VERB	STANDARD	UP	HARYANVI	KASHMIRI	TELUGU
Accept	/ək'sept/	/əssept/	/əssept/	/ək'sept/	/ək'sept/
Add	/æd/	/ad/	/æd/	/æd/	/æd/
Adopt	/ə'dɒpt/	/ədopt/	/ədopt/	/ə'dɒpt/	/ə'dopt/
Afford	/ə'fɔ:d/	/əfɔ:rd/	/ə'fɔ:rad/	/ə'fɔrd/	/ə'fɔrd/
Agree	/ə'gri:/	/əgri:/	/əgri:/	/ə'gri:/	/ə'gri:/
Aim	/eɪm/	/eɪm/	/e'eɪm/	/eɪm/	/eɪm/
Allow	/ə'laʊ/	/əllaʊ/	/əllaʊ/	/ə'laʊ/	/ə'laʊ/
Announce	/ə'naʊns/	/ənnɒns/	/ənnɒns/	/ə'naʊns/	/ə'naʊns/
Appear	/ə'piər/	/əppɪər/	/əppɪər/	/ə'piər/	/ə'piər/
Apply	/ə'plai/	/əpplai/	/əpplai/	/ə'plai/	/ə'plai/
Argue	/'ɑ:ɡju:/	/'ɑrgju:/	/'ɑrgju:/	/'ɑ:ɡju:/	/'ɑ:ɡju:/
Arrange	/ə'reɪndʒ/	/ərrendʒ/	/ərrendʒ/	/ə'reɪndʒ/	/ə'reɪndʒ/
Anticipate	/æn'tɪs-ɪ-peɪt/	/entɪsɪpet/	/entɪsɪpet /	/æn'tɪs-ɪ-peɪt/	/æn'tɪs-ɪ-peɪt/
Arrive	/ə'reɪv/	/ərraɪv/	/ərraɪv/	/ə'reɪv/	/ə'reɪv/
Ask	/ɑ:sk/	/ask/	/ask/	/ɑ:sk/	/ɑ:sk/
Assume	/ə'sju:m/	/əssu:m/	/əssu:m/	/ə'sju:m/	/ə'sju:m/
Astonish	/ə'stɒn-ɪʃ/	/əstɒnɪʃ/	/əstɒnɪʃ/	/ə'stɒn-ɪʃ/	/ə'stɒn-ɪʃ/
Assure	/ə'ʃʊ:r/ /ə'ʃʊr/	/əʃɔr/	/əʃɔr/	/ə'ʃʊ:r/	/ə'zju:r/
Attach	/ə'tætʃ/	/əttætʃ/	/əttætʃ/	/ə'tætʃ/	/ə'tætʃ/
Attempt	/ə'tempt/	/ətempt/	/ətempt/	/ə'tempt/	/ə'tempt/
Attend	/ə'tend/	/əttend/	/əttend/	/ə'tend/	/ə'tend/
Attract	/ə'trækt/	/ətrekt/	/ətrekt/	/ə'trækt/	/ə'trækt/
Avoid	/ə'vɔɪd/	/əvɔɪd/	/əvɔɪd/	/ə'vɔɪd/	/ə'vɔɪd/
Awake	/ə'weɪk/	/ə'weɪk/	/ə'weɪk/	/ə'weɪk/	/ə'weɪk/
Blow	/bləʊ/	/blʊ/	/blʊ/	/bləʊ/	/bləʊ/
Bring	/brɪŋ/	/brɪŋg/	/barɪŋg/	/brɪŋg/	/brɪŋg/
Build	/bɪld/	/buld/	/bild/	/bɪld/	/bɪld/
Burn	/bɜ:n/	/bɜ:rn/	/bɜ:rn/	/bɜ:rən/	/bɜ:rn/
Buy	/baɪ/	/baɪ/	/baɪ/	/baɪ/	/baɪ/
Burst	/bɜ:st/	/bɜ:rst/	/bɜ:rst/	/bɜ:rəst/	/bɜ:rst/
Balance	/'bæl(ə)ns/	/'bæləns/	/'bæləns/	/'bæləns/	/'bæləns /
Care	/keər/	/keər/	/keər/	/kɪər/	/ keər /
Carry	/'kær-i/	/'kəri/	/'kəri/	/'keɪr-i/	/'kəri/
Catch	/kætʃ/	/kætʃ/	/kætʃ/	/keitʃ/	/kætʃ /
Celebrate	/'sel-ə-breɪt/	/'selebret/	/'selebret/	/'selɪ-breɪt/	/'sele-breɪt/
Change	/tʃeɪndʒ/	/tʃendʒ/	/tʃendʒ/	/tʃeɪndʒ/	/tʃeɪndʒ/
Choose	/tʃu:z/	/tʃu:z/	/tʃu:dʒ/	/tʃu:z/	/tʃu:z/
Chop	/tʃɒp/	/tʃɒp/	/tʃɒp/	/tʃɒp/	/tʃɒp/
Cost	/kɒst/	/kost/	/kost/	/kɒst/	/kɒst/
Count	/kaʊnt/	/kaʊnt/	/kaʊnt/	/ka-vɒnt/	/kaʊnt/
Create	/kri'eɪt/	/kriet/	/kariet/	/kreɪt/	/kriet/
Cry	/kraɪ/	/krai/	/krai/	/kraɪ/	/krai/
Cut	/kʌt/	/kʌt/	/kʌt/	/kʌt/	/kʌt/
Dance	/dɑ:ns/	/dʌns/	/dʌns/	/dɑ:nəs/	/dʌns /
Dare	/deər/	/der/	/der/	/deər/	/di:r/
Deal	/di:l/	/di:l/	/di:l/	/di:l/	/di:l/

