

The Myth of Reference Varieties in English Pronunciation across the Subcontinent, Egypt and Kingdom of Saudi Arabia

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Abstract

The present study aims at exploring the differences in pronunciation more or less prevailing in the Indian Subcontinent and Arab world with a special focus on Pakistan, India, Bangladesh, Saudi Arabia, and Egypt. The study identifies the most common factors that affect English pronunciation in general: (i) some phonemic differences that exist in L1 and English as a target language, (ii) Improper teaching and learning of English pronunciation. When non-native speakers of English exchange their ideas among themselves, their comprehension is to the maximum. But their pronunciation seems problematic in case the speaker or interlocutor is a native speaker. A test for the nationals of the lands included in the study was developed and administered to identify and specify the exact area(s) of pronunciation difficulties either consonants or vowels at segmental level of phonology. The analysis and conclusion of the test fully proved that English pronunciation is deeply influenced by the sound system of indigenous languages. As a matter of fact, English pronunciation of some non-native speakers, through their best possible efforts, may be closer to native speakers but not exactly like that of natives. The fact is that native and non-native differences in English pronunciation are unquestionable. Moreover, non-natives living in different areas (sometimes of the same community) also differ more or less in their pronunciation.

Keywords: reference varieties, English phonemic differences, segmental phonology, native and non-native, sound system, first language, second language, accent, variation

1. Introduction

Phonology both at segmental and supra-segmental levels is a complex phenomenon especially for non-native speakers of English which invites our attention to address the issue at all levels, particularly, in the context when a speaker and a listener experience intelligibility problems. Production and perception of sounds are the most important aspects towards a successful communication. A never ending research on English(es) of the world and its variety is going on but the findings are always divergent. A crystal clear fact is that the environment of education is the most vital factor towards the standard of non-native English and especially accent and pronunciation. But this does not solve all the problems related to non-native English accent. A plethora of research in the area of intelligibility at international level exists but all this could not put forward any solution to the problem of unintelligible varieties of English pronunciation. The researchers who oppose non-native English teachers and appreciate only native English teachers worldwide are actually ignoring the ground realities and no doubt their intentions are just sweeping statements. In fact the provision of native English teachers all over the world is not only difficult but impossible. The questions arise: (i) how many countries in the world are there which may financially afford native English teachers?; (ii) how many native English teachers are available to meet the world demand?; (iii) who will guarantee a single standard of English throughout the world?

Another important aspect of the problem is that even in America and UK, the variety of English accent and pronunciation is ever growing regionally and from one social class to the other. So the communication and comprehension within native English speaking world is not problem-free. The differences between native and non-native English speakers are obvious and natural that cannot be avoided. This does not mean that non-native English speakers' pronunciation should always go unchecked and diverged. The novel idea is that there cannot be a single standard of the world English(es) and its/their pronunciation. Again the question arises: whose English and which English should be determined as a 'standard'? The problems of intelligibility multiply when

inevitable varieties of English across the globe are taken into account. If both 'purists' and 'moderates' ideas are accepted in their own right then native and non-native speakers and teachers should be given due consideration to promote a balanced approach instead of exaggeration in one or the other way. Here the important point is that variation in any language is a natural phenomenon which cannot be checked through man-made boundaries and limitations.

Another interesting trend is observed that a non-native English speaker tries his best to ignore his local accent and master native-like accent and the motive behind this effort may be employment, higher education, social status, so on and so forth. But even then he may not speak exactly like natives. The fact is that no speaker of the outer circle speaks RP and that even if he did, the speaker would definitely lack manners distinct of a native speaker of English language (Kachru, 1986, pp. 31-44). Obviously realizing the status of native accent in English speaking world, maximum students at college and university levels in the Subcontinent and Arab world prefer to use native varieties at the expense of their local varieties. However, the general atmosphere in the non-native milieu of that of acceptance of the local varieties and those who appreciate native-like pronunciation, are regarded as the exception rather than the rule. In a nutshell the problem of unintelligibility may be minimized if non-native English teachers and learners worldwide put in practice an approach of convergence from the very beginning. But this needs highly qualified and well trained English teachers at all levels.

1.1 Conceptual Framework

Generally British English and American English are regarded two main native varieties and these two can be the model for other varieties but this directly undermines and negates non-native speakers' cultural and sociolinguistic realities. The proponents of the Romantic Model (Prator, 1968, pp. 458-75; Quirk, 1990, pp. 5-15) are of the view that English as an international language should enjoy monolithic status. But on the other hand (Kachru, 1996, p. 241-250) emphasizes that the global spread of English language needs to be seen with multi-identities and in its regional and social context. The non-native varieties make English language more colourful and prove identity of various communities. The present situation demands reasonable tolerance on the part of the purists.

Moreover, Kachru is apt in saying that English as an international language should not be seen as the sole property of native English speakers. In the present era the number of non-native English speakers all over the world exceeds the number of native speakers. Kachru's idea has also been supported by (Pakir, 2010, p.109). She highlighted two distinctive factors of the global spread of English: firstly, "we have to place the English language in its regional and social context" and secondly "we have to accept the inevitable pluri-centricity of English instead of due-centricity viz the British and the American centres of linguistic hegemony". It means that the researchers who always favour only native speakers and teachers need to see the overall situation through the glasses of reality in its true perspective.

