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Phonological Contrastive Analysis of Consonant and Vowel Phonemes of Received Pronunciation and General Indian English.

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Abstract

The Study attempts to investigate the similarities and differences in segmental phonology of Received Pronunciation (R.P) and General Indian English (GIE).The analysis takes into consideration peculiar features of both phonologies of (R.P) and (GIE). The peculiar pronunciation of English heard in India is the result of many factors .English is being used in India by people belonging to different linguistic groups such as Bengali, Punjabi, Marathi, Tamilin etc. The sound system of English poses certain problems to the Indian learners of English as some vowels, diphthongs and consonants of (R.P) are not present in Indian languages because of various regional languages with its multilingual and multicultural structure. The number of pure long vowel sounds in (R.P) are different from (GIE) but both systems contain five short vowels and the number of diphthongs in (GIE) is six while in (R.P) system is eight so the last two diphthongs in (GIE) pronounced differently or not like vowels. In comparison to consonants (GIE) vowels have lesser peculiarities when compared to (R.P) vowels. In fact there are some similarities in the vowel system of (R.P) and (GIE). It should be noted that differences are not considered as errors; on the contrary these are taken as the characteristics or features of Indian English. It should be devised a pedagogical strategy. It's advised that pronunciation problems pertaining to segmental phonology could enhance the international intelligibility of GIE.

Keyword: GIE: General Indian English, R.P: Received Pronunciation, SAE: South Asian English, NS: Contrastive Study, SIEP: Standard Indian pronunciation, AF: African English, Standard language

INTRODUCTION

Contrastive phonology is the process of comparing and contrasting the phonological systems of language to formulate their similarities and differences (Yarmohammadi: 1995:19). English has been with India since the early 1600's, when the East India company started trading and English missionaries first began their effort. A large number of Christian schools imparting an English education were set up by the early 1800's. The process of producing English-knowing bilinguals in India began with the Minute of 1835, which officially endorsed T.B Macaulay's goal of forming "a class who may interpreters between us and the millions whom we govern-a class of persons, Indians in blood and color, but English in taste, in opinion, in morals and in intellect" (quoted in Praj, 1983: 22). English became the official and academic language of India by the early twentieth century. After independence, the perception of English as having an alien power has changed, the controversy about English has continued to this day. Praj notes that "English now has national and international functions that are both distinct and complementary; English has thus acquired a new power base and a new elitism" (Praj, 1986:12).

English has been nativized to extent that it has become official language and has emerged as the second most spoken language within the country, second only to Hindi which is the national language. English confers many advantages to the influential people who speak it which has allowed it to retain its prominence despite the strong opposition to English which rises periodically. India speaks 780 languages, 220 lost in last 50 years (Lamalaswma, 2013). English has universally accepted as a world language, so it is used in various countries variously. This result into the national varieties of English, so there is English (mother tongue), (English English) native varieties of English (e.g. Canadian, American, New Zealand) and non-native varieties of English or new English of south Asian English and African English (SAE, AF). One of the sub-variety of SAE is Indian English, in other words Indian English is one of the new English. English is one of the 22 official language recognized by the constitution of India, there may be more native speaker of English in India than in UK. Despite regional differences, there is a common core shared by all these varieties and this can be understood as "General Indian English" (Bansal and Harrison) which is intelligible to Indians in general. Praj uses the term "SAE" to refer to Indian English, (S.V. Parsaher) defines Indian English as "That variety of English which is learned by a large number of educated Indians.

Regional sub – varieties of Indian English

Bengali English =====

Marathi English =====

Tamil English ===== (A common core) shared by all called (GIE)

Malayalam English=====

Punjabi = =====

Other = =====

In India it is possible to talk about several regional sub-varieties like Marathi English, Bengali English, Tamil English --- etc. Therefore according to some linguists , the concept of IE does not exist because everyone uses some regional variation, however this point of view is acceptable. Some writers such as(Dasgupha, 1993) argues that , there is no such thing as Indian English. Academics prefer to use the term "English in India" .It is also referred to as ' English' or 'Indish'. For the purpose of simplicity, we will use the term Indian English. (Sedlatschek , 2009:1) "Today many regional varieties of English exist around the globe and are slowly but steadily gaining recognition. Indian is one of the oldest."

For generations British English has been serving as a target model in schools and colleges given the colonial history. However, it was professor R.K. Bansal's efforts during 1960s which brought the recognition to the idea of a Generalized Indian English (GIE) model .It was recognized as a variety that can serve as a socially acceptable pronunciation devoid of regional peculiarities that may impair communication with speakers from within and from outside the country as a prestigious variety shared among educated users of the language which is the target to which learners aspire.

The two main problems in Indian speakers of English the one concerned the sounds (t , d , r , b , k , p) and aspiration for (t , d) which it needs to be pronounced using the tongue against the alveolar ridge just slightly back from the teeth .It's important not to touch the teeth when pronouncing these sounds .The (r) is pronounced with the tongue pulled slightly back from the alveolar ridge. Never pronounce any of these sounds (p , t , k) including hard (c) should be slightly aspirated . The aspiration is slightly aspirated , The aspiration is probably the biggest issue in being intelligible .