Defer	/dɪ'fɜːr/	/dɪfər/	/dɪfər/	/de'fɜːr/	/dɪfər /
Delay	/dɪ'leɪ/	/d'leɪ/	/d'leɪ/	/dɪ'leɪ/	/dɪ'leɪ/
Dream	/dri:m/	/drɛm/	/drɛm/	/dri:m/	/dri:m/
Drill	/drɪl/	/drɪll/	/darɪll/	/drɪl/	/drɪl/
Drive	/draɪv/	/draɪv/	/darɑɪv/	/draɪv/	/draɪv/
Drunk	/drʊŋk/	/drʊŋk/	/drʊŋk/	/drʊŋk/	/drʊŋk/
Dry	/draɪ/	/draɪ/	/draɪ/	/draɪ/	/draɪ/
Drop	/drɒp/	/drɒp/	/drɒp/	/drɒp/	/drɒp/
Draw	/drɔː/	/drʊ/	/drʊ/	/drɔː/	/drɔː/
Dislike	/dɪ'slaɪk/	/dɪslaɪk/	/dɪslaɪk/	/dɪ'slaɪk/	/dɪ'slaɪk/
Do	/duː/	/duː/	/duː/	/duː/	/duː/
Destroy	/dɪ'strɔɪ/	/dɪstroʊ/	/dɪstɪtroʊ/	/de.'strɔɪ/	/de.'strɔɪ/
Exist	/ɪg'zɪst/	/ɛgzɪst/	/ɛgdʒɪst/	/eg'zɪst/	/eg'zɪst/
Expand	/ɪk'spænd/	/ɪkspend/	/ɪkspend/	/ek'spænd/	/ek'spænd/
Expect	/ɪk'spekt/	/ɛkspekt/	/ɛkspekt/	/ek'spekt/	/ɛkspekt/
Explain	/ɪk'spleɪn/	/ɛksplen/	/ɛksplen/	/ek'spleɪn/	/ɛksplen/
Explore	/ɪk'splɔːr/	/ɛksplɔr/	/ɛksplɔr/	/ek'splɔːr/	/ek'splɔːr/
Extend	/ɪk'stend/	/ɛkstend/	/ɛkstend/	/ek'stend/	/ek'stend/
Enter	/'en.tər/	/ɛntər/	/ɛntər/	/'en.tər/	/ɛntər/
Examine	/ɪg'zæm.ɪn/	/ɛgzamɪn/	/ɛgzamɪn/	/eg'zɒm.ɪn/	/ɛgzamɪn/
Fail	/feɪl/	/fəɪl/	/fəɪl/	/feɪl/	/feɪl/
Fall	/fɔːl/	/fɔːl/	/fɔːl/	/fɔːl/	/fɔːl/
Feel	/fi:l/	/fi:l/	/fi:l/	/phi:l/	/fi:l/
Feed	/fi:d/	/fi:d/	/fi:d/	/fi:d/	/fi:d/
Fight	/faɪt/	/fart/	/fart/	/fajɪt/	/faɪt/
Find	/faɪnd/	/faɪnd/	/faɪnd/	/faɪnd/	/faɪnd/
Finish	/'fɪn.ɪʃ/	/'fɪnɪs/	/'fɪnɪs/	/'fɪn.ɪʃ/	/'fɪn.ɪʃ/
Fit	/fɪt/	/fɪt/	/fɪt/	/fɪt/	/fɪt/
Fly	/flaɪ/	/flaɪ/	/flaɪ/	/flaɪ/	/flaɪ/
Fold	/fəʊld/	/fɒld/	/fɒld/	/phəʊld/	/fəʊld/
Follow	/'fɒl.əʊ/	/'fɒləʊ/	/'fɒləʊ/	/'fɒl.əʊ/	/'fɒl.əʊ/
Forbid	/fə'brɪd/	/fɒrbrɪd/	/fɒrbrɪd/	/fɒr'brɪd/	/fɒrbrɪd/
Forget	/fə'get/	/fɒrget/	/fɒrget/	/fɒr'get/	/fɒrget/
Forgive	/fə'gɪv/	/fɒrgɪv/	/fɒrgɪv/	/fɒr'gɪv/	/fɒrgɪv /
Freeze	/fri:z/	/fri:z/	/fri:z/	/phri:z/	/fri:z/
Get	/get/	/get/	/get/	/get/	/get/
Go	/gəʊ/	/gɒ/	/gɒ/	/gəʊ/	/gəʊ/
Grind	/graɪnd/	/grɪnd/	/grɪnd /	/graɪnd/	/graɪnd/
Grow	/grəʊ/	/grʊ/	/grʊ/	/grəʊ/	/grəʊ/
Give	/gɪv/	/gɪv/	/gɪv/	/gɪv/	/gɪv/
Hear	/hɪər/	/hɪər/	/hɪər/	/hɪjər/	/hɪjər/
Hang	/hæŋ/	/hɛŋg/	/hɛŋg/	/hɛŋg/	/hɛŋg/
Happen	/'hæp.ən/	/'hæpən/	/'hæpən/	/'hæp.ɒn/	/'hæpən /
Hate	/heit/	/het/	/het/	/heit/	/heit/
Have	/hæv/	/hæv/	/hæv/	/hæv/	/hæv/
Hide	/haɪd/	/haɪd/	/haɪd/	/haɪd/	/haɪd/
Hit	/hɪt/	/hɪt/	/hɪt/	/hɪt/	/hɪt/
Hope	/həʊp/	/hɒp/	/hɒp/	/həʊp/	/həʊp/
Hold	/həʊld/	/hɒld/	/hɒld/	/həʊld/	/həʊld/
Hug	/hʌg/	/hʌg/	/hʌg/	/hʌg/	/hʌg/
Hurt	/hɜ:t/	/hɜ:rt/	/hɜ:rt/	/hɜ:rt/	/hɜ:rt/
Identify	/aɪ'den.tɪ.fai/	/aɪdentɪfai/	/aɪdentɪfai/	/aɪ'den.tɪ.fai/	/aɪ'den.tɪ.fai/
Ignore	/ɪg'nɔːr/	/ɪgnɔːr/	/ɪgnɔːr/	/ɪg'nɔːr/	/ɪg'nɔːr/

Imagine	/ɪ'mædʒ·ɪn/	/ɪmædʒɪn/	/ɪmædʒɪn/	/ɪ'meɪdʒ·ɪn/	/ɪ'mædʒ·ɪn/
Imply	/ɪm'plai/	/ɪmplai/	/ɪmplai/	/ɪm'plai/	/ɪm'plai/
Impress	/ɪm'pres/	/ɪmp.pres/	/ɪmp.pres/	/ɪm'pres/	/ɪm'pres/
Improve	/ɪm'pru:v/	/ɪmpruv/	/ɪmpruv/	/ɪm'pru:v/	/ɪm'pru:v/
Include	/ɪn'klu:d/	/ɪnk.lud/	/ɪnk.lud/	/ɪn'klu:d/	/ɪn'klu:d/
Indicate	/'ɪn·dɪ·ket/	/'ɪndɪ·ket/	/'ɪndɪ·ket/	/'ɪn·dɪ·ket/	/'ɪn·dɪ·ket/
Inform	/ɪn'fɔ:m/	/ɪnfɔ:rm/	/ɪnfɔ:rm/	/ɪn'fɔ:rm/	/ɪnfɔ:rm/
Introduce	/,ɪn·trə'dju:s/	/,ɪntrədus/	/,ɪntrədudʒ/	/,ɪn·trə'dju:s/	/,ɪn·trə'dju:s/
Invest	/ɪn'vest/	/ɪnvest/	/ɪnvest/	/ɪn'vest/	/ɪn'vest/
Investigate	/ɪn'ves·tɪ·geɪt/	/ɪnvestɪ·geɪt/	/ɪnvestɪ·geɪt/	/ɪn'ves·tɪ·geɪt/	/ɪn'ves·tɪ·geɪt/
Involve	/ɪn'vɒlv/	/ɪnvɒlv/	/ɪnvɒlv/	/ɪn'vɒləv/	/ɪn'vɒlv/
Iron	/aɪən/	/ɪrən/	/ɪrən/	/aɪrən/	/aɪrən/
Jog	/dʒɔg/	/dʒɔg/	/dʒɔg/	/dʒəʊg/	/dʒɔg/
Jump	/dʒʌmp/	/dʒʌmp/	/dʒʌmp/	/dʒʌmp/	/dʒʌmp/
Justify	/'dʒʌs·tɪ·faɪ/	/'dʒʌstɪfaɪ/	/'dʒʌstɪfaɪ/	/'dʒʌs·tɪ·faɪ/	/'dʒʌs·tɪ·faɪ/
Keep	/ki:p/	/ki:p/	/ki:p/	/ki:p/	/ki:p/
Kick	/kɪk/	/kɪk/	/kɪk/	/kɪk/	/kɪk/
Kiss	/kɪs/	/kɪs/	/kɪs/	/kɪs/	/kɪs/
Know	/nəʊ/	/knəʊ/	/knəʊ/	/nəʊ/	/nəʊ/
Laugh	/lɑ:f/	/lɑf/	/lɑf/	/ləʊf/	/lɑf/
Lead	/li:d/	/li:d/	/li:d/	/li:d/	/li:d/
Lay	/leɪ/	/le/	/le/	/leɪ/	/leɪ/
Leave	/li:v/	/li:v/	/li:v/	/li:v/	/li:v/
Light	/laɪt/	/laɪt/	/laɪt/	/laɪt/	/laɪt/
Lift	/lɪft/	/lɪft/	/lɪft/	/lɪft/	/lɪft/
Lie	/laɪ/	/laɪ/	/laɪ/	/laɪ/	/laɪ/
Like	/laɪk/	/laɪk/	/laɪk/	/laɪk/	/laɪk/
Listen	/'lɪs·ən/	/'lɪstən/	/'lɪstən/	/'lɪs·sən/	/'lɪz.zən/
Lose	/lu:z/	/lu:z/	/lu:dʒ/	/lu:z/	/lu:z/
Love	/lʌv/	/lʌv/	/lʌv/	/lʌv/	/lʌv/
Melt	/melt/	/melt/	/melt/	/melt/	/melt/
Mention	/'men·ʃən/	/'mensən/	/'mensən/	/'men·ʃən/	/'menʃən/
Might	/maɪt/	/maɪt/	/maɪt/	/maɪt/	/maɪt/
Mind	/maɪnd/	/maɪnd/	/maɪnd/	/maɪnd/	/maɪnd/
Miss	/mɪs/	/mɪs/	/mɪs/	/mɪs/	/mɪs/
Need	/ni:d/	/ni:d/	/ni:d/	/ni:d/	/ni:d/
Offer	/'ɒf·ər/	/off·ər/	/off·ər/	/'ɒf·ər/	/'ɒf·ər/
Open	/'əʊ·pən/	/'ʊ·pən/	/'ʊ·pən/	/'əʊ·pən/	/'ʊ·pən/
Order	/'ɔ:·dər/	/'ʊ·dər/	/'ʊ·dər/	/'ɔ:·dər/	/'ʊ·dər/
Pinch	/pɪntʃ/	/pɪntʃ/	/pɪnətʃ/	/pɪntʃ/	/pɪntʃ/
Plan	/plæn/	/plæn/	/plæn/	/plən/	/plæn/
Play	/pleɪ/	/ple/	/ple/	/pleɪ/	/pleɪ/
Quality	/'kwɒl·ə·ti/	/'kwɒlɪti/	/'kwɒlɪti/	/'kɒlɪti/	/'kwɒl·ɪ·ti/
Quilt	/kwɪlt/	/kwɪlt/	/kwɪlt/	/kwɪlt/	/kwɪlt/
React	/ri'ækt/	/riekt/	/riekt/	/ri'akt/	/riekt/
Read	/ri:d/	/rɪd/	/rɪd/	/ri:d/	/ri:d/
Realize	/'rɪə·laɪz/	/'rɪəlaɪz/	/'rɪələɪdʒ/	/'rɪə·laɪz/	/'rɪə·laɪz/
Recall	/rɪ'kɔ:l/	/rɪkɔ:l/	/rɪkɔ:l/	/rɪ'kɔ:l/	/rɪkɔ:l/
Receive	/rɪ'si:v/	/rɪsi:v/	/rɪsi:v/	/re'si:v/	/rɪsi:v/
Recollect	/,rek·ə'lekt/	/,reklekt/	/,reklekt/	/,rɪ·kə'lekt/	/reklekt/
See	/si:/	/si:/	/si:/	/si:/	/si:/
Seem	/si:m/	/si:m/	/si:m/	/si:m/	/si:m/
Sell	/sel/	/sel/	/sel/	/sel/	/sel/