Moreover, Bamgbose (1998, pp. 3-14), commented that Quirk and Kachru were engaged in "a battle royal on Standard English as a norm for the English using world". Quirk favoured a global standard which he thought would guarantee international intelligibility whereas Kachru appreciated the legitimacy and equality of Englishes in different circles. Simo Bobda (2000, pp. 249-265) reported how in South Africa, the increasing divergence of South African Black English from the native English norms had taken place. Unfortunately despite the consensus by a majority of scholars that it is unrealistic to impose native norms in non-native settings, some conservatives still have the idea that British and American English should be used in non-native environment. Quirk, (1990, pp. 3-10) raises concerns about native and non-native variation: (i) this variation in pronunciation will wet up barriers to communication and (ii) "we won't be able to breakdown these barriers to careers and social mobility". On the other hand Stefan, (2008, pp. 9-29) thinks English the barrier and mobility as a prejudice against regional varieties. Kachru, (1992, pp. 4-12) as quoted by Pakir, (2010, pp. 109) reiterates that in fact the concept of intelligibility is a two sided issue where the native and non-native speaker were seen as equal partners in the communication process.

In addition to this, different studies on pedagogical problems exist: "The teacher's dilemma" (Platt et al., 1984), "World Englishes: to teach or not to teach" (Brown, 1977, pp. 179-190), "Torn between the norms" (Bamgbose, 1998, pp. 27-35), and so on. The researchers that oppose non-native teachers, give the argument that if native models and teachers are used in the non-native environment, this will add to the degree of intelligibility worldwide. On the other hand the presence of a non-native teacher will lead to the dissemination of local features and the dream of mutual intelligibility across the globe will be hindered. But such views have been rejected by some scholars advancing the argument that the use of native model in a non-native setting will definitely ignore the sociolinguistic and cultural realities of the non-native English learner. Moreover, Prator, (1968, pp. 458-75)

and Chevillet, (1993, pp. 29-37); Christoperson, (1992, pp. 15-19); House, (1999, pp. 73-89) and Jenkins, (2000, pp. 39-47) are of the view that non-native speakers are not qualified to teach English language. The debates on “Non-native teachers teaching pronunciation” and “Native English teachers teaching pronunciation” are going side by side but all in vain. Simo Bobda, (1995, pp. 247-269) advances the idea that there are economic benefits in maintaining native model of English as the sole norm. It is Britain and America who can enjoy selling their English teachers and material unchallenged. In addition to this he quotes Sir Richard Francis, Director General of the British Council who comments that “Britain’s real black gold is not the north sea oil but the English language”. Similarly, the Director of the International House in London writes “once we used to send gunboats and diplomats abroad; now we are sending English teachers”.

Now the real motive behind this issue is crystal clear and the point to be noted is that crucial to the problems faced by non-native speakers of English are the natives’ attitude towards these new English varieties. Mc Arthur, (1992, pp. 12-18); Peter, (2003, pp. 43-46); Widdowson, (1997, pp. 133-141); Kershaw, (1996, pp. 7-11); Parrot, (1998, pp. 20-23) and Gnutzmann, (2000, pp. 355-361), are of the view that actually language is closely bound up with certain cultural and social identities and attitudes and certainly both native and non-native English speakers encounter varying attitudes towards varieties of a language. Realizing this fact, natives’ idea of linguistic hegemony can be changed into positive attitude towards non-native varieties particularly in pronunciation and accent in general. The idea of variation in accent can further be strongly underpinned by the unquestionable reality of the Qur’anic accent where all tribes were unable to recite the Holy Qur’an in a single accent so in the beginning, recitation of the Word of Allah was allowed in seven accents. This regional variation in a language is some sort of natural phenomenon and beyond human control. Whatever the language is and whatever learner’s commitment is, he cannot be exactly a native speaker, however, he can be ‘closer to’ or ‘like’ a native speaker. Again it is worth noting that pronunciation and general accent is not the preserve of only non-native varieties of English language. Being a natural linguistic phenomenon, even in the native environment like Britain and the USA, there are noticeable regional and social accents that often cause intelligibility problems which further goes down to ‘idiolect’ (for details see Wells, (1985, pp. 54-68); Crystal, (1999, pp. 10-20); Trask, (2001, pp. 35-73), Algeo, (1991, p. 254) and Brown, (1968, pp. 179-90. Roach, (2009, p. 163), comments on the issue go like, “It is all too easy to talk about such things as ‘Scottish English’, ‘American English’, and so on, and to ignore the variety that inevitably exists within any large community of speakers. Each individual’s speech is different from any others ... the idea of a standard pronunciation is a convenient fiction, not a scientific fact. In a word both native and non-native English speakers need to compromise with maximum convergence and minimum divergence.

1.2 Objectives

Objectives of the study are to:

- (i) determine how native and non-native English speaker differ in pronunciation,
- (ii) identify the causes of difference in non-native English pronunciation,
- (iii) clarify whether the slight variations in pronunciation result in communication problems,
- (iv) Suggest ways for English teachers and the learners how to minimize pronunciation differences for better communication and listening comprehension.

2. Research Methodology and Data Collection

Research tools play a vital role in research. Therefore, a test was developed for the selected non-native English speakers to determine their differences in pronunciation of some selected English words in isolation (see appendix A). The examinees include non-native English speakers from: (a) Bangladesh, (b) Egypt, (c) India, (d) Pakistan and (e) Saudi Arabia. For a representative sample 50 speakers each were given the test. Firstly, except a few, mostly the pronunciation test was administered on line through recording. The participants were asked to articulate 55 words in a natural way as they generally pronounce them and no careful pronunciation. The test was completed in four sittings on different dates because of time constraint and ultimately completing the target of 220 words in total. Their pronunciations were recorded on a computer with a well-adjusted sensitive microphone. The data collected through this research tool, was analyzed with utmost care with encouraging results.

2.1 Data Analysis

The data collected through English pronunciation test was analyzed meticulously, ensuring validity and reliability of the study:

The **English pronunciation test** administered to the target population from Bangladesh (BDE), Egypt (EE), India (IE), Pakistan (PE) and Saudi Arabia (SAE) was analyzed and its result displayed in two different tables such as: table-1 (Consonants) and table-2 (vowels).

