



RESEARCH ARTICLE

Vol. 8. Issue.4. 2021 (Oct-Dec)

ISSN
INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA
2395-2628(Print):2349-9451(online)

**THE VARIANTS OF ENGLISH DIPHTHONGS AS SPOKEN BY ENGINEERING STUDENTS:
A SOCIOLINGUISTIC STUDY**

K.JAYA SHEELA¹, Dr. K RAMESH KUMAR²

¹Ph.D. Research Scholar, Linguistics Department, Osmania University, Hyderabad

Email:mrsdanielleonard@gmail.com

²Professor (Retd.), Linguistics Department, Osmania University, Hyderabad

Email:ramesh.kuramboyina@gmail.com



Article information
Received:18/11/2021
Accepted: 15/12/2021
Published online:19/12/2021
doi: [10.33329/ijelr.8.4.169](https://doi.org/10.33329/ijelr.8.4.169)

ABSTRACT

Pronunciation is one of the main aspects of English language and most challenging task to non-native speakers. It is observed that majority of the speakers fail to perform the spoken form and pronounce the wrong way, hence find difficulty in their speech and tend to get more variants in relation to sociolinguistic variables. This research aims to find out the most common variants of English diphthongs and it intends to identify the problems faced by engineering students of semester one. It tries to study the variants of English Diphthongs of speakers at the university level in terms of Linguistic variables and sociolinguistic variables. It involves collecting empirical data for pre and post test by audio recording the speech as read by sixty four participants of four colleges from two universities using a word list. It is understood that the participants didn't perceive, retain the sounds and hence identified participants' errors, diphthongal variants, problems in pronunciation and monophthongization of diphthongs. The variants realized for all the diphthongs ranges from one variant to eight maximum variants. The study concluded that there is no significant difference in the performance of the participants due to their age, gender social rank and parental qualification.

Keywords: Diphthongs, Sociolinguistic variables, Performance, Pronunciation

1. Introduction

There are many varieties of English spoken in India and each variety is strongly influenced by mother tongue. Balasubramanian (1981) says scholars at the CIEFL have analysed the English speech of some educated Indians and the concept of General Indian English emerged from such analyses, and says that if we put all the common phonological features of Indian varieties we get some common features, and if all the varieties of English put them together and remove some gross regional features a variety of English emerges that he called General Indian English (GIE). It is also meant for certain variety of English spoken by educated Indians. It is free from regional features. It is descriptive and prescriptive model set to Indian speakers to imitate as a model of spoken English in India to become free from the features of some Indian varieties. The concept of General Indian English (GIE) is introduced and said how pronunciation can be learnt and achieved near native accent. Though

GIE was not documented in any text yet he says how the sound system of English can be learnt. He also says that Received Pronunciation (R.P.) is available as a model for Indian learners and they have the strong influence of their habits when they learn R.P., they also have regional features in the English spoken by Indians. The result is that the speech of Indians rendered as unintelligible to every Indian and to native speakers.

Bansal and Harrison (1972) say that R.P. has twenty vowels, twelve are monophthongs and eight are diphthongs. And further tells about General Indian English (GIE) has a system of eleven pure vowels and six vowels glides. GIE diphthongs are /aɪ, ɔɪ, au, ɪə, eə, uə/while R.P. Closing Diphthongs are /eɪ, aɪ, ɔɪ, əu, au/and Centring Diphthongs are / ɪə, eə, uə/. As there exists different varieties of Englishes within India among the speakers it is difficult to understand because of many variants which lead to confusion. The language cannot be continued to be communicated so the variants have to be reduced. Therefore the need arises to probe the different variants and study the impediments in language and help them acquire proficiency by reducing the variants, improve and overcome the situations. So, it is felt that there is need to do research. The scope of the study is limited to English diphthongs and looks into the errors made by the participants and is restricted to four colleges and two universities and they would be the second language speakers.

2. Aims and Objectives of the Study

The aim of the study is to describe the variants of diphthongs of the participants .The main objective of the study is : 1.To obtain the performance of production of diphthongs in relation to (a) Age (b) Gender (c) Social Class (d) Father's Qualification (e) Mother's Qualification among the participants.

3. Hypotheses

The hypotheses underlying the research are:

- i. There is no significant difference in participants' performance on diphthongs production in relation to age.
- ii. There is no significant difference in participants performance in relation to Gender
- iii. There is no significant difference in participants performance in relation to Social Rank
- iv. There is no significant difference in participants' performance in relation to Parental Qualification.