The study aims at:

- 1- Stating the main problems with Indian speakers concerning the sounds of (t , d , r , b , p , t , k , w , v) which are often pronounced incorrectly and this makes the Indian accents unintelligible and hard to comprehend .
- 2- Showing how consonant and some vowel phonemes pronounced differently and the reasons for such differences .
3. Recommending a new way of learning English problematic sounds by using visual illustrations to show the differences in articulation of these sounds.

LITERATURE REVIEW

Many studies were written on contrastive analysis of the differences and similarities of vowel and consonant phonemes of (RP) and (GIE) show, how this analysis brings out phonological peculiarities of all the Indian speakers of English. Some M.A dissertations research ,research journal and magazines, papers published on web site are reviewed and become source of the collection of relevant for the purpose of the study .

Any good research should be based on past knowledge and finding of previous studies. This research is studied in the light of previous objectives ,procedures , data and findings as far as possible. Here, below some studies on contrastive analysis of the differences of vowel and consonant phonemes of (RP) and (GIE) . Here, below some description in brief:

Nihalani, Tongue and Hosali (1990) give a fascinating insight into how a common language may develop distinct regional variations while remaining totally comprehensible to the speakers from both cultures' .They aim at specifying an objective compilation of some of the peculiar features of English used by Indians...extremely valuable, useful, technical and otherwise, information about Indian English usage.

Mostafa, (2013) in his study , he tries to analyze Bangla phonological system with English one and he points out the possible difficulties that native Bengali speakers might face in learning English as a second language .He shows distinct points of differences between Bangla and English phonological systems differences in vowel and consonant phonemes ,syllable structure and stress patterns which may be challenging for native Bengali learners who are learning English as a second language . He also tries to point out the difficulties that might face in learning pronunciation by contrasting the phonological systems of standard colloquial Bangla and British English at both segmental and supra- segmental levels. He proposes some pedagogical approaches that teachers can use to help learners acquire the appropriate pronunciation of the phonemes .

Dr. Joshi. (2014) tries to investigate underlying differences in segmental phonology of Received Pronunciation (RP) and General Indian English (GIE) with special focus on Gujarati English Phonology (GEP). The analysis takes into consideration peculiar features of all the three phonologies i.e. RP, GIE and phonology of Gujarati English. Although a contrastive analysis of RP and GIE brings out gross phonological peculiarities of all the Indian Speakers of English including Gujarati Speakers of English (GSE), the rationale for such a contrastive analysis is to arrive at gross segmental phonological features which are very peculiar to Gujarati Speakers of English (GSE) under the influence of Gujarati phonology .He concludes that the contrastive analysis clearly indicates phonological differences among the concerned phonologies. These differences are responsible for problems in pronunciation leading to issues related intelligibility. It is also observed during the contrastive analysis that due to these differences, non-native speakers tend to phonemically deviate from the native

phonological features .The deviation are due to the fact that GIE speakers generally try to find the nearest approximations of English phonemes from their own phonologies to compensate for the phonemes which are different in the target language

Rahimpour , (2010) attempts to compare and contrast the sound system of Kurdish and English for pedagogical aims. The consonants , vowels ,stress and intonation of the two languages are described using the same model-taxonomic phonology and then compared and contrasted to find the similarities and differences between the two systems and hence the potential areas of difficulty in teaching English to students whose native language is Kurdish. Forty four phonemes of BBC English have been described and compared with the thirty eight phonemes of Sorani Kurdish. The nature and function of stress and intonation in the two languages have also been compared and contrasted .

This concise comparison reveals the following generalizations for the sound systems of Kurdish and English . Kurdish has thirty consonant phonemes, English has twenty four .The phonemes / y,w,r,n,m,j,f,v,s,z,ʃ,h,p,b,t,d,k,g / are present in both Kurdish and English, though phonetically there are some differences with respect to their production and quality .The Kurdish phonemes /q..?..x../ are absent in English .The number of vowel phonemes is twelve for English ,whereas in Kurdish this number is eight. The vowel phonemes /î,a,â,ô,u,,û,e/ are common in the two languages, ignoring some minor differences.Since Kurdish diphthongs are vowel followed by glides , it is true to say that diphthongs are not present in Kurdish while English has eight diphthongs.

The results of CA should be regarded as raw materials that have no direct use in the classroom and besides, can be processed and used in preparing teaching materials or companion and complementary materials for the teaching of pronunciation, preparing pronunciation tests, and diagnosing areas that need much time and energy. Finally, it should be reiterated that neither all differences cause problems, nor all problems happen because of the differences.

Prof. Vaishna , Misra, and Jesudoss (2013). The study shows how vowels can be described in terms of the first two formants, F1 and F2. There are several theories and hypotheses about how vowels are arranged within a vowel space. The most common interpretation based on available evidence is that vowels arrange themselves across the vowel space in a manner that maximizes auditory distinction and at the same time minimizes articulatory effort. Acoustically, this vowel space can be calculated by measuring the formants produced during vowel enunciation. These formants are produced as the sound waves travel through the various cavities in the vocal tract and thereby produce various overtones to the fundamental frequency, relationships between which are characteristic of a particular vowel sound. These formants change based on the height of the tongue, the front/ back of the tongue and based on the degree rounding or the spreading of the lips. Being able to plot these formant values on a

graph produces a visual representation of what is remarkably close to the actual position of the vowel within the vowel space.