Table 1. (Consonants): Bangladesh English (BDE), Egypt English (EE), India English (IE), Pakistan English (PE), Saudi Arabia English (SAE) and Natives English (NE). For natives pronunciation ‘Oxford Advance Learner Dictionary’ has been used.

Word	BDE	EE	IE	PE	SAE	NE
abashed	t	t̥	d	d	t̥	t
abrasion	z	d̥ʒ	z	ʒ	d̥ʒ	ʒ
panel	p	b	p	p	b	p
handle	d	d̥	d	d	d̥	d
judaism	z	ʃ	d̥ʒ	d̥ʒ	ʃ	d̥ʒ
asthma	ʃ	s ʃ	z	s	s ʃ	s/z
author	d̥	s	θ	θ	s	θ
autumn	mn	mɪn	mn	mn	mɪn	m
awful	ph	f	f/p	f	f	f
bargain	g	k	g	g	k	g
barrage	z	ʃ	d̥ʒ/z/ʃ	d̥ʒ	ʃ	ʒ
bomb	mb	mɪb	mb	mb	mɪb	m
calcium	ʃ	ʃ	ʃ	ʃ	ʃ	s
charisma	d̥ʒ	z	d̥ʒ/z	z	z	z
chew	s	ʃ	t̥ʃ	t̥ʃ	ʃ	t̥ʃ
chocolate	s	ʃ	t̥ʃ	t̥ʃ	ʃ	t̥ʃ
close(V)	d̥ʒ	z	d̥ʒ/z	z	z	z
clothes	z/ ð	z	z/ ð	ð	z	ð
clumsy	ʃ	s	d̥ʒ/z	s	s	z
colonel	kələnəl	kələnəl	kələnəl	kələnəl	kələnəl	k3:nl
consumption	ʃ	ʃ	ʃ/s	z	ʃ	s
consume	d̥ʒ	ʃ	d̥ʒ/z	z	ʃ	s
coup	f	b	p/f	p	b	P (silent)
crew	kəru:	kɪru:	kəru:	kəru:	kɪru:	Kru:
cricket	kɪr	kɪr	kɪr	kɪr	kɪr	kɪr
enough	p/ph	f	p/f	f	f	f
faithful	thh/z	z	ð/z	ð	z	θ
fashionable	s/ʃ	ʃ	s/ʃ	ʃ	ʃ	ʃ
festival	bh	f	v	v	f	v
garage	z	ʃ	d̥ʒ/z	d̥ʒ	ʃ	ʒ
genre	z	ʃ	d̥ʒ/z/ʃ	d̥ʒ	ʃ	ʒ
giant	z	d̥ʒ	d̥ʒ	d̥ʒ	d̥ʒ	d̥ʒ
gentleman	z	d̥ʒ	d̥ʒ/z	d̥ʒ	d̥ʒ	d̥ʒ
heir	h	h	h	h	h	e
lease	ʃ	ʃ	z	z	ʃ	s
novelty	b	f	v	v	f	v
pizza	d̥ʒ	z	d̥ʒ/z	z	z	tsa

reason	\widehat{d}_3/z	z	\widehat{d}_3/z	z	z	z
sadism	t	d	d	d	d	d
session	ʃ	ʃ	ʃ/s	s	ʃ	s
tangible	z	\widehat{d}_3	\widehat{d}_3/z	\widehat{d}_3	\widehat{d}_3	\widehat{d}_3
theft	t	s	t/s/θ	θ	s	θ
through	t ^h	s	θ/s	θ	s	θ
vision	z	ʃ	ʃ/z/ʒ	ʒ	ʃ	ʒ
wear	bhh	f	w	w	f	w
provoke	bhh	b	p	p	b	p
neglect	z/g	g/k	g	g	k	g

Description table 1:

Table 1 shows the differences in consonant sounds in English pronunciation of the selected words in the target population. The table contains words in the first column with differences in their pronunciation in columns 2-7 in Bangladeshi English (BDE), Egyptian English (EE), Indian English (IE), Pakistani English (PE), Saudi Arabian English (SAE) and Natives English (NE). For different consonants sounds in pronunciation, different words have been included that definitely added to the reliability and validity of the study. Moreover, the required consonants in the words have been italicized. Then instead of complete pronunciation of the words only the differences in the italicized consonants sounds specifically in pronunciation of the selected population have been given for the ease of the reader.

Explanation table 1:

Well-documented research evidence in the area of differences in pronunciation from community to community and even within community is a hard job. However, some examples of the variation in pronunciation of certain English words in Bangladesh, Egypt, India, Pakistan, Saudi Arabia and Native speakers have been determined for a general impressionistic evaluation. The most common consonants sound differences in English pronunciation of the target population, as shown in the table, giving only one word (for each variation) as an example with reason of variation, are as follows:

(a) Natives and Bangladeshis pronunciation differences

Word	Difference	Reason
(a) abrasion	/ʒ/ → /z/	L1 sound interference
(b) giant	\widehat{d}_3 → /z/	L1 sound interference
(c) Consumption	/s, z/ → /ʃ/	Lack of teaching-learning of English pronunciation
(d) theft	/θ/ → /d ^h /t ^h /	Local sound differences
(e) enough	/f/ → /p ^h /	Local sound differences
(f) chew	tʃ → /s/	L1 sound interference
(g) reason	/z,s/ → \widehat{d}_3 /	L1 sound interference
(h) clothes	/ð/ → /z/	L1 sound interference
(i) provoke	/p/ → /b ^h /	Local sound differences
(j) crew	/kr/ → /kəʀ/	Consonants declusterization
(k) cricket	/krɪ/ → /kɪr/	Consonants declusterization
(l) fashion	/ʃ/ → /s/	L1 sound interference
(m) very	/v/ → /b ^h /	Local sound differences
(n) heir	/e/ → /h/	Spelling pronunciation
(o) sadism	/d/ → /t/	L1 sound interference
(p) wear	/v/ → /b ^h /	Local sound differences
(q) neglect	/g/ → /z/	L1 sound interference