4. Review of Literature

An attempt has been made on this work to give an account of diphthongal Variation of engineering students on the use of pronunciation of English language. A greater amount of work has been done by many researchers on the realization of variants. Earlier researchers and scholars worked on the linguistic materials, they focused on realization of diphthongs. In recent years a large number of studies have been published on Indian English some of these like Kachru (1962) concentrated mainly on the sociolinguistic aspect of Indian English, like that Bansal (1966) dealt with questions of the acceptability and its intelligibility its validity as independent variant etc. In the early stages much of the work was done on all the aspects of sociolinguistic variables.

5. Methodology

The participants come from different parts of the state to pursue their Bachelor of Engineering course. For this study four colleges and two universities have been selected. The selection of the population is from four colleges who are fresh undergraduates and are selected for the study to know their familiarity with the concepts and to find out whether they have any variations in their pronunciation of English diphthongs. Therefore they were administered with a pilot study after their admission into engineering first year followed by pre test and post test. The total population for the research is two hundred and forty participants from both the universities. The sample selected for the study is sixty four from four colleges eight male and eight female participants' from four colleges of two universities to know the variance of English diphthongs.

6. Procedure

The research tools designed for the study is to know the variation of the participants of four colleges and to draw the conclusion. The procedure followed is as follows:

The pre test and post test was administered to the participants and the sample followed was Stratified random sample to know the variance. The study included Sociolinguistic variables such as Age, gender, Social rank, Father's Qualification, Mother's Qualification and Linguistic variable includes Diphthongs. The data collected by giving the word list which consists of words in isolation and words in connected speech and the same was quantified, processed (figures) and interpreted the results to arrive at performance level. The description of the tools for the study is a word list prepared for diphthongs. The list included words in isolation and words in connected speech for eight diphthongs. The data collected for the research initially is based on observation of pronunciation that offers the most systematic record of diphthongal variation among the participants and it attempts to give the account of variants in their speech-recording for English diphthongs. Each participant's speech was transcribed and was put on a spread sheet for the analysis.

7. Result and discussion

The aim of the study is to describe the variants of diphthongs of the participants'. The main objective of the study is to obtain performance of production of diphthongs in relation to sociolinguistic variables such as age, gender, social rank and parental qualification. The following table shows the mean scores of paired T-test of Diphthongs - Pre-test and Post-test.