As compared to the native speaker's articulation of these five diphthongs in the study, the data from Indian English shows that the diphthongs are mostly not produced as diphthongs in Indian English. Some diphthongs as in 'face' and 'coat' are mostly pronounced as single long vowels/ monophthongs such that [feis] becomes [fe:s] and [kout] becomes [ko:t] in Indian English. They add also that, in the case of diphthongs with vertical movement, the Indian diphthongs move much less compared to British English, while in the case of horizontal movement, there is an equally clear distinction in Indian between the starting and ending points of the diphthong. The diphthong /ɪə/ has moved far towards the front compared to its British counterpart in both its starting and ending points. /ɔɪ/ has a higher starting point but ends lower than the British ɔɪ. ə is approximately where the British ə is, but the movement is much less compared to the latter. They say, When it comes to the monophthongs, we see that the overall vowel pace remains more or less the same when it comes to Indian English and Native English, however, the positions of the vowels within the vowel space differs greatly. We see that there is a greater differentiation between central and peripheral vowels in native English, while in Indian English, this distinction is not that pronounced. We see that the /ʌ/ and /ɜ:/ are acoustically the same in Indian English whereas, the schwa moves closer to the /ɑ:/. In British English, however, the /ə/ and the /ɜ:/ sound are identical in quality, while 'cup' moves closer to the /ɑ:/. In the peripheral vowels, the biggest difference is in the position of the /u:/, which in British English is almost a front vowel, possibly with lip rounding, while in Indian English, it remains a back vowel with lip rounding. The /e/ is much more open in British English compared to Indian English, and the /æ/ and /ɑ:/ are pronouncedly more back than their Indian counterparts. Another great difference between the English is that the /ɒ/ and /caught/ are identical in quality in Indian English, whereas in British English, /caught/ is identical with /ɔ:/. Thus, in Indian English, /caught/ has moved itself to the more open position of /ɒ/. We also observe that the British /ɔ:/ is more closed and further back in the vowel space compared to its Indian counterpart.

METHODOLOGY

The English which is spoken in India is different from that spoken in other regions of the world and it is regarded as unique variety which is called Indian English. Indians usually have the habits of changing sounds due to the differences between consonant and vowel phonemes of R.P and GIE. The collection method was done through the information of previous contrastive studies and their findings, information from books, articles which provided the study with valuable points to discuss, the researcher personal observation as the researcher finished her M.A in India, lengthy discussions on various issues with Indian classmates, friends and neighbors, making comparison of the most problematic consonant and vowel phonemes in GIE and R.P, engaged in conversations and discussions that established in my mind many points which encouraged me to make this study.

Native and Non-Native Varieties of English.

English is a world language. It has get transplanted in all the countries of the world As a result, there are several national varieties of English . Scholars like Braj have called them "world English." They are all, in fact, the varieties of English of England which can be called "Mother English". The national varieties of English can be categorized as "Native English " . The term can be explained as follows.

The native varieties of English are American English , Canadian English, Australian English New Zealand English and British English . They are called " native " because in these countries , English is spoken as first language . They have only cultural differences .

The Non-native varieties of English are those which are spoken in the countries where English is spoken as a second language . These varieties of English are like South Asian English ,West African English and Philippines English . The countries included here are other than those where English is spoken as a native language . They are like India, Pakistan, Nigeria, Singapore and the Philippines .

There are certain differences between native and non-native varieties of English .First , native varieties are acquired in natural settings, while non-native English are learnt in formal settings as in schools. Secondly, native English have wide range of use. There can be stylistic and registrars variation. But non-native English have limited range of variation. Similarly, native varieties of English have mainly phonetic variation but non-native varieties have lexical and syntactic differences also.

Non-native varieties of English themselves have the points of similarity and differences . The countries where non-native English are spoken where the colonies under the British . Similarly, their social and cultural behavior is similar. The difference between them is based only on whether English is used in the countries as a second or a foreign language .Non-native English have typical function First , they function as instrument of learning . Secondly, they are used in the field like law and administration , Thirdly, they are used for communicative functions and finally , they may have imaginative functions which it means ,they may be used for creative writing .

Standard Dialect ' Language ' and Non Standard Dialect or Language.

Language varies from person to person and from place to place. There are several factors that cause language variation , region, social standard and education are some of them . The same language is spoken differently by different speakers. These are called dialect of the language. One of such dialects becomes prominent. It is taken as a medium of literature and mass media. It is called 'standard dialect' or 'standard language' or 'non-standard dialects', Marathi is the chief language of Maharashtra. But it is spoken differently in different districts of Maharashtra. Of them, 'Pune Marathi' is accepted as 'standard dialect of Marathi'. In the same way , English is spoken differently in different parts of England but 'Received Pronunciation' (R.P.)

is accepted as the 'standard dialect' of English. It is followed as a model not only in England but also in several other countries including India. It is also called 'standard accent'.

Standard language has its own significance in community or nation. It tries to bring uniformity of language. The standard variety of language is given more importance. So it should have the following qualities. First, it should be properly 'selected' variety of the language. It should have sufficient speakers. Secondly, it should have its own 'codification'. It should have its own dictionary and grammar. Thirdly, it should have 'elaboration of function'. It should be suitable to be used in all functions associated with the government, mass media and writing. Finally, it should be worthy to be 'accepted' as a prominent variety of a language. It is used as a model. It can be made a national language of a country. So 'standard dialect' or 'standard language' is the most prominent variety of a language. It distinguishes itself from other non-standard dialects like 'jargons' and 'slangs'.