Send	/sɛnd/	/sɛnd/	/sɛnd/	/sɛnd/	/sɛnd/
Serve	/sɜ:v/	/sɛrv/	/sɛrav/	/sɜrv/	/sɜrv/
Set	/sɛt/	/sɛt/	/sɛt/	/sɛt/	/sɛt/
Settle	/'sɛt.l/	/'sɛttal/	/'sɛttal/	/'sɛttəl/	/'sɛttl/
Shake	/ʃeɪk/	/ʃɛk/	/ʃɛk/	/ʃeɪk/	/ʃeɪk/
Shoot	/ʃu:t/	/ʃu:t/	/ʃu:t/	/ʃu:t/	/ʃu:t/
Should	/ʃʊd/	/ʃʊd/	/ʃʊd/	/ʃʊd/	/ʃʊd/
Show	/ʃəʊ/	/ʃəʊ/	/ʃəʊ/	/ʃəʊ/	/ʃəʊ/
Sing	/sɪŋ/	/sɪŋg/	/sɪŋg/	/sɪŋg/	/sɪŋg/
Sit	/sɪt/	/sɪt/	/sɪt/	/sɪt/	/sɪt/
Sleep	/sli:p/	/sli:p/	/sli:p/	/sli:p/	/sli:p/
Slip	/slɪp/	/slɪp/	/slɪp/	/slɪp/	/slɪp/
Smell	/smɛl/	/smɛl/	/smɛl/	/smɛl/	/smɛl/
Solve	/sɒlv/	/sɒlv/	/sɒlv/	/sɒləv/	/sɒlv/
Spell	/spɛl/	/spɛl/	/spɛl/	/spɛl/	/spɛl/
Spend	/spɛnd/	/spɛnd/	/spɛnd/	/spɛnd/	/spɛnd/
Start	/stɑ:t/	/stɑ:rt/	/stɑ:rt/	/stɑ:rt/	/stɑ:rt/
Study	/'stʌd.i/	/'stʌd.i/	/'stʌd.i/	/'stʌd.i/	/'stʌd.i/
Take	/teɪk/	/tɛk/	/tɛk/	/teɪk/	/teɪk/
Talk	/tɔ:k/	/tɑ:k/	/tɑ:k/	/tɑ:k/	/tɑ:k/
Taste	/teɪst/	/tɛst/	/tɛst/	/teɪst/	/teɪst/
Teach	/ti:tʃ/	/ti:tʃ/	/ti:tʃ/	/ti:tʃ/	/ti:tʃ/
Tear	/teər/	/tiər/	/tiər/	/ti'jɑr/	/ti'jər/
Tell	/tel/	/tel/	/tel/	/tel/	/tel/
Tend	/tɛnd/	/tɛnd/	/tɛnd/	/tɛnd/	/tɛnd/
Think	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/tɪŋk/
Threaten	/'θret.ən/	/'θretən/	/'θretən/	/'θret.ən/	/'tret.ən/
Throw	/θrəʊ/	/θrʊ/	/θrʊ/	/θrəʊ/	/trəʊ/
Understand	/,ʌn.də'stænd/	/,ʌndərstænd/	/,ʌndərstænd/	/,ʌn.dər'stænd/	/,ʌndərstænd/
Value	/'væl.ju:/	/'vɛl.u:/	/'vɛl.u:/	/'veɪl.ju:/	/'vɛl.u:/
Vary	/'vɛ:ri/	/'vɛ:ri/	/'vɛ:ri/	/'veɪri/	/'vɛ:ri/
Wait	/weɪt/	/wet/	/wet/	/weɪt/	/weɪt/
Wake	/weɪk/	/weɪk/	/weɪk/	/weɪk/	/weɪk/
Walk	/wɔ:k/	/wɑ:k/	/wɑ:k/	/wɒ:k/	/wɔ:k/
Want	/wɒnt/	/wɑ:nt/	/wɑ:nt/	/wɒnt/	/wɒnt/
Warn	/wɔ:n/	/wɑ:rn/	/wɑ:rn/	/wɒrn/	/wɔ:rn/
Wash	/wɒʃ/	/wɑ:s/	/wɑ:s/	/wɒʃ/	/wɒʃ/
Watch	/wɒtʃ/	/wɑ:tʃ/	/wɑ:tʃ/	/wɒtʃ/	/wɑ:tʃ/
Wave	/weɪv/	/wev/	/wev/	/weɪv/	/weɪv/
Weigh	/weɪ/	/weɪh/	/weɪh/	/weɪh/	/weɪ/
Whip	/wɪp/	/whɪp/	/whɪp/	/whɪp/	/wɪp/
Will	/wɪl/	/wɪl/	/wɪl/	/wɪl/	/wɪl/
Win	/wɪn/	/wɪn/	/wɪn/	/wɪn/	/wɪn/
Wish	/wɪʃ/	/wɪs/	/wɪs/	/wɪʃ/	/wɪʃ/
Wear	/weər/	/wɪər/	/wɪər/	/wɪər/	/wɪər/
Weep	/wi:p/	/wi:p/	/wi:p/	/wi:p/	/wi:p/
Would	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/
Write	/raɪt/	/ræɪt/	/ræɪt/	/raɪt/	/raɪt/