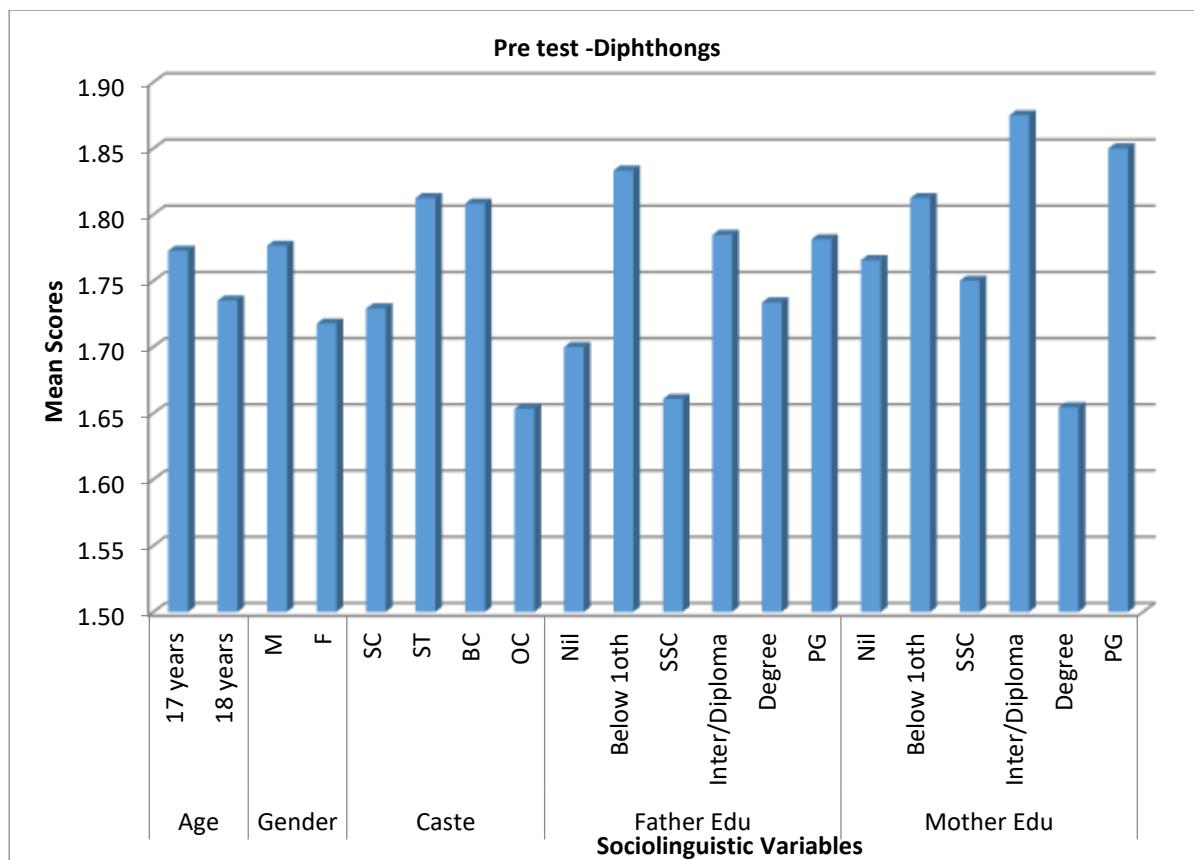


Figure:1 The Pre test mean scores of Sociolinguistic Variables

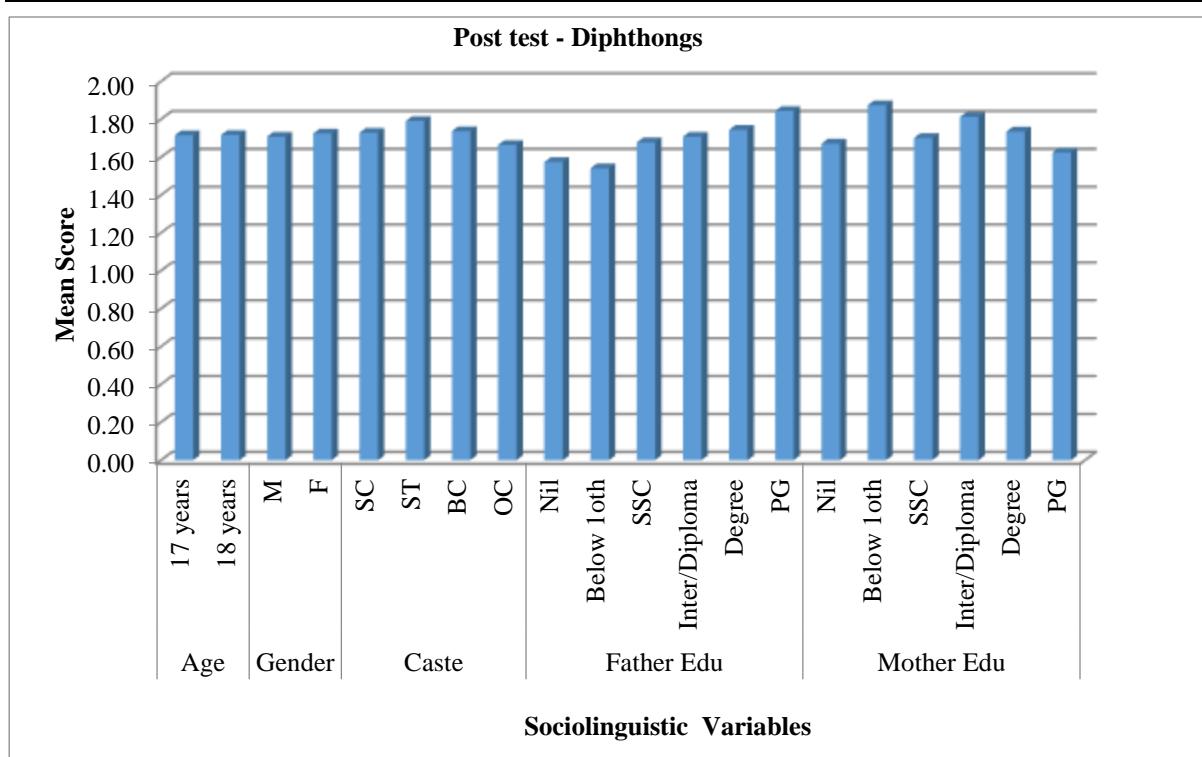


Figure: 2 The Post test mean scores of Sociolinguistic Variables

The above figures show the mean scores of all the sociolinguistic variables and the significant values of pre test and post test. The description is given below.