Distinguishing Characteristics of Indian English

Indian English is the group of English dialects spoken primarily in the Indian sub-continent. As a result of British colonial rule until Indian independence in 1947 English is an official language of India and is widely used in both spoken and literary contexts ([http:// wikipedia.org/wiki/Indian English](http://wikipedia.org/wiki/Indian_English)), those who consider their English to be good are outraged at being told that their English is Indian. Indians want to speak and use English like the British, or more lately, like the Americans. This desire probably springs from the fact that, it is a second language for most Indians and to be able to speak a non-native language like native speakers is a matter of pride—more so in the case of English, given its higher status and the several material advantages it carries. General characteristics of Indian English stated below:

- It is a non - variety, second language variety. This means, It is a acquired after learning the mother tongue. This results into interferences from one's mother tongue in the second language. The problem of interferences in Indian language becomes more complex because the interferences in India is caused by many mother tongues. "Indian English varieties are thus products of contact situation. IE has been called "transplanted variety" because it is not taught as merely a foreign language to be used with native speakers, but as a second language, used in daily life in India with other Indian, particularly those with other first languages. A transplanted system differs from an inter - language, in which some native system of that language has not been fully acquired. A transplanted of system, by contrast, is stable and self- replicating; the learners are exposed to the native of the second language system, which they master, rather than incompletely acquiring a foreign target system. (Kachru,1983:34)
- Indian English is labeled as an interferences variety (speakers interferes in the process of learning English) for example: Urdu and Punjabi speakers pronounce

the word " school " as / isku:l / not / sku:l / because in Hindi the clusters like /sk/ and /sp/ do not occur initially .

- Indian English is characterized by spelling pronunciation for example (lamb) is pronounced as / lam /, /b/ is silent in British English , but in IE , it is pronounced as / limb / and the word (immediate) the /m/ is pronounced twice not like B.E.
- IE is labeled as bookish variety .There is a focus on reading and writing, their speech gives an impression of bookishness . They are not good in using long formal context .
- IE is heterogeneous (not the same) variety . There are different levels of competencies reflected in the use of English . It can be thought of as a skill from perfectly acceptable English to unacceptable English and different individuals can be placed in this case For example , The kind of English used by auto drivers is different From the way English is used by teachers in the Indian context .
- Indian English has regional sub-varieties like Bengali , Marathi , Tamil English etc., therefore according to some linguists, the concept of the Indian English does not exist because everyone uses some regional variation , however, this point of view is acceptable. " The conceptualization of (IE) as a linguist entity has posed challenges and its existence as a variety in its own right has repeatedly been questioned . Although linguists nowadays agree widely that (IE) has established itself as an independent language tradition ."(Gramly / Patzold 1992 : 441).There is a common core shared by all these varieties and this can be understood as Indian English .It is possible to distinguish between regionally restricted features and pan Indian features . Sometimes Indian English is referred to as " pan English " Bansal and Harrison uses the term "GIE" .Kachru uses the term "SAE" to refer to Indian English while S.V. Parasher defines Indian English as that variety of English which is learned by a large number of educated Indians ." Indian English" the preferred term has been " English in India " , another reason for this preference is that also denotes linguistic features, while academics have been interested in the historical , literary and cultural aspects of English in India " (Pingali ,Sailaja,2009)

The peculiar pronunciation of English heard in India is the result of many

factors:

- The sound system of (R.P) is different from the sound system of the Indian language.
- The Indian learn English through written text." we always need to remind ourselves that speech comes first and that we all learn to speak before we learn to write . We also need to remember that pronunciation patterns have changed radically since the days when the spelling system was laid down . English spelling hasn't been good guide to pronunciation for hundreds of years ." (Crystal,2002)

- English is not taught by native speaker of language . Indian teachers of English generally teach their own variation of English . "It should be born in mind; however, that most educated Indians who speak English did not learn it from an RP speaker. It also should be remembered that most Indians who learn English learn their own Indian language before they are exposed to English. In other words, they have in them very strongly formed linguistic habits when they attempt to learn English and these linguistic habits (which are mother-tongue habits) are bound to interfere with their learning English. The phonological system of the mother tongue will have an influence on the phonology of their English (Bansal ,1981:123) .

The presence of Many Vernacular Languages

By the time Indians started learning English, they find it difficult to follow that pronunciation. They have in them very strongly formed linguistic habits that interface with their learning English . The phonology system of the mother tongue will have an influence on phonology of their English because of these reasons, Indian English emerged as another variety of English just like the American, south Africa etc., with its own distinctive features . Since there are several languages spoken in India there cannot strictly speaking , be something called French English or German English ; instead we have a variety of English spoken in India such as Tamil English , Malayalam English , Telugu English ,etc. Basing on these varieties , the feature of Indian English can be grouped under phonological and grammatical features .

Received Pronunciation (R.P.) and General Indian English (GIE) :

The variety of English which is considered as the standard English is a dialect called of Educated Southern British , English is also called ' Received pronunciation' (R.P.) or (BBC) pronunciation . The word received which is employed to mean socially acceptable, shows that this is a social rather than regional dialect. It is dialect of English spoken by educated southern British. R.P has its origin in public schools where aristocrats of the time studied. It is the accent of highly educated people. The fact remains that a very small population in England speak R.P .It is important to make distinction between England and rest of United Kingdom which normally are taken as synonymous to each other .