Table-3: RP and Indianized Pronunciations of Communicative Adjectives

English	SP	(U.P)	Haryanvi	Kashmiri	TELUGU
Active	/ˈaktɪv/	/ˈaktɪv/	/ˈaktɪv/	/ˈaktɪv/	/ˈaktɪv/
Affectionate	/əˈfekʃ(ə)nət/	/əfekʃənət/	/əfˈfeksənət/	/əˈfekʃ(ə)neɪt/	/əfekʃnət/
Alternative	/ɔ:lˈtə:nətɪv/	/altərnətɪv/	/altərnətɪv/	/ɔ:lˈtərneɪtɪv/	/altərnətɪv/
Amiable	/ˈemiəb(ə)l/	/ˈemiəbəl/	/ˈemiəbəl/	/ˈamiəb(ə)l/	/ˈemiəbəl/
Approachable	/əˈprəʊtʃəb(ə)l/	/əpˈprəʊtʃəbəl/	/əpˈprotʃəbəl/	/əˈprəʊtʃəb(ə)l/	/əpˈprəʊtʃəbəl/
Artistic	/ɑ:ˈtɪstɪk/	/ɑrˈtɪstɪk/	/ɑrˈtɪstɪk/	/ɑrˈtɪstɪk/	/ɑrˈtɪstɪk/
Athletic	/əθˈletɪk/	/aθletɪk/	/æθletɪk/	/əθˈletɪk/	/aθletɪk/
Awkward	/ˈɔ:kwəd/	/ˈɔ:kwərd/	/ˈækwərd/	/ˈɔ:kwərəd/	/ˈɔ:kwərd/
Bewildered	/bɪˈwɪldəd/	/bɪwɪldərd/	/bɪwɪldərd/	/bɪˈwɪldərəd/	/bɪwɪldərd/
Brave	/breɪv/	/brev/	/breəv/	/breɪv/	/brev/
Breakable	/ˈbreɪkəb(ə)l/	/ˈbrekəbəl/	/ˈbrekəbəl/	/ˈbreɪkeɪb(ə)l/	/ˈbrekəbəl/
Bubbly	/ˈbʌbli/	/ˈbubli/	/ˈbəbli/	/ˈbʌbli/	/ˈbubli/
Carefree	/ˈke:fri:/	/ˈkare:fri:/	/ˈkare:farɪ:/	/ˈkɪərfrɪ:/	/ˈkare:fri:/
Clever	/ˈkleɪvə/	/ˈkleɪvər/	/ˈkleɪvər/	/ˈkleɪvər/	/ˈkleɪvə/
Clumsy	/ˈklʌmzi/	/ˈklʌmsɪ/	/ˈklʌmsɪ/	/ˈklʌmzi/	/ˈklʌmsɪ/
Colossal	/kəˈlɒs(ə)l/	/kəˈlɒs.səl/	/kəˈlɒs.səl/	/kəˈlɒs(ə)l/	/kəˈlozəl/
Combative	/ˈkʌmbətɪv/	/ˈkɒmbətɪv/	/ˈkɒmbətɪv/	/ˈkʌmbətɪv/	/ˈkɒmbətɪv/
Competitive	/kəmˈpetɪtɪv/	/kəmp.ɪtɪtɪv/	/kəmp.ɪtɪtɪv/	/kəmˈpetɪtɪv/	/kəmˈpetɪtɪv/
Condemned	/kənˈdemd/	/kɒndemnd/	/kɒndemnd/	/kənˈdemnəd/	/kəndemnd/
Conservative	/kənˈsə:vətɪv/	/kənzərvətɪv/	/kəndʒə:rvətɪv/	/kənˈsərvətɪv/	/kənsərvətɪv/
Considerate	/kənˈsɪd(ə)rət/	/kənsɪdrət/	/kənsɪdrət/	/kənˈsɪd(ə)rət/	/kənsɪdrət/
Controversial	/kɒntrəˈvɜ:ʃ(ə)l/	/kɒntrɒvə:ʃəl/	/kɒntrɒvə:rsɪəl/	/kɒntrəˈvɜ:ʃ(ə)l/	/kɒntrɒvə:ʃɪəl/
Courteous	/ˈkɔ:rtɪəs/	/ˈkə:rtɪəs/	/ˈkə:rtɪəs/	/ˈkɔ:rtɪəs/	/ˈkɔ:rtɪəs/
Crazy	/ˈkreɪzi/	/ˈkrezi/	/ˈkrezi/	/ˈkreɪzi/	/ˈkrezi/
Creative	/kri:ˈeɪtɪv/	/kriɛa.tɪv/	/kariɛa.tɪv/	/kri:ˈeɪtɪv/	/kriɛa.tɪv/
Creepy	/ˈkri:pi/	/ˈkri:pi/	/ˈkri:pi/	/ˈkri:pi/	/ˈkri:pi/
Dedicated	/ˈdedɪkeɪtɪd/	/ˈdedɪkeɪtɪd/	/ˈdedɪkeɪtɪd/	/ˈdedɪkeɪtɪd/	/ˈdedɪkeɪtɪd/
Devoted	/dɪˈvəʊtɪd/	/dɪvotɪd/	/dɪvotɪd/	/dɪˈvəʊtɪd/	/dɪvotɪd/
Dizzy	/ˈdɪzi/	/ˈdɪzɪ/	/ˈdɪzɪ/	/ˈdɪzi/	/ˈdɪzɪ/
Easy-going	/i:zɪˈgəʊɪŋ/	/ɪzɪˈgɔɪŋ/	/ɪdʒɪˈgɔɪŋ/	/i:zɪˈgəʊɪŋ/	/ɪzɪˈgɔɪŋ/
Eccentric	/ekˈsentrɪk/	/ɪs.sentrɪk/	/ɪs.sentrɪk/	/ekˈsentrɪk/	/esentrɪk/
Eclectic	/ɪˈklektɪk/	/ɪˈlektɪk/	/ɪˈlektɪk/	/ɪˈklektɪk/	/eklektɪk/
Educated	/ˈɛdjʊkeɪtɪd/	/ˈɛdʊkeɪtɪd/	/ˈɛdʒʊkeɪtɪd/	/ˈɛdjʊkeɪtɪd/	/ˈɛdʊkeɪtɪd/
Elated	/ɪˈleɪtɪd/	/ɛˈlætɪd/	/eˈlætɪd/	/ɪˈleɪtɪd/	/ɛˈlætɪd/
Emotional	/ɪˈmæʊʃ(ə)n(ə)l/	/ɪmmɒʃənəl/	/ɪmmosənəl/	/ɪˈmæʊʃʌnəl/	/ɪmmɒʃnəl/
Empathetic	/empəˈθetɪk/	/ɛmfəθɪk/	/ɛmfəθɪk/	/empəˈθetɪk/	/ɛmpθɪk/
Energetic	/ɛnəˈdʒetɪk/	/ɛnərdʒetɪk/	/ɛnərdʒetɪk/	/ɛnərdʒetɪk/	/ɛnərdʒetɪk/
Enthusiastic	/enˈθju:zɪˈastɪk/	/ɪnˈθuzɪastɪk/	/ɪnˈθuzɪastɪk/	/enˈθju:zɪˈastɪk/	/enˈθuzɪastɪk/
Exuberant	/ɛgˈzju:bərənt/	/ɛgzubbərənt/	/ɛgzubbərənt/	/ɛgˈzu:bə(ə)nt/	/egsubbərənt/
Fearless	/ˈfiərlɪs/	/ˈfɪərles/	/ˈfɪərles/	/ˈfiərləs/	/ˈfɪərles/
Feeble	/ˈfi:b(ə)l/	/ˈfi:bəl/	/ˈfi:bəl/	/ˈfi:b(ə)l/	/ˈfi:bəl/
Fierce	/fiəs/	/fɪərs/	/fɪərs/	/fiərəs/	/fɛəs/
Filthy	/ˈfɪlθi/	/ˈfɪlθi/	/ˈfɪl.lθi/	/ˈfɪlθi/	/ˈfɪlθi/
Fit	/fɪt/	/fɪt/	/fɪt/	/phɪt/	/fɪt/
Flabby	/ˈflabi/	/ˈflabi/	/ˈflabi/	/ˈfleəbi/	/ˈflabi/
Forgiving	/fəˈgɪvɪŋ/	/fərgɪvɪŋ/	/fərgɪvɪŋ/	/fʌrˈgɪvɪŋ/	/forɟɪvɪŋ/
Frail	/freɪl/	/frɪl/	/frɪl/	/freɪl/	/freal/
Frantic	/ˈfrantɪk/	/ˈfrantɪk/	/ˈfræntɪk/	/ˈfrantɪk/	/ˈfranntɪk/
Friendly	/ˈfrɛn(d)li/	/ˈfrɛndli/	/ˈfrɛndli/	/ˈfrɛn(d)li/	/ˈfrɛnli/
Fun	/fʌn/	/fʌn/	/fʌn/	/fʌn/	/fʌn/