Performance in relation to Age: the above Figures 1 and 2 show the mean scores of age of pre and post test it shows between 1.70 - 1.60; the value of P is shown in mean scores. The value of 17 year old participants is 0.352 and the value of 18 year old participants is 0.692. There is no significant difference in participants' performance of diphthongs production in terms of age. Hence the hypothesis has been accepted

Performance in relation to Gender: the above Figures 1 and 2 show the mean scores of Gender- Male and Female it is above 1.60 and 1.70. The P value of Male participants is 0.184; and the Female participants are 0.874. There is no significant difference in terms of gender of the participants in rendering the variants. Hence the hypothesis has been accepted

Performance in relation to Social Rank: the above Figures 1 and 2 show the mean scores of the Social Rank – Pre test mean scores it is more than 1.65 - 1.80 and Post test mean score is between 1.60 – 1.80. The P value of Schedule Caste is 1.000, Schedule Tribe is 0.876, Backward Class is 0.244 and Other Caste is 0.800. There is no significant difference found among the Social Rank of the participants' performance. Hence the hypothesis has been accepted

Performance in relation to Mean Scores of Participants based on Father's Qualification: the above Figures 1 and 2 show the mean scores of the Father's qualification – Pre test and Post test it is 1.65-1.80 The P value of the participants whose Father's qualification is Illiterate scored 0.326, below SSC scored 0.222, SSC scored 0.877, Inter/diploma scored 0.383, Graduate scored 0.838 and Post graduate scored 0.275. There is no significant difference found in the participants due to their father's qualifications. Hence the hypothesis has been accepted

Performance in relation to Mean Scores of Participants based on Mother's Qualification: the above Figures 1 and 2 show the mean scores of the Mother's qualification – Pre test and Post test it is 1.65-1.80. The P value of the participants whose Mother's qualification is Illiterate scored 0.567, below SSC scored 0.795, SSC scored 0.341, Inter/diploma scored 0.518, Graduate scored 0.135 and Post graduate scored 0.288. The scores of sociolinguistic variables P values of both the parents' qualification have no significant difference and therefore there is no difference found and the hypothesis has been accepted..

Labov, (1963) found changes between two successive generations for diphthongs, he took broad age group favoured raised diphthong and said changes were determined by social motivations. But there is no correlation seen to the present study, however, there was no significant difference found among two age groups in rendering the variants. Nizamuddin (2010), VishwakarmaVimal Kumar (2010), IyereTheodore (2013) found changes in second language acquisition and learning the language. Similarly learning English and Interference occurs due to age. There is no correlation found between the previous study and the present study, there is no significant changes found in the participants performance of age. Regarding gender, Trudgil (1974) found that women prefer some phonological aspects than men; Nizamuddin (2010) said that female did well and male category deviated more than the female category. But the present shows no such differences as previous studies made, there is no significant difference found between the gender in participants performance of diphthongs. Gumperz (1958) showed the difference between social rank and the linguistic variation. But the present study shows there is no significant difference among the categories of social rank in their performance of diphthongs. Labov's work in New York (1966) found less variance with working class population. He also found that there was no influence of parent qualification on the younger generation, but the change was clear. The present study showed no such correlation to Labov study regarding social rank and parental qualification. There is no significant difference found in the parental qualification performance of diphthongs.