In India, although there are many varieties spoken in India, they are largely mutually intelligible because these varieties merge into one variety which is popularly known as General Indian English (GIE). Indian English (IE) is a new dialect of English with millions of speakers in the Indian subcontinent (India, Pakistan, Bangladesh, Nepal) and worldwide. English was brought to India by the British in the seventeenth century, and after India's independence in 1947, English was recognized as one of the 15 official languages in the constitution, to be used in the government communications and taught in the school system.

Indian English is primarily learnt in a classroom situation as a compulsory language unlike native speakers from their surroundings. (Balasubramaniam,2000) Hence,

almost all IE speakers who are multi-linguals by birth, who acquire it a acquire English in addition to others, including the language(s) spoken at home and prominent languages at the national level, such as Hindi. there are many varieties spoken in India, they are largely mutually intelligible because these varieties merge into one variety which is popularly known as General Endian English (GIE). Indian English (IE) is a new dialect of English with millions of speakers in the Indian subcontinent (India, Pakistan, Bangladesh, Nepal) and worldwide. English was brought to India by the British in the seventeenth century, and after India's independence in 1947, English was recognized as one of the 15 official languages in the constitution, to be used in the government communications and taught in the school system. Indian English is primarily learnt in a classroom situation as a compulsory language unlike native speakers who acquire it from their surroundings. (ibd) .IE varieties are thus products of a complex contact situation. IE has been called a "transplanted variety" because it is not taught as merely a foreign language to be used with native speakers, but as a second language, used in daily life in India with other Indians, particularly those with other first languages. A transplanted system differs from an inter-language system, in which some native system of that language has not been fully acquired. A transplanted system, by contrast, is stable and self-replicating; the learners are exposed to the native variety of the second language system, which they master.

Indian accent vary greatly . Some Indians speak English with an accent very close to standard British (Received Pronunciation) accent though not the same , others lean towards vernacular , accent for their English speech.

The phonemic System of R.P.

The sound system of any language consists of a minimal number of speech sound units called ' phonemes ' which is defined as the minimal unit in the sound system of a particular language and it consists of a bundle of distinctive features. The phonemic system described here for R.P or BBC accents contains forty-four phonemes. We can display the complete set of these phonemes by the usual classificatory methods used by most phoneticians; the vowels , diphthongs and consonants. (Roach ,2000)

Vowel System of the R.P.

Pure Vowels Sounds :

There are eleven simple vowels in English: five long and six short vowels. Furthermore there is another short sound (called schwa) which is always associated with weak syllables. A vowel which remains constant and does not glide is called pure vowel (ibid). The short vowels are /i, e , æ ,ɒ , u / and the long vowels are /i:, a: , ɔ: , u: , ɜ: /. Vowels can have different variations based on their context. The distinction between short and long vowels is not so exact. The context (e.g. the sounds that follow vowels) and the presence or absence of stress are the major factors that determine the length of a vowel (ibid). .

Diphthongs: There are totally eight diphthongs in English. They are /ai, ei, ɔi, iə, uə, ɛə, au, əu/. The diphthongs in English, consist of a movement from one vowel to another vowel. The first part of a diphthong is much longer and stronger than the second part.(ibid) .

Triphthongs: The most complex English sounds of the vowel type are the triphthongs. They can be rather difficult to pronounce, and very difficult to recognize. A triphthong is a glide from one vowel to another then to a third, all produced rapidly and without interruption.(ibid). The triphthongs can be looked on as being composed of five closing diphthongs with ə added on the end. Thus we get:

ei + ə = eiə as in player /pleiə/

ai + ə = aiə = = fire /faɪə/

ɔi + ə = ɔiə = = loyal /ləɪə/

əʊ + ə = əʊə = = slower /sləʊə/

aʊ + ə = aʊə = = flower /flaʊə/

Consonant Sounds of R.P

Consonants are produced by some kind of obstruction of the stream of the air constriction or closure at one or more points in the vocal tract. We can find 24 consonant sounds or phonemes. Fifteen consonant phonemes are voiced and nine consonant phonemes are voiceless. The essential factors or features to be included when describing English consonants are, voicing, point of articulation and manner of articulation. (Roach, 2000).

Table (1) R. P Consonants

Manner of Articulation	Voicing	Place of Articulation								
		Bilabial	labio-dental	dental	Alveolar	Post-alveolar	Palate-alveolar	palatal	Velar	Glottal
Stops plosives	voiced	b			d				g	
	voiceless	p			t				k	
Fricatives	voiced		v	ð	z	r	ʒ			
	voiceless		f	θ	s		ʃ			h
Affricates	voiced						ʤ			
	voiceless						tʃ			

Nasals	voiced	m			n				ŋ	
	voiceless									
Laterals	voiced				l					
	voiceless									
Semi-vowels	voiced	w						j		
	voiceless									

Table (2) GIE Consonants

	Bilabial	Labio-dental	Dental	Alveolar	Post-Alveolar	Palatal-Alveolar	Palatal	Velar	Glottal
Stops plosives	b, p	t, d						k, g	
Fricatives		f (v)		z, s	ʃ, ʒ				h
Affricates						tʃ, tʃʰ			
Nasal	m			n				ŋ	
Approximant	w	l l					j		
Lateral Approximant				l		(l)			