Funny	/'fʌni/	/'fʌni/	/'fʌni/	/'fʌni/	/'fʌni/
Generous	/'dʒen(ə)rəs/	/'dʒenərəs/	/'dʒanərəs/	/'dʒenrəs/	/'dʒenərəs/
Genuine	/'dʒenjʊɪn/	/'dʒenʊɪn/	/'dʒenʊɪn/	/'dʒen'vɪn/	/'dʒenʊɪn/
Glamorous	/'glamərəs/	/'glamarəs/	/'glamarʌs/	/'glamərəs/	/'glamarəs/
Gleaming	/'gli:mɪŋ/	/'glemɪŋg/	/'glemɪŋg/	/'gli:mɪŋg/	/'glemɪŋg/
Goofy	/'gu:fi/	/'gufi/	/'guf.fi/	/'gu:fi/	/'gufi/
Gregarious	/grɪ'gɛ:rɪəs/	/grɪgɛrɪəs/	/grɪgɛrɪəs/	/grɪ'gɑ:rɪəs/	/grɪgɛrɪəs/
Grumpy	/'grʌmpi/	/'grʌmpɪ/	/'grʌmpɪ/	/'grʌmpɪ/	/'grʌmpɪ/
Happy	/'hapi/	/'happɪ/	/'happɪ/	/'hapi/	/'happɪ/
Hardworking	/hɑ:d'wɜ:kɪŋ/	/hɑrd'wɜ:rkɪŋ/	/hɑrd'wɜ:rkɪŋ/	/hɑrd'wɜ:rkɪŋ/	/hɑrd'wɜ:rkɪŋ/
Helpful	/'helpfʊl/	/'helpfʊl/	/'ɛlpfʊl/	/'helpfʊl/	/'helpfʊl/
Homely	/'həʊmli/	/'hɒmli/	/'hɒmli/	/'həʊmli/	/'hɒmli/
Honest	/'ɒnɪst/	/'ɒnɛst/	/'ɒnɛst/	/'ɒnɛst/	/'ɒnɛst/
Humble	/'hʌmb(ə)l/	/'hʌmbəl/	/ʌmbəl/	/'hʌmb(ə)l/	/ʌmbəl/
Humorous	/'hju:m(ə)rəs/	/'humərəs/	/'humərəs/	/'hju:mərəs/	/'humərəs/
Idealistic	/,aɪdɪə'lɪstɪk/	/aɪdɪə'lɪstɪk/	/aɪdɪə'lɪstɪk/	/,aɪdɪə'lɪstɪk/	/aɪdɪə'lɪstɪk/
Inconsiderate	/ɪnkən'sɪd(ə)rət/	/ɪnkənsɪdrət/	/ɪnkənsɪdrət/	/ɪnkən'sɪd(ə)rət/	/ɪnkənsɪdrət/
Incredible	/ɪn'krɛdɪb(ə)l/	/ɪnkrɛdɪbəl/	/ɪnkrɛdɪbəl/	/ɪn'krɛdɪb(ə)l/	/ɪnkrɛdɪbəl/
Independent	/ɪndɪ'pɛnd(ə)nt/	/ɪndɪpɛndənt/	/ɪndɪpɛndənt/	/ɪndɪ'pɛnd(ə)nt/	/ɪndɪpɛndənt/
Insightful	/'ɪnsaɪtɪf(ʊ)l/	/'ɪnsaɪtɪfʊl/	/'ɪn s'a:ɪtɪfʊl/	/'ɪnsaɪtɪfʊl/	/'ɪnsaɪtɪfʊl/
Instinctive	/ɪn'stɪŋ(k)trɪv/	/ɪnstɪŋktɪv/	/ɪnstɪŋktɪv/	/ɪn'stɪŋktɪv/	/ɪnstɪŋktɪv/
Integrity	/ɪn'tɛgrɪti/	/ɪntɪgrɪti/	/ɪntɪgrɪti/	/ɪn'tɛgrɪti/	/ɪn'tɛgrɪti/
Intelligent	/ɪn'tɛlɪdʒ(ə)nt/	/ɪntɛlɪgənt/	/ɪntɛlɪgənt/	/ɪn'tɛlɪdʒ(ə)nt/	/ɪntɛlɪgənt/
Intense	/ɪn'tɛns/	/ɪntɛns/	/ɪntɛns/	/ɪn'tɛns/	/ɪntɛns/
Interesting	/'ɪnt(ə)rɪstɪŋ/	/'ɪntərəstɪŋg/	/'ɪntərəstɪŋg/	/'ɪnt(ə)rɪstɪŋg/	/'ɪntərəstɪŋg/
International	/ɪntə'næʃn(ə)l/	/ɪntɜ:nasənəl/	/ɪntarnəʃənəl/	/ɪntər'næʃənəl/	/ɪntɜ:nəʃnəl/
Introverted	/'ɪntrə(ʊ)vɜ:tɪd/	/'ɪntrɒvɜ:rtɪd/	/'ɪntrɒvɜ:rtɪd/	/'ɪntərə(ʊ)vɜ:rtɪd/	/'ɪntrɒvɜ:rtɪd/
Intuitive	/ɪn'tju:ɪtɪv/	/ɪntuɪtɪv/	/ɪntuɪtɪv/	/ɪn'tju:ɪtɪv/	/ɪntuɪtɪv/
Inventive	/ɪn'ventɪv/	/ɪnventɪv/	/ɪnventɪv/	/ɪn'ventɪv/	/ɪnventɪv/
Jittery	/'dʒɪt(ə)rɪ/	/'dʒɪttəri/	/'dʒɪttəri/	/'dʒɪtəri/	/'dʒɪttəri/
Judicious	/dʒu:'dɪʃəs/	/dʒudɪɪəs/	/dʒudɪʃɪəs/	/dʒu:'dɪʃəs/	/dʒudɪɪəs/
Kind	/kaɪnd/	/kaɪnd/	/k'aɪnd/	/kaɪnd/	/kaɪnd/
Kind-hearted	/kaɪnd'hɑ:rtɪd/	/kaɪnd'hɜ:rtɪd/	/k'aɪnd'hɜ:rtɪd/	/kaɪnd'hɑ:rtɪd/	/kaɪnd'hɑ:rtɪd/
Knowledgeable	/'nɒlɪdʒəb(ə)l/	/nɒlədʒəbəl/	/nɒlədʒəbəl/	/'nɒlədʒəbəl/	/nɒlədʒəbəl/
Lazy	/'leɪzi/	/'leɪzi/	/'ledzi/	/'leɪzi/	/'leɪzi/
Leader	/'li:də/	/'lɪdər/	/'lɪdər/	/'li:dɑ:ɹ/	/'lɪdər/
Loving	/'lʌvɪŋ/	/'lʌvɪŋg/	/'lʌvɪŋg/	/'lʌvɪŋg/	/'lʌvɪŋg/
Loyal	/'lɔ:əl/	/'lɔ:əl/	/'lɔ:əl/	/'lɔ:ɪjəl/	/'lɔ:əl/
Mature	/mə'tʃʊə/	/mætʃʊər/	/mætʃɜ:ər/	/mə'tʃʊər/	/mætʃʊər/
Mean	/mi:n/	/mi:n/	/mi:n/	/mi:n/	/mi:n/
Mediator	/'mi:diətə/	/'mɪdɪɪtər/	/'mɪdɪɪtər/	/'mi:diɪtər/	/'mɪdɪɪtər/
Meditative	/'mɛdɪ'teɪtɪv/	/mɛdɪtətɪv/	/mɛdɪtətɪv/	/'mɛdɪ'teɪtɪv/	/mɛdɪtətɪv/
Methodical	/mɪ'θɒdɪk(ə)l/	/mɛθɒdɪkəl/	/mɛθɒdɪkəl/	/mə'θɒdɪk(ə)l/	/mɛθɒdɪkəl/
Meticulous	/mɪ'tɪkjʊləs/	/mɛtɪkʊləs/	/mɛtɪkʊləs/	/mə'tɪkjʊləs/	/mɛtɪkʊləs/
Mindful	/'maɪnd(ɪ)fʊl/	/'maɪndfʊl/	/'məɪndfʊl/	/'maɪndfʊl/	/'maɪndfʊl/
Miniature	/'mɪnɪʃ(ə)l/	/'mɪnɪətʃɜ:ɹ/	/'mɪnɪətʃɜ:ɹ/	/'mɪnɪətʃɜ:ɹ/	/'mɪnɪətʃɜ:ɹ/
Misty	/'mɪstɪ/	/'mɪstɪ/	/'mɪstɪ/	/'mɪstɪ/	/'mɪstɪ/
Modest	/'mɒdɪst/	/'mɒdɛst/	/'mɒdɛst/	/'mɒdɛst/	/'mɒdɛst/
Motivated	/'mɒtɪveɪtɪd/	/'mɒtɪvɪtɪd/	/'mɒtɪvɪtɪd/	/'mɒtɪveɪtɪd/	/'mɒtɪvɪtɪd/
Multilingual	/mʌltɪ'lɪŋgw(ə)l/	/mʌltɪlɪŋgwəl/	/mʌltɪlɪŋgwəl/	/mʌltɪ'lɪŋgwəl/	/mʌltɪlɪŋgwəl/
Mushy	/'mʌʃɪ/	/'mʌʃɪ/	/'mʌʃɪ/	/'mʌʃɪ/	/mʃɪ/
Musical	/'mju:zɪk(ə)l/	/'mu:zɪkəl/	/'mu:zɪkəl/	/'mju:zɪk(ə)l/	/'mu:zɪkəl/
Objective	/əb'dʒɛktɪv/	/ʊbdʒɛktɪv/	/ʊbdʒɛktɪv/	/əb'dʒɛktɪv/	/ʊbdʒɛktɪv/