(b) Natives and Egyptian/Saudi Arabian pronunciation differences

<u>Word</u>	<u>Difference</u>	<u>Reason</u>
(a) abashed	/t/ → /t̥/ emphatic	No 't' sound in Arabic
(b) abrasion	/z/ → /d͡ʒ/	L1 sound interference
(c) panel	/p/ → /b/	No 'p' sound in Arabic
(d) handle	/d/ → /d̥/ emphatic	No 'd' sound in Arabic
(e) Judaism	/d͡ʒ/ → /j/	L1 sound interference
(f) clumsy	/z/ → /s/	L1 sound interference
(g) author	/θ/ → /s/z/	No such sound in Arabic
(h) autumn	/mn/ → /mɪn/	Consonant declusterization
(i) bargain	/g/ → /k/g/	No 'g' sound in Arabic
(j) calcium	/s/ → /j/	L1 sound interference
(k) chew	/t͡ʃ/ → /ʃ/	No /t͡ʃ/ sound in Arabic
(l) clothes	/ð/ → /z/	L1 sound interference
(m) crew	/kr/ → /kær/	Consonant declusterization
(n) cricket	/krɪ/ → /kɪr/	Consonant declusterization
(o) wear	/v/ → /f/	L1 sound interference
(p) heir	/e/ → /h/	Spelling pronunciation

(c) Natives and Indian pronunciation differences

<u>Word</u>	<u>Difference</u>	<u>Reason</u>
(a) abashed	/t/ → /d/	Lack of teaching-learning of English pronunciation
(b) abrasion	/z/ → /z/ʃ/d͡ʒ/	L1 sound influence
(c) consume	/s/ → /d͡ʒ/z/	L1 sound influence
(d) bomb	/m/ → /mb/	Spelling pronunciation
(e) awful	/f/ → /p/	L1 sound interference
(f) close	/z/ → /d͡ʒ/	L1 sound influence
(g) clothes	/ð/ → /z/	L1 sound influence
(h) coup	('p' silent) → /p/f/	Spelling pronunciation
(i) crew	/kr/ → /kær/	Consonant declusterization
(j) cricket	/krɪ/ → /kɪr/	Consonant declusterization
(k) theft	/θ/ → /s/ð/z/t/	L1 pronunciation effect
(l) fashion	/ʃ/ → /s/	L1 sound interference
(m) heir	/e/ → /h/	Spelling pronunciation

(d) Natives and Pakistani pronunciation differences

<u>Word</u>	<u>Difference</u>	<u>Reason</u>
(a) abashed	/t/ → /d/	Lack of teaching-learning of English Pronunciation
(b) autumn	/m/ → /mn/	Spelling pronunciation
(c) barrage	/ʒ/ → /dʒ/	Lack of teaching-learning of English pronunciation
(d) calcium	/s/ → /ʃ/	Lack of teaching-learning of English pronunciation
(e) asthma	/z/ → /s/	Lack of teaching-learning of English pronunciation
(f) consume	/s/ → /z/	Lack of teaching-learning of English pronunciation
(g) crew	/kr/ → /kær/	Lack of teaching-learning of English pronunciation
(h) cricket	/krɪ/ → /kɪr/	Consonant declusterization
(i) through	/θ/ → /ð/	L1 pronunciation influence
(j) heir	/e/ → /h/	Spelling pronunciation

Note. The symbol (→) denotes ‘changes into’.

Table 2. (Vowels): Bangladesh English (BDE), Egypt English (EE), India English (IE), Pakistan English (PE), Saudi Arabia English (SAE) and Natives English (NE). For natives pronunciation ‘Oxford Advance Learner Dictionary’ has been used.

<i>ablution</i>	ʃən	ʃən	ʃən	ʃən	ʃən	ʃn
<i>accurate</i>	e	ɪ	eɪ	eɪ	ɪ	ə
<i>abnormal</i>	məl	məl	məl	məl	məl	ml
<i>abrasion</i>	zən	ɖʒən	zən	zən	ɖʒən	zn
<i>accountable</i>	əbəl	ɪbəl	eɪbəl	eɪbəl	ɪbəl	əbl
<i>accuracy</i>	rɑʃɪ	rɪsɪ	reɪsɪ	reɪsɪ	rɪsɪ	rəsɪ
<i>accumulate</i>	kə-mʊ	kə-mʊ	kə-mʊ	kə-mʊ	kə-mʊ	kju:-mju:
<i>April</i>	e	ɪ	e	e	ɪ	eɪ
<i>ardent</i>	e	ɪ	e	e	ɪ	dnt
<i>argument</i>	ʊ - ɪ	ʊ - ɪ	ʊ - ɪ	ʊ - ɪ	ʊ - ɪ	ju: - ə
<i>articulate</i>	eɪ	ɪ	eɪ	eɪ	ɪ	ə
<i>artless</i>	e	ɪ	e	e	ɪ	ɪ
<i>author</i>	ɑ:	ɑ:	ɑ:	ɑ:	ɑ:	ɔ:
<i>awful</i>	fʊl	fʊl	fʊl	fʊl	fʊl	fl
<i>bargain</i>	e	ɪ	eɪ	eɪ	ɪ	ɪ
<i>basically</i>	kəlɪ	kəlɪ	kəlɪ	kəlɪ	kəlɪ	klɪ
<i>bestow</i>	bɪs	bɪs	bes	bes	bɪs	bɪs
<i>bomb</i>	bɑ	bʊ	bʌ	bʌ	bʊ	bʊ
<i>breath(N)</i>	rɪ	rɪ	ri:	ri:	rɪ	re
<i>calamity</i>	ɪ	ɪ	ɪ	ɪ	ɪ	ə
<i>cautious</i>	ɪʊ	ɪ	ɪə	ɪə	ɪ	ə
<i>charisma</i>	ɑ	æ	æ	æ	æ	ə
<i>colonel</i>	nəl	nəl	nəl	nəl	nəl	nl
<i>comedy</i>	ɑ--e	ʊ--ɪ	ʊ--e	ʊ--e	ʊ--ɪ	ʊ--ə
<i>crescent</i>	sent	sɪnt	sent	sent	sɪnt	snt
<i>crew</i>	kəru:	kɪru:	kəru:	kəru:	kɪru:	kru:

<i>cricket</i>	kɪɾɪ	kɪɾɪ	kɪɾɪ	kɪɾɪ	kɪɾɪ	kɪɾɪ
<i>curtain</i>	ɑ -ə	ʌ-I	ʌ-ə	ʌ-ə	ʌ-I	ɜ:-tn
<i>devil</i>	e-ə	ɪ-ə	e-ə	e-ə	ɪ-ə	e-vl
<i>endless</i>	e-e	ɪ-I	e-e	e-e	ɪ-I	e-I
<i>faithful</i>	eɪ-ʊ	æ-ʊ	eɪ-ʊ	eɪ-ʊ	æ-ʊ	eɪ-fl
<i>festival</i>	e-ɪ-ə	ɪ-I-ə	e-ɪ-ə	e-ɪ-ə	ɪ-I-ə	e-ə-vl
<i>judaism</i>	u: - ɑ - ɪ	u: - ɑ - ɪ	u: - ɑ - ɪ	u: - ɑ - ɪ	u: - ɑ - ɪ	u: - eɪ-I
<i>many</i>	æ	æ	æ	æ	æ	e
<i>mountain</i>	ɑʊ-e	ʊ-I	ɑʊ-e	ɑʊ-e	ʊ-I	ɑʊ-I
<i>neglect</i>	e-e	ɪ-I	e-e	e-e	ɪ-I	ɪ-e
<i>novelty</i>	əʊ-ɪ	ʊ-I	əʊ-e	əʊ-e	ʊ-I	ɒ-vl
<i>old</i>	əʊ	ʊ	əʊ	əʊ	ʊ	əʊ
<i>panel</i>	e- ə	ɪ-ə	æ-ə	æ-ə	ɪ-ə	æ-nl
<i>pair</i>	eə	ɪə	eɪə	eɪə	ɪə	eə
<i>provoke</i>	ɑ-ʊ	ʊ-ʊ	əʊ-əʊ	əʊ-əʊ	ʊ-ʊ	ə-əʊ
<i>reason</i>	ə	ə	ə	ə	ə	zn
<i>said</i>	æ	æ	æ	æ	æ	e
<i>saturate</i>	æ-u:-eɪ	æ-ʊ-I	æ-ʊ-eɪ	æ-ʊ-eɪ	æ-ʊ-I	æ-ə-eɪ
<i>selection</i>	ɪ-e-ʊ	ɪ-I-ə	e-e-ə	e-e-ə	ɪ-I-ə	ɪ-e-ʃn
<i>series</i>	i:	ɪ	i:	i:	ɪ	ɪə
<i>session</i>	æ	ɪ	eɪ	eɪ	ɪ	e
<i>shovel</i>	ɑ	ʊ	ɑ:	ɑ:	ʊ	ʌ
<i>sociology</i>	ʊ-ʊ	ʊ-ə	əʊ-əʊ	əʊ-əʊ	ʊ-ə	əʊ-ə
<i>solace</i>	əʊ-eɪ	ʊ-I	əʊ-eɪ	əʊ-eɪ	ʊ-I	ɒ-I
<i>tangible</i>	e-ɪ-ə	ɪ-I-ə	e-ɪ-ə	e-ɪ-ə	ɪ-I-ə	æ-ə-
<i>territory</i>	e-ɪ-ə	ɪ-I-I	e-ɪ-ə	e-ɪ-ə	ɪ-I-I	e-ə-
<i>vigilant</i>	e	ɪ	e	e	ɪ	ə
<i>vocal</i>	əʊ	ʊ	əʊ	əʊ	ʊ	əʊ
<i>wear</i>	ɪ	ɪ	ɪ	ɪ	ɪ	eə
<i>widow</i>	əʊ	ʊ	əʊ	əʊ	ʊ	əʊ
<i>xerox</i>	ɪ-ʊ	ɪ-ʊ	i:-əʊ	i:-əʊ	ɪ-ʊ	ɪə-ɒ
<i>zenith</i>	ɪ	ɪ	ɪ	ɪ	ɪ	e

Description table 2:

Table-2 reflects the differences in vowels sounds in English pronunciation of the selected words in the target population. The selected words have been displayed in the first column of the table with differences in their pronunciation in columns 2-7 in Bangladeshi English (BDE), Egyptian English (EE), Indian English (IE), Pakistani English (PE), Saudi Arabian English (SAE) and Natives English (NE). For different vowel sounds in pronunciation, different words have been included that definitely added to the reliability and validity of the study. Moreover, the required vowels in the words have been italicized. Then instead of complete pronunciation of the words only the differences in the italicized vowels sounds specifically in pronunciation of the selected population, have been given for easy and quick comprehension.