General Indian English turns the fricative categories into dental plosives/°/ is replaced by /d/ so, 'themselves' as /damselves/ and 'they' as /day/. In the pronunciation of /ʒ/ GIE lacks this category, and it is variously replaced by /s/ or /z/ for examples, in the words 'measure and garage' it is pronounced as /msr/ and /gæra:z, s/ while in R.P, it is pronounced as /meʒə/ and /gæra:ʒ/. Syllabic consonants /l/ and /n/ are usually replaced by the sequences /l/ and /n/ in GIE for example, 'cotton' and 'bottle' are pronounced as /kɪtən/ and b^ltən/. (Ball and Muller, (2014 :2884) "The comment on retroflex consonants also apply to southern Indian such as Tamil, Telugu, Malayalam and Kannada. Speakers of these languages tend to use their own retroflex consonants in replace of English alveolar /t, d, n/. Although these languages do have non retroflex stops than to the dental ones."

The alveolar /t/ would be articulated as Indian retroflex /t/ or as the retroflex /t/ in different phonological environments. The result was that the retroflex completely replaced the alveolar; in fact it has been found that the entire series of English alveolar consonants tends to be replaced by retroflex consonants. (Trudgill and Hannah, 1994: 128). It might replace (th) in words like 'think' and 'this' with a (t) and (d) sounds as no Indian language contain these consonants.

(Bansal, 1976:18) the post-alveolar affricates and fricatives tend to be articulated with lowered tongue tip and thus realized more like palatalized forms. (Wells 1982:627) notes that some IESP speakers lack /ʒ/ and use /ʃ/ instead—thus measure becomes /mɛʃə/(mesher); others lack both /ʒ/ and /ʃ/ and replace them with /z/ and /s/; while others do not distinguish between /dʒ/ and /z/. Nihilani et al., (1979) recommend the replacement of /ʒ/ by /ʃ/.

(Schilk, 2011) the alveolar stops English /d/, /t/ are often retroflex (t),(d), especially in the south of India. In Indian language there are two entirely distinct sets of coronal plosives: one dental and the other retroflex. Native speakers of Indian languages prefer to pronounce the English alveolar plosives sound as more retroflex than dental and the use of retroflex consonants is a common feature of Indian English. All alveolar plosives of English are transcribed as their retroflex counterparts. One good reason for this is that unlike most other native Indian languages, Hindi does not have true retroflex plosives.

The so-called retroflex in Hindi are actually articulated as apical post-alveolar plosives, sometimes even with a tendency to come down to alveolar region. So a Hindi speaker normally cannot distinguish the difference between their own apical post-alveolar plosives and English's alveolar plosives. However, languages such as Tamil have true retroflex plosives where in the articulation is done with the tongue curved upwards and backwards at the roof of the mouth. This also causes (in parts of Uttar Pradesh and Bihar) the /s/ preceding alveolar /t/ to allophonic change to (ʃ) as (stɒp)--- /ʃtɒp/. Mostly in south India, some speakers allophonic further change the voiced retroflex plosives to voiced retroflex flap, and the nasal/n/ a nasalized retroflex flap.

There are a number of elements that characterize the more 'extreme' forms of south Asian English. In terms of pronunciation, many speakers do not differentiate between the sounds /v/ (voiced labiodental fricative) and /w/ (voiced labiovelar approximant). The variation of (v and /or w) depending upon region.

The table below gives examples of speakers using a number of pronunciations and grammatical construction that are typical speech on the Indian subcontinent. They are taken from recent BBC interviews and come from spontaneous conversation and therefore reflect the natural reflexes of South Asian English. The left hand column lists each feature, while the second column gives an explanation.

Table (3) Asian English phonology .

Features	Explanation	Examples
retroflex tapped (r)	(r) is pronounced by flicking the tip of the tongue against the roof of the mouth--- thus making only very brief and rapid contact while the tip of the tongue is curled backwards in the mouth.	engineering
v- w merger	(v) and (w) are pronounced interchangeably regardless of spelling .	wet /vet/ and while as /vail/ .V,W homophone
TH- stopping	(th) in words such as 'thumb' and 'three' is pronounced using a (t) sound and in words such as 'this' and 'that' using a (d) sound –there is often no release of air when (th) precedes a vowel in words like 'thick' and 'thin'.	think / tɪŋ / and that as / dət /
rhoticity	The (r) sound is pronounced after a vowel in words like 'hard, corn, nurse'.	/hɑ:rd/, /kɔ:rn/ and /nərs/
/z/voiced alveolar fricative	Most Indian except Urdu variety lack the (z)because their native language do have its nearest equivalent (s),often use the voiced palatal affricate or(post alveolar)/dʒ/ especially in the north. This replacement is equally true for Persian and Arabic loan words into Hindi.	zero as/dʒi:ro/ and rosy as / rɔ:dʒi:/, treasure as trɛsə:r/ or in the south of India as ,/trɛʃər/ .

The sound /ŋ /, in final position, many Indian speakers add the (g) sound after it when it occurs in the middle of the word, for example, 'ringing' as /ringiŋ/ not as R.P. /riŋriŋ/. Also Indian English uses clear (l) in all instances like Irish English whereas other varieties use clear (l) in syllable-initial position and dark (l) (velarized -L) in coda and syllabic position.