Obnoxious	/əb' nɒkʃəs/	/ʊbnɒkʃiəs/	/ɒbnɒkʃiəs/	/əb' nɒkʃəs/	/ʊbnɒkʃiəs/
Observant	/əb' zə:v(ə)nt/	/ʊbzə:rvənt/	/ɒbdz:rvənt/	/əb' zər'vənt/	/ʊbzə:rvənt/
Organized	/'ɔ:gənəɪzd/	/ʊrgənəɪzd/	/ɔrgənəɪzd/	/'ɔr'gənəɪzd/	/ʊrgənəɪzd/
Original	/v' rɪdʒɪn(ə)l/	/ʊrɪdʒɪnəl/	/ɔrɪdʒɪnəl/	/v' rɪdʒɪnəl/	/ʊrɪdʒɪnəl/
Outgoing	/'aʊtɡəʊɪŋ/	/'aʊtɡəʊɪŋg/	/'aʊtɡəʊɪŋg/	/'aʊtɡəʊɪŋg/	/'aʊtɡəʊɪŋg/
Outspoken	/aʊt' spəʊk(ə)n/	/aʊtspʊkən/	/aʊtspʊkən/	/aʊt' spəʊkən/	/aʊtspʊkən/
Particular	/pə' tɪkjʊlə/	/pərtɪkʊlər/	/pərtɪkʊlər/	/pərtɪkjʊlər/	/pərtɪkʊlər/
Passionate	/'pɑʃ(ə)nət/	/pɑʃɪənət/	/pɑsɪənət/	/'pɑʃənət/	/pɑʃɪənət/
Patient	/'peɪʃ(ə)nt/	/'peʃənt/	/'peʃənt/	/'peɪʃənt/	/'peʃənt/
Peaceful	/pi:sfʊl/	/'pi:sfʊl/	/'pi:sfʊl/	/pi:sfʊl/	/'pi:sfʊl/
Perceptive	/pə'septɪv/	/pərsəptɪv/	/pərsəptɪv/	/pərsəptɪv/	/pərsəptɪv/
Perfectionist	/pə' fɛkʃ(ə)nɪst/	/pərfɛkʃənɪst/	/pərfɛkʃənɪst/	/pərfɛkʃənɪst/	/pərfɛkʃənɪst/
Persistent	/pə'sɪst(ə)nt/	/pərsɪstənt/	/pərsɪstənt/	/pərsɪstənt/	/pərsɪstənt/
Personable	/'pɜ:s(ə)nəb(ə)l/	/'pərsənəbəl/	/'pərsənəbəl/	/'pərsənəbəl/	/'pərsənəbəl/
Persuasive	/pə'sweɪsɪv/	/pərsweɪsɪv/	/pərsweɪsɪv/	/pərsəweɪsɪv/	/pərsweɪsɪv/
Petite	/pə'ti:t/	/peti:t/	/peti:t/	/pə'taɪt/	/petai:t/
Philosophical	/fɪlə'sɒfɪk(ə)l/	/fɪləsɒfɪkəl/	/fɪləsɒfɪkəl/	/fɪlə'sɒfɪkəl/	/fɪləsɒfɪkəl/
Pitiful	/'pɪtɪfʊl/	/'pɪtɪfʊl/	/'pɪtɪfʊl/	/'pɪtɪfʊl/	/'pɪtɪfʊl/
Playful	/'pleɪfʊl/	/'pleɪfʊl/	/'pleɪfʊl/	/'pleɪfʊl/	/'pleɪfʊl/
Plump	/plʌmp/	/plʌmp/	/plʌmp/	/plʌmp/	/plʌmp/
Poised	/pɔɪzd/	/pɔɪsd/	/pɔɪsd/	/pɔɪzd/	/pɔɪzd/
Positive	/'pɒzɪtɪv/	/'pɒzɪtɪv/	/'pɒzɪtɪv/	/'pɒzɪtɪv/	/'pɒzɪtɪv/
Practical	/'præktɪk(ə)l/	/'præktɪkəl/	/'præktɪkəl/	/'præktɪkəl/	/'præktɪkəl/
Pragmatic	/præg'mætɪk/	/prægmatɪk/	/prægmatɪk/	/præg'mætɪk/	/prægmatɪk/
Precise	/preɪ'saɪs/	/presəɪs/	/pəresəɪs/	/preɪ'saɪs/	/presəɪs/
Prickly	/'prɪkli/	/'prɪkli/	/'prɪkli/	/'prɪkli/	/'prɪkli/
Proactive	/prəʊ'æktɪv/	/prɒvæktɪv/	/prɒvæktɪv/	/prəʊ'æktɪv/	/prɒvæktɪv/
Productive	/prə'dʌktɪv/	/prɒdʌktɪv/	/prɒdʌktɪv/	/prəʊ'dʌktɪv/	/prɒdʌktɪv/
Professional	/prə'feɪʃ(ə)n(ə)l/	/prɒfesənəl/	/prɒfesənəl/	/prə'feɪʃ(ə)nəl/	/prɒfesənəl/
Progressive	/prə'ɡresɪv/	/prɒɡres.sɪv/	/prɒɡres.sɪv/	/prəʊ'ɡresɪv/	/prɒɡres.sɪv/
Protective	/prə'tektɪv/	/prɒtɛktɪv/	/prɒɡres.sɪv/	/prəʊ'tektɪv/	/prɒtɛktɪv/
Proud	/praʊd/	/praʊd/	/praʊd/	/praʊd/	/praʊd/
Punctual	/'pʌŋktʃ(ə)l/	/'pʌŋktʃʊəl/	/'pʌŋktʃʊəl/	/'pʌŋktʃʊəl/	/'pʌŋktʃʊəl/
Quaint	/kweɪnt/	/kwent/	/kwent/	/kweɪnt/	/kwent/
Quick	/kwɪk/	/kwɪk/	/kwɪk/	/kwɪk/	/kwɪk/
Quiet	/'kwʌɪət/	/'kwʌɪt/	/'kwʌɪt/	/'kwʌɪt/	/'kwʌɪt/
Quirky	/'kwɜ:ki/	/'kwɪrki/	/'kwɪrki/	/'kwɜrki/	/'kwɪki/
Random	/'rændəm/	/'rændəm/	/'rændəm/	/'rændəm/	/'rændəm/
Rational	/'ræʃ(ə)n(ə)l/	/'ræʃnəl/	/'rasənəl/	/'ræʃənəl/	/'ræʃənəl/
Rebellious	/rɪ'beljəs/	/re'bel.liəs/	/ra'bel.liəs/	/rɪ'beljəs/	/re'beliəs/
Reflective	/rɪ'flektɪv/	/reflektɪv/	/rɪflektɪv/	/rɪ'flektɪv/	/reflektɪv/
Reliable	/rɪ'lɪəb(ə)l/	/reɪlɪəbəl/	/rɪlɪəbəl/	/rɪ'lɪəbəl/	/rɪ'lɪəbəl/
Religious	/rɪ'lɪdʒəs/	/re'lɪdʒiəs/	/re'lɪdʒiəs/	/rə'lɪdʒəs/	/reɪlɪdʒiəs/
Repulsive	/rɪ'pʌlsɪv/	/re'pʌlsɪv/	/re'pʌlsɪv/	/rɪ'pʌlsɪv/	/re'pʌlsɪv/
Resolute	/'rezɒlu:t/	/'resolu:t/	/'resolu:t/	/'rezəlu:t/	/'rezlu:t/
Resourceful	/rɪ'sɔ:sfʊl/	/rɪ'sɔ:rsfʊl/	/rɪ'sɔ:rsfʊl/	/rɪ'sɔrsfʊl/	/rɪ'sɔ:rsfʊl/
Respectful	/rɪ'spek(t)fʊl/	/respektfʊl/	/respektfʊl/	/re:spektfʊl/	/respektfʊl/
Responsible	/rɪ'spɒnsɪb(ə)l/	/rɪsɒnsɪbəl/	/rɪsɒnsɪbəl/	/re:spɒnsɪbəl/	/resɒnsɪbəl/
Risk taker	/rɪsk-teɪkə/	/rɪsk-tekər/	/rɪsk-tekər/	/rɪsək-teɪkər/	/rɪsk-tekar/
Romantic	/rə(ʊ)'mæntɪk/	/rɒmæntɪk/	/rɒmæntɪk/	/rəʊ'mæntɪk/	/rɒmæntɪk/
Rude	/ru:d/	/rɪud/	/ru:d/	/rju:d/	/ru:d/
Selfish	/'selfɪʃ/	/'selfɪs/	/'selfɪʃ/	/'selphɪʃ/	/'selfɪʃ/
Selfless	/'selfləs/	/'selfles/	/'selfles/	/'seləfləs/	/'selfles/