Explanation table 2:

Research on the differences in English pronunciation particularly vowel sounds from community to community and even within community throughout the world is the most demanding one. However, some examples of the

variation in pronunciation of certain English words in Bangladesh, Egypt, India, Pakistan, Saudi Arabia and Native speakers have been determined for a partial depiction of the problem. The most common vowel sound differences in English pronunciation of the target population, as displayed in the table, giving only one word (for each variation) as an example with reason of variation, are as follows:

(a) Natives and Bangladeshis pronunciation differences

<u>Word</u>	<u>Difference</u>	<u>Reason</u>
(a) <i>ablution</i>	ʃn → ʃən	L1 interference
(b) <i>accurate</i>	ræt → rʌt	Local language
(c) <i>accountable</i>	əbl → ɪbəl	Local accent
(d) <i>curtain</i>	kɜ:tn → kətən	Local accent
(e) <i>accumulate</i>	kju: → kə	L1 interference
(f) <i>April</i>	eɪ → e	Lacks pronunciation teaching
(g) <i>ardent</i>	dnt → dent	Lacks pronunciation teaching
(h) <i>argument</i>	ə → ɪ	Lacks pronunciation teaching
(i) <i>articulate</i>	ə → eɪ	Local accent
(j) <i>artless</i>	ɪ → e	Local accent
(k) <i>author</i>	ɔ: → ɑ:	Lacks pronunciation teaching
(l) <i>awful</i>	fl → fʊl	L1 and Local accent
(m) <i>basically</i>	klɪ → kəli:	L1 and local accent
(n) <i>Bomb</i>	bɒ → bə	Lacks pronunciation teaching
(o) <i>Breath</i>	re → ri:	Lacks pronunciation teaching
(p) <i>Cautious</i>	ə → ɪʊ	L1 and local accent
(q) <i>Comedy</i>	ɒ → ɑ:	Lacks pronunciation teaching
(r) <i>Crescent</i>	snt → sent	L1 and local accent
(s) <i>Many</i>	e → æ	Local accent
(t) <i>Solace</i>	ɒ → əʊ	Lacks pronunciation teaching
(u) <i>Reason</i>	zn → zən	L1 and local accent
(v) <i>Series</i>	ɪə → i:	Lacks pronunciation teaching
(w) <i>Shovel</i>	ʌ → ɑ:	L1 and local accent

(b) Natives and Egyptian/Saudi Arabian pronunciation differences

<u>Word</u>	<u>Difference</u>	<u>Reason</u>
(a) <i>Ablution</i>	ʃn → ʃən	L1 interference
(b) <i>Accurate</i>	ə → ɪ	L1 accent
(c) <i>Many</i>	e → ɪ/æ	Lacks pronunciation teaching
(d) <i>Abrasion</i>	zn → zən	L1 sound system
(e) <i>Accumulate</i>	kju: → kə	L1 pronunciation
(f) <i>April</i>	eɪ → ɪ	L1 sound system
(g) <i>Ardent</i>	dnt → dɪnt	L1 influence
(h) <i>Argument</i>	jʊ: → ʊ	Lack pronunciation teaching
(i) <i>Author</i>	ɔ: → ɑ:	Lacks pronunciation teaching
(j) <i>Awful</i>	fl → fʊl	L1 influence
(k) <i>Basically</i>	klɪ → kəli	L1 influence
(l) <i>Comedy</i>	ɒ → ʊ	L1 sound system

(m) <i>Crew</i>	kru: → kɪru:	Consonat-declusterization
(n) <i>Curtain</i>	ɜ: → ʌ	Lack pronunciation teaching
(o) <i>Judaism</i>	eɪ → ɪ/ɑ	L1 sound system
(p) <i>Sociology</i>	əʊ → ʊ	L1 sound system
(q) <i>Tangible</i>	æ → ɪ	L1 sound system
(r) <i>Said</i>	e → æ	Lacks pronunciation teaching
(s) <i>series</i>	ɪə → i:	L1 pronunciation
(t) <i>Shovel</i>	ʌ → ʊ	Lacks pronunciation teaching
(u) <i>Wear</i>	eə → ɪ	L1 sounds/accent

(c) Natives and Indian/Pakistan pronunciation differences

<u>Word</u>	<u>Difference</u>	<u>Reason</u>
(a) <i>Ablution</i>	ʃn → ʃən	L1 sound system
(b) <i>Accurate</i>	ə → eɪ	Lacks pronunciation teaching
(c) <i>Accumulate</i>	kju: → kɑ	Lacks pronunciation teaching
(d) <i>April</i>	eɪ → e	Lacks pronunciation teaching
(e) <i>Ardent</i>	dnt → dent	L1 sound system
(f) <i>Argument</i>	jʊ: → u:	Lacks pronunciation teaching
(g) <i>Artless</i>	ɪ → e	Lacks pronunciation teaching
(h) <i>Author</i>	ɔ: → ɑ:	L1 sound system
(i) <i>Awful</i>	fl → fʊl	L1 accent
(j) <i>Basically</i>	klɪ → kəlɪ	L1 accent
(k) <i>Provoke</i>	ə → əʊ	L1 accent
(l) <i>Solace</i>	ɒ → əʊ	L1 sound system
(m) <i>Session</i>	e → eɪ	Lacks pronunciation teaching
(n) <i>Vigilant</i>	ə → e	Local accent
(o) <i>Crescent</i>	snt → sent	Local accent
(p) <i>Crew</i>	kru: → kəɪɹʊ	Spelling pronunciation
(q) <i>Curtain</i>	ɜ: → ʌ	Lacks pronunciation teaching
(r) <i>Judaism</i>	eɪ → ə	Lacks pronunciation teaching
(s) <i>Many</i>	e → æ	Lacks pronunciation teaching
(t) <i>Pair</i>	eə → eɪə	Lacks pronunciation teaching
(u) <i>Series</i>	ɪə → i:	Local accent
(v) <i>Shovel</i>	ʌ → ɑ:	Lacks pronunciation teaching
(w) <i>Tangible</i>	æ → e	Lacks pronunciation teaching
(x) <i>Wear</i>	eə → ɪə	Local accent

3. Discussion and Conclusion

In the context of the Sub-continent that includes Pakistan, India and Bangladesh, Egypt and Saudi Arabia, the differences in English accent are crystal clear. These variations due to one or the other reason are natural and inevitable. It is easy to talk about the reference varieties (standard varieties) in English pronunciation but aspiring for the monolithic approach throughout the world seems a dream. The variations in English pronunciation going on in the countries ibid have been concluded as follows:

(a) Bangladesh: In Bangladesh local language varieties deeply affect English pronunciation. Some of the reasons of mispronunciation include:

- (i) Bangali English learners are generally used to spelling pronunciation.