Table.1 The significant value of pre and post test

Diphthongs: The overall Analysis of responses of participants

Linguistic Variable	Sig.(2-tailed)
Pre-diph – post-diph	.384

The above table shows the significant value of the paired sample test of diphthongs. It is the overall value of both the universities and four colleges. However, the above is the table which shows the pair difference of both the universities as $P>0.05$, that is 0.384 which is not significant. The P value shows that there is no significant performance found in the participants after training sessions at the end of the semester. Hence the hypotheses has been accepted

Table.2 The significant values of two universities

Diphthongs: University wise Analysis of responses of participants

University wise analysis of Diphthongs- Pre test and Post test		Sig. (2-tailed)
University - 1	Pre-diph – post-diph	.021
University- 2	Pre-diph – post-diph	.011

The above table displays the overall result of the performance of linguistic variables of diphthongs. It shows the significant values of diphthongs of pre test and post test of the participants of two universities i.e., University-1 and University-2. It displays difference of pair that is pre test and post and the mean scores along with significant values. The result of the diphthongs is that the P value is more than (0.5) $P>0.5$. The significant value of University -1 is 0.021 and University -2 is 0.11. University -2 performed better than University -1 that is $(0.21-0.11= 0.01)$. This is the score of all the sixty four participants from four colleges. Participants were tested for all the eight diphthongs - closing diphthongs and centring diphthongs. There is no difference in variation of diphthongs among the participants. There is no difference in variation of English Diphthongs sounds of the participants. Hence the hypothesis has been accepted. The objective is to obtain the variance in the production of diphthongs among the participants. The variants realized by the participants for diphthongs are described below. There was a varied result found in the study- that is, increase and decrease of variants found for

diphthongs for word level and at sentence level. The following is the list of variants realized from participants' speech.

8. Qualitative analysis of the participants responses

The present section gives an account of the variants of the participants' performance. All the responses of sixty four participants are shown in the table at word level and sentence level of pre test and post test. The table displays the phonological realization and Phonetic realization along with actual realization of the participants.

8.1. Closing diphthong: /eɪ/

Word Level						Sentence Level					
Pre test			Post Test			Pre test			Post Test		
PR /eɪ/ [eɪ]	PR /eɪ/ [eɪ]	AR									
[e:]	Variant 1		[e:]	Variant 1		[e:]	Variant 1		[e:]	Variant 1	
[e]	Variant 2		[e]	Variant 2		[e]	Variant 2		[e]	Variant 2	
[eɪ]	Variant 3		[eɪ]	Variant 3					[eɪ]	Variant 3	
			[æ]	Variant 4					[æ]	Variant 4	
			[i:]	Variant 5							

PR= Phonological realization; PR= Phonetic realization; AR= Actual realization

Diphthong 1 /eɪ/: From the above table it is found that the diphthong [eɪ] shows three variants at word level [e:], [e], [eɪ] and the post test variants realized were [e:], [e], [eɪ], [æ], and [i:]. Examples - Words: Aim, cake, may, explain, detail; Sentences- I shall explain it in detail; can you play tennis? At sentence level the pre test variants realized were [e:] and [e]; the post test variants realized were [e:], [e], [eɪ] and [æ]. However, there were some common stable variants found in the list. It was monophthongized by pronouncing front vowels. Bansal and Harrison (1972) say that GIE has /e:/ but R.P. has /eɪ/ as diphthong. All the variants of pre test and post test of word and sentence level were rendered by sixty four participants of four colleges. A new variant [i:] was found for words; however, reduction of variants is clear from word level to sentence level.

8.2.Closing diphthong: /aɪ/

Word Level						Sentence Level					
Pre test			Post Test			Pre test			Post Test		
PR /aɪ/ [aɪ]	PR /aɪ/ [aɪ]	AR									
[aɪ]	Variant 1		[aɪ]	Variant 1		[aɪ]	Variant 1		[aɪ]	Variant 1	
[o]	Variant 2		[a:I]	Variant 2							
[a:]	Variant 3										
[u:]	Variant 4										
[ɪ]	Variant 5										

PR= Phonological realization; PR= Phonetic realization; AR= Actual realization

Diphthong 2 /aɪ/: the total variants realized from the participants of pre test and post test were – [aɪ], [o], [a:], [u:] and [ɪ]. Examples - Words - ice, island, alive, high, decide; Sentences- I've decided to stay behind; you might at least try to help. There was progress shown in the reduction of vowels from word level to sentence level of pre test and post test. However, Monophthongization and long vowels were rendered by the participants in their speech. Though there is reduction of variants yet there is difference between R.P. /aɪ/ and GIE /aɪ/ pronunciation. GIE is back and little centralized.eg:

8.3.Closing diphthong: /ɔɪ/

Word Level						Sentence Level					
Pre test			Post Test			Pre test			Post Test		
PR /ɔɪ/ [ɔɪ]	PR /ɔɪ/ [ɔɪ]	AR									
[ɔɪ]	Variant 1		[ɔɪ]	Variant 1		[ɔɪ]	Variant 1		[ɔɪ]	Variant 1	
[ə]	Variant 2									[əɪ]	Variant 2
[a:]	Variant 3										

PR= Phonological realization; PR= Phonetic realization; AR= Actual realization

Diphthong 3 /ɔɪ/: the variants realized from the participants, of pre test and post test were – [ɔɪ], [ə], [əɪ] and [a:] for the following examples - Words - choice, joy, employ, enjoy; Sentences- Did you enjoy that book?; He's employed in a bank. There was a mixed result found from the above table. Pre test showed progress for word level, and post test for sentence level showed no progress and realized with one new variant [əɪ]. There was reduction and increase of variants, participants could not identify the exact diphthong but rendered long vowel and monophthongized the diphthong. Bansal and Harrison (1972) said about R.P. /ɔɪ / is different from GIE /ɔɪ /. It is little open rounded at the beginning and neutral at the end.

8.4.Closing diphthong: /əʊ /

Word Level						Sentence Level					
Pre test			Post Test			Pre test			Post Test		
PR /əʊ/ [əʊ]	PR /əʊ/ [əʊ]	AR									
[o:]	Variant 1		[o:]	Variant 1		[o:]	Variant 1		[o:]	Variant 1	
[o]	Variant 2		[o]	Variant 2		[o]	Variant 2		[o]	Variant 2	
[a]	Variant 3		[a:]	Variant 3		[au]	Variant 3		[a]	Variant 3	
[au]	Variant 4		[au]	Variant 4					[au]	Variant 4	
[o]	Variant 5		[o]	Variant 5					[o]	Variant 5	
[ə]	Variant 6		[a]	Variant 6					[ɪ]	Variant 6	
			[u:]	Variant 7							

PR= Phonological realization; PR= Phonetic realization; AR= Actual realization

Diphthong 4 /əʊ/: the total Variants realized from the participants of pre test and post test were – [o:], [ə], [a:], [au], [o], [a], [u:], [ɪ] and [ə]. Examples - Words: old, load, float; Sentences- Please close the door; he's been forced to stay at home. The above list shows seven maximum variants and there was decrease in variants, however the exact pronunciation was missing and hence rendered six to seven variants. It is noticed that /əʊ/ is not found in GIE and hence participants could not pick and learn the diphthong. However, there is a decline in the variants of /əʊ/.

8.5.Closing diphthong: /əʊ /

Word Level						Sentence Level					
Pre test			Post Test			Pre test			Post Test		
PR /əʊ/ [əʊ]	PR [əʊ]	AR									
[e]	Variant 1		[ə]	Variant 1		[o:]	Variant 1		[e]	Variant 1	
[au]	Variant 2		[au]	Variant 2		[a]	Variant 2		[au]	Variant 2	
[a]	Variant 3		[a]	Variant 3		[o]	Variant 3		[a]	Variant 3	

	[a:]	Variant 4		[a:]	Variant 4		[e]	Variant 4		[a:]	Variant 4
	[o:]	Variant 5		[o]	Variant 5					[o:]	Variant 5
	[ɒ]	Variant 6								[o]	Variant 6
	[o]	Variant 7									

PR= Phonological realization; PR= Phonetic realization; AR= Actual realization

Diphthong 5 /au/: the total Variants realized from the participants of pre test and post test were – [e], [au], [a], [a:], [o:], [ɒ], [o] and [ə]. Examples - Words: loud, shout, now; Sentences - what's he talking about? Their argument is sound. There were multi variants found in participants' utterances there was decrease in variants from seven to six variants from word level to sentence level but precision was lacking in participants pronunciation. The pre test and post test result of word level showed progress and sentence level did not show progress in reducing the variants but some variants sounded new [ə], [e] and long [o:]. R.P./au/ is between the front and back open proceeding in the direction of /u/. GIE /u/ is little close than R.P.