Inability to pronounce certain (especially word-initial) consonant clusters by people of rural background. This is usually dealt with by epenthesis. e.g. school /is ku:l/, similar to Spanish.

Many Indians with lower exposure to English also may pronounce /f/ as aspirated voiceless bilabial plosive (p^h). Again note that in Hindi (devanagari) the loaned /f/ from Persian and Arabic is written by putting a dot beneath the grapheme for native (p^h). This substitution is rare than for (z). and in fact in many Hindi /f/ is used by native speakers instead of /p^h/, or the two are used interchangeably.

In R.P. /r/ occurs only before a vowel. But some speakers of Indian English, primarily in the south, use /r/ in almost all positions.

All consonants are distinctly doubled (lengthened) in most varieties of Indian wherever the spelling suggests so, (drilling) is /drilliŋ/.

Aspiration in R.P Sound System

In R.P, when the plosives consonants /p, t, k/ are initial and followed by a stressed vowel, they are pronounced with considerable puff of breath or "Aspiration" (i.e., a slight /h/ is heard after the explosion of /p, t, k/ and before the beginning of the vowel). Aspiration helps to a considerable degree in the distinction between /p, k, t/ and /b, g, d/ in particular contexts. The aspiration in the R.P are as follows:

Examples : pay /**p**hei/ port /**ph**ɔ:t/
 come /**kh**ʌm/ kill /**kh**il/
 take /**the**ik/ top /**th**ɒp/
 town /**t^h**aun/

While speakers of General Indian English mostly do not aspirate /t, p, k/. In Indian English, the aspiration is not used in these contexts. It is to be noted when pronounced without aspiration /t, p, k/ are heard as /d, b, g/ by the native speaker of English.

Examples : pin as /**b**in/
 top as /**d**ɒp/
 kite as /**g**ait/

R.P and GIE Vowel Sounds

As against the (12) pure vowels and (8) diphthongs glides of R.P .Indian English , according to Bansal has (11) pure vowels and (six) vowel glides(iə , eə , ɔi , ai , au , uə) , the / ei and əʊ / in non- standard IE are often replaced by long versions of the monothongs / e: / and / ɔ: / . The R.P back vowel / ɔ / is rarely used except by news announcers. In non- standard IE , except for the diphthongs / ɔi / as in ' boy ' and / au / as in ' cow ' , all other diphthongs are converted to long vowel plus / r / , ' poor ' is / pur / and ' beer ' as / bir / , ' tour ' as / tur / and ' pear ' as / per /. whereas R.P has / ɜ: / and / ə / as two distinct phonemes , Indian English uses only one . (Bansal,1998:16) .Accordingly , English contains twelve pure vowels but both system contain five short vowels (I , e , ə , ʊ , ʊ) but there is differences in the number of long vowels. In replace of R.P vowels / ʌ , ə , ɜ: / GIE has only / ə / so Indians pronounce the word (bird) as / bərd / and cup as / kəp / . They may have little variation in their position of articulation . These five short vowels are the most frequently produced vowels in both language.

Table (4) R.P vowels and GIE .

word	R.P	GIE
bead	I:	I:
bid	i	i
bay	ei	e:
bed	ɛ	ɛ
bad	a	æ
balm	a:	ɑ:
not	ʊ	ʊ
pull	ʊ	ʊ
pool	ʊ:	ʊ:
bud	ʌ	ə
side	ai	ai
boy	ɔi	ɔi

now	au	au
-----	----	----

Table (5) of Diphthongs (glides) of R.P and GIE .

R.P. diphthongs	SIEP diphthongs	substituted by	Non-standard IE 4 diphthongs converted to long+ r .
1- uə	uə		Poor as pur
2- iə	iə		beer as bir
3- eə	eə		Pear as pɛr
4- ai	ai		
5- ɔi	ɔi		
6- au	au		tour as tur
7- ei	-----	e: long monophthongs	Sake as se:k
8- əʊ	-----	ɔ: =	go as gɔ:

The Contrastive Analysis of R.P and GIE Based on (Bansal,1998:16-34) and (Balasubmanian ,2000:124-129).

In comparison to consonants GIE vowels have lesser peculiarities when compared to R.P vowels in fact there are some similarities in the vowel system of R.P and GIE . GIE has one phoneme /ɒ/ corresponding to British R.P /ɒ and ɔ: / . For instance both (shot and short) would be pronounced with short vowel /ɒ/ . Many GIE speakers fail to clearly distinction neither between vowel /ɛ and æ/ as well as /ɒ and ɔ: / thus GIE do not distinguish between caught and cot . Some south Indian speakers substitute the rounded /ɒ or ɔ: / by /a: / . This makes the word will be pronounced coffee as /ka:fi and copy as ka:pi / . Similarly ,GIE pronounce /a/ as /e:/ and never or rarely as /ə/ for instance the word a go as /e:gɒ/.The tendency among GIE is to replace R.P glided diphthong /ei / and /əʊ / by long monophthongs /e:/ and /ɔ:/ respectively which is considered valid in GAE .GIE has only /ə/ in replace of R.P /ʌ / and /ə / and /ɜ:/ so bird as /bərd / and cup as /kəp / . English words borrowed from French are pronounced in R.P with a proper French pronunciation but in India , such words are sometimes pronounced according to rules of English e.g. the word bouquet /bu:kɛt / or /

baukwet / . In GIE prefixes and suffixes spelled with ' e ' are pronounced as /e/ while they are pronounced as /i/ in R.P English for example wanted /wɒntɪd / as wɒntəd / in GIE . The past tense in IE the suffix(ed) remains /d / though it is /t/ for example ' passed ' is pronounced as /pa:sd / not /pa:st / like R.P pronunciation. The plurals of IE are pronounced as /s / which are pronounced as /z / in R.P for example , dogs as /dɒgz / not as /dogz / cards as /kɑ:rdz/ and not like /kɑ:dz / .R.P is Non-Rhotic. i.e it is non- r pronouncing dialect whereas Indian English is Rhotic, it is (car /kɑ:r / ,bird /bɜ:d /) while in R.P is /kɑ: and bɜ:d / .