Sensible	/'sensɪb(ə)l/	/'sensɪbəl/	/'sensɪbəl/	/'sensɪbəl/	/'sensɪbəl/
Sensitive	/'sensɪtv/	/'sensɪtv/	/'sensɪtv/	/'sensɪtv/	/'sensɪtv/
Sensuous	/'senʃʊəs/	/'sensʊəs/	/'sensʊəs/	/'senʃʊəs/	/'senʃʊəs/
Serious	/'sɪəriəs/	/'sɪriəs/	/'sɪriəs/	/'sɪəriəs/	/'sɪriəs/
Sexy	/'seksi/	/'seksi/	/'seksi/	/'seksi/	/'seksi/
Shrewd	/ʃru:d/	/ʃreud/	/ʃreud/	/ʃrəvəd/	/ʃruɪd/
Shy	/ʃaɪ/	/ʃaɪ/	/ʃaɪ/	/ʃaɪ/	/ʃaɪ/
Sincere	/sɪn'siə/	/sɪnsiər/	/sɪnsiər/	/sɪn'siər/	/sɪnsiər/
Skilled	/skɪld/	/skɪl.lɪd/	/skɪl.lɪd/	/sɪkɪld/	/skɪl.lɪd/
Sophisticated	/sə'fɪstɪkətɪd/	/sʊfɪstɪkətɪd/	/sʊfɪstɪkətɪd/	/səb'fɪstɪkətɪd/	/sə'fɪstɪkətɪd/
Sore	/sɔ:/	/sɔ:r/	/sɔ:r/	/sɔ:r/	/sɔ:r/
Spiritual	/'spɪrɪtʃʊəl/	/spɪrɪtʊəl/	/spɪrɪtʊəl/	/'spɪrɪtʃʊəl/	/spɪrɪtʊəl/
Spontaneous	/spɒn'teɪniəs/	/spɒntenəʊs/	/spɒntenəʊs/	/spɒn'teɪniəs/	/spɒntenəʊs/
Sporty	/'spɔ:ti/	/'spɔ:rti/	/'spɔ:rti/	/'spɔ:rti/	/'spɔ:rti/
Stormy	/'stɔ:mi/	/'stɔ:rmi/	/'stɔ:rmi/	/'stɔ:mi/	/'stɔ:rmi/
Strategic	/strə'ti:dʒɪk/	/strətədʒɪk/	/strətɪdʒɪk/	/strə'ti:dʒɪk/	/strətədʒɪk/
Successful	/sək'sesfʊl/	/səksəsfʊl/	/səksəsfʊl/	/sək'sesfʊl/	/səksəsfʊl/
Superior	/su:'piəriə/	/supɪriər/	/supɪriər/	/su:'piəriər/	/supɪriər/
Tactful	/'tæktfʊl/	/tæktfʊl/	/tæktfʊl/	/'tæktfʊl/	/tæktfʊl/
Tame	/teɪm/	/tem/	/tem/	/teɪm/	/tem/
Thorough	/'θʌrə/	/'θʊrə/	/'θʊrə/	/'θʊrəʊ/	/'θʊrə/
Tidy	/'taɪdi/	/'taɪdi/	/'taɪdi/	/'taɪdi/	/'taɪdi/
Tolerant	/'tɒl(ə)r(ə)nt/	/'tolerənt/	/'tolerənt/	/'tɒl(ə)rənt/	/'tolerənt/
Tough	/tʌf/	/tuf/	/tuf/	/tʌf/	/tuf/
Traditional	/trə'dɪʃ(ə)n(ə)l/	/trədɪsnəl/	/trədɪʃənəl/	/trə'dɪʃn(ə)l/	/trədɪʃənəl/
Understanding	/ʌndə'stændɪŋ/	/ʌndərstandɪŋ/	/ʌndərstandɪŋ/	/ʌndərstandɪŋ/	/ʌndərstandɪŋ/
Unique	/ju:'ni:k/	/unik/	/unik/	/ju:'ni:k/	/u:'ni:k/
Unsightly	/ʌn'saɪtli/	/ʌnsaɪtli/	/ʌnsaɪtli/	/ʌn'saɪtli/	/ʌnsaɪtli/
Unusual	/ʌn'ju:ʒʊəl/	/ʌnuʒʊəl/	/ʌnuʒʊəl/	/ʌn'ju:ʒʊəl/	/ʌnuʒʊəl/
Upbeat	/'ʌpbi:t/	/'ʌpbi:t/	/'ʌpbi:t/	/'ʌpbi:t/	/'ʌpbi:t/
Uptight	/ʌp'taɪt/	/ʌptʌɪt/	/ʌptʌɪt/	/ʌp'taɪt/	/ʌptʌɪt/
Versatile	/'vɜ:sətʌɪl/	/'vɜrsətɪl/	/'vɜrsətɪl/	/'vɜrsətʌɪl/	/'vɜrsətɪl/
Vibrant	/'vaɪbr(ə)nt/	/'vɪbrənt/	/'vɪbrənt/	/'vaɪbərənt/	/'vaɪbrənt/
Vivacious	/vɪv'veɪʃəs/	/vɪvʌʃəs/	/vɪvʌʃəs/	/vɪv'veɪʃəs/	vɪvɛʃəs
Warm	/wɔ:m/	/warm/	/warm/	/wɔrəm/	/warm/
Wise	/waɪz/	/waɪs/	wɪs	/waɪz/	/waɪz/
Witty	/'wɪti/	/wɪtti/	/wɪtti/	/'wɪti/	/wɪtti/
Wonderful	/'wʌndəfʊl/	/wʌndərful/	/wʌndərful/	/'wʌndərful/	/wʌndəfʊl/
Worldly	/'wɜ:ldli/	/'worldli/	/'worldli/	/'wɜrəldli/	/'worldli/
Yappy	/'japi/	/yappi/	/yappi/	/'japi/	/yappi/
Zesty	/'zɛsti/	/'zɛsti/	/'zɛsti/	/'zɛsti/	/'zɛsti/