- (ii) English sounds are not focused and emphasized.
- (iii) They don't differentiate long and short vowels.
- (iv) Bangla language has almost twenty plosives as compared to only six plosives of English which definitely interfere.
- (v) The pronunciation of Bangali English speakers are entirely influenced by their mother tongue and local variety.
- (vi) Another reason of differences is that English fricatives – f, θ, ð, v, z, ʒ, do not exist in Bangla inventory of phonemes.
- (vii) Alveolar /t/ and /d/ are sometimes retroflexed by the Bangali speakers from the South region.

(b) India and Pakistan: Indian and Pakistani English speakers have more or less similar English pronunciation except some specific states, like Kerala, Uttar Pradesh and Bihar. The most distinctive differences in English pronunciation are:

- (i) The consonants 'v' and 'w' in the words like 'very' and 'work' are pronounced similarly. Whereas in articulation 'w' is bilabial approximant and 'v' is labiodental fricative.
- (ii) The alveolar /t/ and /d/ are often heard with drum-like heavy sound.
- (iii) In some states of India like Bihar, the /ʃ/ sound is often heard with lisp /s/, e.g. the word 'sheikh' is pronounced as /seikh/.
- (iv) There is no clear distinction between the vowel sounds /ɒ/ and /ɔ/. Both sound like /a/.
- (v) Particularly in India 'retroflex' sounds are common in Telugu, Kannada, Tamil and Malayalam.
- (vi) The word like 'class', 'staff' and 'last' are usually pronounced with a back /a/ as in Southern British dialects but unlike Northern British.
- (vii) The voiceless 'plosives' /p/, /t/ and /k/ are not aspirated by Pakistani and Indian English speakers.
- (viii) In native Indian languages except Tamil, the distinction between aspirated and un-aspirated plosives is phonemic.
- (ix) In some of the Indian languages, there are two entirely distinctive sets of coronal plosives; one is 'dental' and the other is 'retroflex'. Moreover, to the Indian ears, the English alveolar plosives sound more retroflex than dental.
- (x) In some parts of Uttar Pradesh and Bihar, the consonant /s/ preceding alveolar /t/ allophonically changes to /ʃ/. For example, the word 'stop' is pronounced as /ʃta:p/.
- (xi) The /ʒ/ sound changes into /z/ or /dʒ/ by many Indian speakers and in South India this sounds like /ʃ/.
- (xii) Sanskrit and Marathi have /s/ and /ʃ/ sounds but Bangla, Urdu and Hindi do not.
- (xiii) Moreover, Indian and Pakistani English speakers are more or less rhotic.
- (xiv) English alveolar /t/ and /d/ are often retroflex /ɽ/ and /ɖ/, especially in South of India. But Hindi does not have true 'retroflex plosives' whereas Tamil speakers sound retroflexive.
- (xv) Indian and Pakistani English speakers usually change syllabic /l/, /m/ and /n/ into [əl], [əm] and [ən].
- (xvi) Pakistani and Indian English speakers often use light/clear /l/ like Irish English.
- (xvii) Spelling pronunciation is also common in Pakistan and India.

(c) Egypt and Saudi Arabia: Except a few colloquial variations in English pronunciation, Egyptians and Saudi Arabians English speakers have similar accent. Some of the salient differences in Egyptian and Saudi English speakers include:

- (i) The sound /ʒ/ which is reduction of /dʒ/ sound of Egyptianized loan words, tend to merge with [ʃ]; for example, the word 'garage' is mostly pronounced as /gara:ʃ/ even by educated speakers.
- (ii) The sound /θ/ and /ð/ are always approximated to sibilants [s] and [z]. Traditionally the interdental consonants correspond to the Egyptian Arabic alveolar-consonants [t] and [d].
- (iii) Egyptians and Saudis use extra vowel sound in consonant clusters. For example, the words - 'split', 'throw' and 'lengths' are pronounced as /spɪlɪt/, /θrəʊ/ and /leŋðɪs/ respectively.

- (iv) Some speakers focus on voicing and devoicing of some consonants, e.g. voiced [t → d], [s → z], [k → g], [ʒ → ʃ] and [v → f].
- (v) Egyptian English speakers also have problems with the vowels like [ɪ, ʊ, e, ə, ɜ, æ, ʌ and ɔ].
- (vi) There are some problematic consonants for Egyptian and Arab speakers For example, [p → b], [ʒ → ʃ], [r → r+r] [θ → s] and [tʃ → ʃ].
- (vii) Moreover, [p], [b], [d] and [g] sounds don't exist in Arabic inventory of phonemes. For example, the words – 'panda', 'police', and 'very', are pronounced as /bɑːnda/, /bəʊliːs/ and /ferɪ/ respectively.
- (viii) The words like 'pit', 'pet', 'put', 'pot', and 'pat', etc are difficult to pronounce with marginal distinction by Arab speakers. The words that are differentiated by the vowel sounds are a bit problematic for them.