Table (6) Pure Vowel Phonemes of R.P and GIE.

R.P vowels	GIE vowels	Substitute by GIE	Examples	
			GIE	Southern part of India
i	i			
i:	i:			
e	e	e:	get-ge:t ago- e:gɔ: ,e:gɔ	e:gɔ
a	a			
a:	a:			
ɒ	ɒ , ɔ:	no difference between them	Caught-kot Cot - kot	a: as in copy- ka:pi,coffee- ka:fi
ɔ:	ɒ , ɔ:	no difference		
ʊ	ʊ			
ʊ:	ʊ:			
ʌ, ə ,ə:	ə	bird- bɜ:d cup - kɜ:p ,ago-e:gɔ		

RESULTS AND DISCUSSIONS

The Study comes out with the following results:

The phonological differences between English and Indian makes it difficult for learners to pronounce certain problematic consonants and vowels such as:(t , d , r , b , p , t , k , w , v) and this coincide with(Toshi, 2014).

The interferences of many dialects in India led to Indian English varieties. The problem of interferences in Indian language becomes more complex because the

interferences in India is caused by many mother tongues. "Indian English varieties are thus products of contact situation. IE has been called "transplanted variety" because it is not taught as merely a foreign language to be used with native speakers, but as a second language, used in daily life in India with other Indian, particularly those with other first languages. A transplanted system differs from an inter-language, in which some native system of that language has not been fully acquired. A transplanted system, by contrast, is stable and self-replicating. (Narang, Misra & Jesudoss, 2013)

The above stated interference is responsible for the problems in pronunciation thus lead to intelligibility. Accordingly, non-native Indian speakers tend to phonemically deviate from the native English phonological features. This is supported by some studies such as: (Joshi, 2014) & (Mostafa, 2013)

CONCLUSIONS

It can be stated that the contrastive analysis clearly indicate phonological differences among the concerned phonologies. These differences are responsible for problems in pronunciation leading to issues related intelligibility. Non-native speakers tend to phonemically deviate from the native phonological features clearly, the deviation are due to the fact that GIE speakers generally try to find the nearest approximations of English phonemes from their own phonologies to compensate for the phonemes which are different in the target language phonology. India with its multilingual legacy give birth to numerous regional varieties, if the regional varieties of Indian English are taken into consideration, the present problem can multiply manifold in the Indian context. It has been said that Indians have made English into a native language with its own linguistic and cultural ecologies and sociocultural contexts. Indian English is very much their own. Many Indians feel that the use of English should be actively encouraged because of the many advantages it confers - the greatest of which is its universal character. The Indian writer and philosopher Raja Rao wrote, "... And as long as the English language is universal, it will always remain Indian.... It would then be correct to say as long as we are Indian -- that is, not nationalists, we shall have the English language with us, and not as a guest or friend, but as one of our own, of our caste, our creed, our sect and our tradition" (Praj, 1986 :12). English has changed Indian languages in many ways, mostly through the incorporation of new words. However, the population of English speakers in India, though socially influential, is a small minority compared to the rest. Also, most of these individuals are conversant in at least one, if not two or three, other languages, and unless the situation necessitates English, they usually speak in their native language. GIE does not take into account regional varieties and resulting regional accents which causes unintelligibility, so intelligibility research requires focus on language specific strategies to establish measures for international intelligibility.

RECOMMENDATIONS.

As the pronunciation of some sounds of English language using in India which cause intelligibility, due to the different regional varieties accents which causes problems in communicating with others so it should be focus on these variation by using a suitable strategy. To teach learners the correct pronunciation of English sounds in which there is some differences between R.P and IE pronunciation ,for examples the sounds (f , v ,θ, ʒ, z) teachers can explain how these phonemes are pronounced for example by explaining the place of articulation of these sounds and by showing the difference between (f,v) ,as the upper teeth be in touch with the lower lips and by explaining that the lips should not be pressed together .Teachers can act as a role model as they can correct their pronunciation. Learners should also exposed to native speakers pronouncing to build up accurate mental model of these sounds and also by using visual illustrations to show the differences in articulation and this could help learners perceive how these sounds are pronounced differently . It is possible also , can use minimal pairs to help learners focus on the differences in pronunciation of difficult English phonemes and to help them practice the correct pronunciation of the target sounds in a variety of phonetic context ,(initial, medial , final) would be helpful for learners because when learners are presented with the target sounds in variable or different contexts , they can develop their sensitivity to perceive necessary contrast in those sounds . Also a minimal pairs could develop their pronunciation with some efforts and continuous practice, it will also build not only pronunciation but also expand their vocabularies as well .

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