In response to the third research question, the study has found several examples of phonological changes as shown in table-4 below.

Table-4: Sound Shifts Found in Indianized Pronunciations of Communicative Words

f > s	i: > ε	i: > ea	ɒ > ʊ	ʊə > vɔ	e > ɪ	ɪ > ε	eɪ > ε	eɪ >	:d > ra
Addition	Bean	Beach	Combination	Flower	Wear	Jacket	Take	Creative	Afford

s > z Advice	i: > e Beach	əʊ > o Boat	ə > u Currency	ə: > ʌr Girl	a > ɪ Iron	ɒ > o Chop	æ > a Examine	ʌ > u Bubbly	ə > ɪ Quality
ə > ɒ Freedom	t > tʃ Attitude	ə > ʌ Collection	ɹɪ > æ Director	ɛ: > ɪə Hair	ə' > ʊ Forget	ɔ > ə Avoid	ʊ > o Show	e > ə Fail	ɑ: > ɛ Kind-Hearted
u: > ʊ Attitude	z > s Housing	ɪ > ə Brave	ɛ > ɪ Engine	ɪ > a Market	ɔ > ʊ Draw	ɒs > oʊ Colossal	'l > ll Allow	æ > e Expand	ə > e Enter
ɔ: > ɑ Audience	u: > v Jewellery	ɛ > æ Intelligent	f > ph Philosophical	ɪ > ʌ Medicine	æ > aɪ Plan	ə > o Introverted	e > ə Fail	ɹ:ɡj: > rg Argue	'na > nn Announce
θ > t Think	ʌ > ɔ Lion	æ > ɛ Anticipate	ɪ > eɪ Manager	ɪə > əʊ Spontaneous	ɜ: > ɛrə Serve	ɔɪ > oæ Destroy	ɒ > ʊ Mode	dʒ > z Jittery	ʃə > sʌ Mention
ɔ: > ɒ: Jaw	ɪ > 'e Elated	ɔ > a Warm	'reɪ > rre Arrange						

The above findings are based on interactions between listeners' and speakers' experience of four different languages' backgrounds. Trying to be fluent in English, people try to speak fast because of which they shorten the length of vowel sounds. As the process is repeated, people get used to mispronouncing the words. Instead of trying to learn the proper pronunciations of a word, people got used to breaking the words into syllables and pronouncing them with ease of articulation. Analysing the above sound shift several striking facts come to light as follows:

1. In Indianized pronunciations, diphthongs or glide vowels are often replaced by monophthongs or pure vowels.
2. The study reveals the divergent phonological structures of Indianized English (IE) with respect to RP. In other words, this study explored whether the sound structure of Indian English (IE) varies with the divergent native languages of its speakers or whether it is similar regardless of speakers' native languages.
3. This study has revealed 63 sound shifts in Indianized pronunciations as listed in table-4.
4. In English, a rise in pitch is most often used to indicate a yes/no question or to signal uncertainty. Most statements end with a fall in pitch, particularly when emphasising a point, and a fall is also common at the end of "wh" questions (e.g. what, when, where, why, how").
5. Some clusters of consonants with epenthesis, e.g. "e-street" for "street" or by adding in an unstressed vowel, e.g. "filam" for film.

6. Diphthongs (Glide vowels) are where two adjacent vowels are used within the same syllable. These vowels are replaced by simple vowel sounds and hence shortened, e.g. “say” pronounced as “se” not “sei”
7. ‘Sh’ sounds are often replaced by ‘s’ sounds and ‘v’ sounds by ‘bh’ in Indianized pronunciations.
8. The difficulty in learning RP occurs because of differences in the sound system of English and those of Indian languages.
9. Some Kashmiri speakers replace /f/ sounds with /ph/ sounds and they add vowels between two consonants to make sounds easier and simpler. They use /eɪ/ sounds instead of /æ/ and /a/ sounds.

5. CONCLUSION

To sum up, this study which is an extension of the researchers’ previous paper by Sharma and Shah (2020) concludes that *ease of articulation* and *mother tongue influence* (MTI) are two prime causes of mispronouncing English words. Hence, it is recommended that a model English teacher should enhance learners’ awareness on the importance of acquiring correct pronunciation and thereby make their pronunciations more and more intelligible for global communication.

References

- Abdulla, A. K. and et. El. (2015). Phonological Changes in Libyan Arabic Perceived by Libyan English Speakers. *International Journal of Innovations in TESOL and Applied Linguistics*. Vol. Issue-2. India
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47.
- Jha, S. K. (2013). *English in Eastern Ethiopia is Learnt; not Mastered*. *English Language Teaching*, vol. 6, no. 4, p. p42.
- Jha, S. K. (2017). A Compact Decoding of Essential Competence for Today's ELT Practitioners. *International Education and Research Journal*. Vol.3. Issue.5.
- Hymes, D. (1972). On Communicative Competence. In C. Brumfit & K. Johnson(Eds.), 1979. *The communicative approach to language teaching*. Oxford: Oxford University Press.
- Johnson, K. (2008). *An Introduction to Foreign Language Learning and Teaching*. Pearson Longman.
- Bakar, Z. A. (2015). Importance of correct pronunciation in spoken English: Dimension of second language learners' perspective. *Pertanika Journal of Social Sciences & Humanities*. Universiti Putra Malaysia.
- Ruden, A. (2018). Why Proper Pronunciation is Important: A Step Beyond Your ESL Class. Retrieved from <https://www.pronunciationpro.com/why-proper-pronunciation-is-important-a-step-beyond-your-esl-class/#:~:text=Proper%20pronunciation%20is%20the%20key,words%20and%20pronounce%20them%20badly>.
- Nurhayati, D.A.W. (2015.) Improving Students' English Pronunciation Ability through Go Fish Game and Maze Game. *Dinamika Ilmu*, Volume 15 (2), 2015.
- Prashant, P. D. (2018). Importance Of Pronunciation In English Language Communication. Working Papers.
- Gilakjani, A. P. (2016). English Pronunciation Instruction: A Literature Review. *International Journal of Research in English Education*. Retrieved from <http://ijreeonline.com/article-1-21-en.pdf>
- Sharma, T. and Shah, M. (2020). Contrastive Study of Standard and Indianised Pronunciation of English Words. *International Journal of Innovations in TESOL and Applied Linguistics*. Vol-5, Issue-3. India
1. <https://englishspeaklikenative.com/resources/common-pronunciation-problems/indian-pronunciation-problems/>
 2. https://www.academia.edu/11871231/Indian_English_Pronunciation
 3. <http://www.antimoon.com/how/pronunc-soundsipa.htm>
 4. <https://www.internationalphoneticalphabet.org/ipa-sounds/ipa-chart-with-sounds/>
 5. <http://www.wordsworthelt.com/blog/mother-tongue-influence-and-its-impact-on-spoken-english/>