8.6. Centring diphthong: /ɪə/

Word Level						Sentence Level					
Pre test			Post Test			Pre test			Post Test		
PR /ɪə/	PR [ɪə]	AR	PR /ɪə/	PR [ɪə]	AR	PR /ɪə/	PR [ɪə]	AR	PR /ɪə/	PR [ɪə]	AR
	[ɪə]	Variant 1		[ɪə]	Variant 1		[ɪə]	Variant 1		[ɪə]	Variant 1
	[i:]	ariant 2		[i:]	Variant 2					[i:]	Variant 2
	[o]	Variant 3		[o:]	Variant 3					[ɪə]	Variant 3
	[e:]	Variant 4		[e:]	Variant 4						
				[ea]	Variant 5						

PR= Phonological realization; PR= Phonetic realization; AR= Actual realization

Diphthong 6 /ɪə/ : the total Variants realized from the participants of pre test and post test were – Variants were [i:], [o],[e:],[ɪə],[o:],[ea], [i:] and [ɪə], Examples - Words: real, clear, zero; sentences - Can you hear me?; what a brilliant idea?, the above list presents more than one variant and precision was lacking, it shows long vowels and wrong elements were rendered and also there was monophthongization of the diphthong. It is found that there was no progress in the post test at sentence level where as there is improvement of variants at word level. It is little difficult to pick the diphthong as there is different between R.P. and GIE. GIE is closer than R.P. however there is progress from word level to sentence level.

Word Level						Sentence Level					
Pre test			Post Test			Pre test			Post Test		
PR /ɪə/	PR [ɪə]	AR	PR /ɪə/	PR [ɪə]	AR	PR /ɪə/	PR [ɪə]	AR	PR /ɪə/	PR [ɪə]	AR
	[e:]	Variant 1		[e:]	Variant 1		[e:]	Variant 1		[e:]	Variant 1
	[ɪə]	Variant 2		[ɪə]	Variant 2		[ɪə]	Variant 2		[ɪə]	Variant 2
	[i:]	Variant 3		[i:]	Variant 3					[i:]	Variant 3
				[ə:]	Variant 4					[ɪə]	Variant 4
				[æ]	Variant 5					[ɪə]	Variant 5
				[eə]	Variant 6						
				[ea]	Variant 7						

PR= Phonological realization; PR= Phonetic realization; AR= Actual realization

8.7.Centring diphthong: /ɛə/

Diphthong 7: /ɛə/: the total Variants realized from the participants of pre test and post test were – [ɑ:], [æ], [ɛə], [ea], [e:], [ɪə], [ɪə] and [ɑ:]; Examples - Words: air, declare, fair, Sentences- she likes to wear a blue Saree, This house is under repair at present; the above list shows multi variants and increased variants in the post test of word level and sentence level, both the elements were pronounced wrong and were monophthongized and also the length of the diphthong is extended. There is /ɛə/ found in GIE but R.P. has /ɛə/ and it was not correctly identified and retained by the participants. GIE glide is between half close and half open while R.P. is front close and half open. However there is progress from word level to sentence level.

8.8. Centering diphthong: /uə/

Word Level						Sentence Level					
Pre test			Post Test			Pre test			Post Test		
PR /uə/	PR [uə]	AR	PR /uə/	PR [u]	AR	PR /uə /	PR [uə]	AR	R /uə/	PR [uə]	AR
[u]	Variant 1		[u:]	Variant 1		[u:]	Variant 1		[u:]	Variant 1	
[ue]	Variant 2		[ue]	Variant 2		[ue]	Variant 2		[ue]	Variant 2	
[a]	Variant 3		[ua]	Variant 3		[a]	Variant 3		[ua]	Variant 3	
[ua]	Variant 4		[o:]	Variant 4		[uə]	Variant 4		[au]	Variant 4	
[u:]	Variant 5		[a]	Variant 5		[ə]	Variant 5		[uə]	Variant 5	
[e]	Variant 6		[ə]	Variant 6					[a]	Variant 6	
[ə]	Variant 7										
[o:]	Variant 8										

PR= Phonological realization; PR= Phonetic realization; AR= Actual realization

Diphthong 8 /uə/ : the total Variants realized from the participants of pre test and post test were – [ue],[a],[ua],[u:], [e], [a], [o:],[uə], examples -sure, tour, usual, Sentences - we'll have lectures today as usual, don't be easily influenced by others; the above list shows the progress in reducing the variants but then the result was found in the word and neutral at sentence level, the diphthong was monophthongized and vowel was extended and both the elements were of wrong vowels. There was progress at word level and the result is similar for sentence level. GIE /uə/ is more open glide from /u/ to /ə/ where as R.P. is not. Labov (1963) found variation in his studies and there were also troublesome diphthongs pronounced, moreover there were errors, Monophthongization and diphthongal variation observed in the previous studies. According to Bansal and Harrison (1972), Dhamija (1973), Lakshmi (2004), VimalkumarVishwakarma (2010), /eɪ/ is realized as [e:]; /aɪ,ɪ,au/ is rendered as /ai, ɔɪ, au/ and were monophthongized, /əu/ is realized as [o:] The present study shows that there are some stable variants similar to the previous studies they are [e:] and [o:]; and objective is to obtain the variance in the production of diphthongs among the participants of pre test and post test, the variance is obtained as discussed in the results. The above mentioned diphthongs were continued to be as stable variants in the current study and some more variants were also realized as mentioned in the result analysis

9. Conclusion

The study concludes that there were errors found in participants' pronunciation, they went by the spellings and not by the sound, because English is aphonetic language, that is there is no one to one correspondence between sounds and the letters of alphabet, therefore participants went wrong with the pronunciation. They rendered long vowels, diphthongs are monophthongized, and diphthongal variation was present in their speech. Participants should practice the sounds to reduce the regional phonological features so that they might aim to attain at least near native accent- G.I.E. by reducing the variants, they have to learn to use close vowel /e/ instead of /ɛ/, they need to take care to give the correct length to pronounce the first element of the diphthong. The sessions allotted to learn the pronunciation was only three to four sessions of their semester which is not sufficient for the participants to learn the pronunciation so there is great need for

the participants to focus and master diphthongs in their regular sessions by investing their time to learn, practice and pronounce the diphthongs appropriately. Moreover well trained teachers for spoken skills are required to equip them in the Laboratory sessions. In each semester language laboratory should be introduced to get them trained and get their accent neutralized so that they can pronounce diphthongs at least by achieving near native accent to be mutually intelligible by the time they complete their graduation course.

References

- Bansal, R.K. (1966). The Intelligibility of Indian English: Ph.D. Dissertation, C.I.E.F.L . Library, Hyderabad
- Bansal R.K.and Harrison J.B. (1972). Spoken English: A Manual of Speech and Phonetics, Orient Longman Private limited.
- Balasubramanian T (1981).A textbook of English Phonetics for Indian Students. Macmillan Publishers Indi Limited, Chennai.
- Dhamija P.V. (1973). A Phonetic Description of Rajasthan English. M.Litt. C.I.E.F.L.
- Gumperz, J.J. (1958). Dialect Differencesand Social Stratification in a North Indian Village, *American Anthropologist*, 60:668-81. In Gumperz. (1971).
- Hudson R.A.(1980). Sociolinguistics, Cambridge University Press, United Kingdom.
- IyereTheodore (2013). Pronunciation challenges of open and distance learning students in the B.A English programme at the National Open University of Nigeria. National Open University of Nigeria, Lagos.<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.825.1045&rep=rep1&type=pdf>
- Kachru, B.B. (1962). An analysis of some features of Indian English. A study in Linguistic method (unpublished thesis)
- Krishnaswamy N and KrishnaswamyLalitha (2006). The Story of English in India, Foundation Books Pvt.Ltd., New Delhi.
- Labov, William. (1963). The Social Motivation of a Sound Change. Word,19: 273-309. In Labov (1972b)
- _____.(1966). The Social Stratification of English in New York City.Washington, DC: Center for Applied Linguistics.
- Lakshmi NVSN (2004). A Phonetic Study of the English Spoken by Students of Engineering and Technology. C.I.E.F.L.
- Nizamuddin (2010). A Study of English Vowel Sounds used by Graduates in the City of Barailey. M.Phil, EFLU.
- Sethi. J. et.al (2004). A Practical Course in English Pronunciation. PHI Learning Private Limited, New Delhi.
- Thomas C. K. (1958). An Introduction to the Phonetics of American English. The Ronald Press Company, New York.
- Trudgill,P. (1974). The Social Differentiation of English in Norwich, Cambridge: CUP.
- VishwakarmaVimal Kumar (2010). A Phonetic Study of the English Spoken by the First year Students of B.Tech in Lucknow. M.Phil. CIEFL.
- Wardhaugh Ronald (1986). An Introduction to Sociolinguistics. 5th Edition. Blackwell Publishing.UK