4. Suggestions

In the light of the discussion and conclusion of the study it is quite clear that dreaming reference variety (standard pronunciation) of English across the globe needs revisiting the undeniable fact of naturally inevitable variations in English pronunciation. Particularly the native speakers of English language (which is already a major lingua franca in the world of today would) have to decide and compromise as to what is possible and impossible to do. Both native and non-native speakers of English should practise what is possible and at the same time compromise to the area of predictable and unavoidable difficulties. These are the problems of English pronunciation which are impossible to overcome for the Second Language Learners throughout the world even if they try their best. However, maximum efforts in teaching-learning of English pronunciation should be extended especially focusing upon:

- (a) Teaching-learning of English pronunciation needs to be given priority at early stage because the interference of L1 becomes to its maximum at some later stages.
- (b) Second language learners' English pronunciation may not be exactly like native speakers but they should try their best to be as closer to the natives as possible.
- (c) The interference/influence of local languages of non-natives is not so easy to eradicate but it can be minimized through teaching-learning of English pronunciation and then practicing with a sense of self-improvement.
- (d) For better listening comprehension, regular listening to native speakers will definitely prove beneficial and productive for Second Language Learners.
- (e) The alphabet/sounds which do not exist in L1 of the learners of English as L2 need efforts to practice certain sound of the target language.
- (f) First of all the most specific areas of difficulties in teaching-learning of English pronunciation should be identified and then focused constantly for effective teaching-learning of the pronunciation.

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Appendix A

Pronunciation Test of Some Selected English Words in Isolation

Word	Bangladesh	Egypt	India	Pakistan	Saudi Arabia	Natives
abacus	abəkəs	abəkəs	əbækəs	əbækəs	abəkəs	əbəkəs
abashed	abəft	abəft	abəsəd	abəfd	abəft	əbæft
ablution	ablu:fən	ablu:fən	ablu:sən	ablu:fən	ablu:fən	əblu:fən
abnormal	abna:rməl	ɪbnarməl	ebnarməl	ebnarməl	ɒbnarməl	æbnɔ:ml
abrasion	ɒbrəzən	ɪbrɪdʒən	ebreiz/dʒn	ebreizən	ɪbreɪdʒən	əbreɪʒən
abuse(V)	abu:dʒ	ɪbju:z	əbju:dʒ	əbju:z	ɪbju:z	əbju:z
abuse(N)	abu:dʒ	ɪbju:z	əbju:dʒ	əbju:z	ɪbju:z	əbju:s
abysmal	əbɪdʒməl	əbɪzməl	əbɪdʒməl	əbɪsməl	əbɪzməl	əbɪzməl
academic	əkatemɪk	ɪkədɪmɪk	əkædəmɪk	əkædəmɪk	əkədɪmɪk	əkədəmɪk
academician	ɪkətmɪfən	ɪkədɪmɪfn	əkædmɪfn	əkædmɪfən	əkədɪmɪfən	əkædəmɪfn
accessory	eksesərɪ	aksɪsrɪ	esesərɪ	esesərɪ	aksɪsrɪ	əksesərɪ
accountable	ɪkəntərbəl	ɪkʊntərbəl	ɪkəntərbəl	ɪkəntərbəl	ɪkʊntərbəl	əkoʊntəbl
accumulate	əkamu:lɪt	ɪkamu:lɪt	ɪkamu:lɪt	ɪkamu:lɪt	ɪkamu:lɪt	əkju:mjələɪt
accuracy	ekʊrə:si:	ɪkʊrɪsɪ	ækʊrɪsɪ:	ækʊrɪsɪ:	ɪkʊrɪsɪ	ækjʊrəsɪ
accurate	ekʊrət	ɪkʊrɪt	ækʊrɪt	ækʊrɪt	ɪkʊrɪt	ækjʊrət
accursed	ɪkɜ:st	ɪkʌrsɪd	ɪkɜ:rsd	ɪkɜ:rsd	ɪkʌrsɪd	əkɜ:sɪd
apology	əfəluʒaɪ	ɪbəlʊdʒɪ	ɪpəlʊdʒɪ	ɪpəlʊdʒɪ	ɪbəlʊdʒɪ	əpələdʒɪ
appreciable	epɪrɪjəbəl	ɪbrɪjɪbəl	epɪrɪjɪbəl	epɪrɪjɪbəl	ɪbrɪjɪbəl	əprɪ:fəbl
April	əbrɪl	ɪbrɪl	æprɪl	æprɪl	ɪbrɪl	eɪprəl
aptitude	epɪtɪsɪd	ɪbtɪtu:t	æptɪ:tɪd	æptɪ:tɪd	ɪbtɪtu:t	æptɪtju:d

ardent	ɑ:rent	ɑrdɪnt	ɑ:rent	ɑ:rdent	ɑrdɪnt	ɑ:dnt
argument	ɑ:rgʊmɪnt	ɑrku:mɪnt	ɑ:rgu:mɪnt	ɑ:rgu:mɪnt	ɑrku:mɪnt	ɑ:gjʊmənt
arm	ɑ:rm	ɑ:rm	ɑ:rm	ɑ:rm	ɑ:rm	ɑ:m
arrear	ɛrɪərɔ̃	ɪrɪərɔ̃	ɛrɪərɔ̃	ɛrɪərɔ̃	ɪrɪərɔ̃	ərɪərɔ̃
articulate(A)	ɑ:rtɪkjʊlət	ɑ:rtɪkʊlət	ɑ:rtɪku:lɪt	ɑ:rtɪku:lɪt	ɑ:rtɪkʊlət	ɑ:rtɪkjʊlət
articulate(V)	ɑ:rtɪkjʊlət	ɑ:rtɪkʊlət	ɑ:rtɪku:lɪt	ɑ:rtɪku:lɪt	ɑ:rtɪkʊlət	ɑ:rtɪkjʊlət
artless	ɑ:rtlɪʃ	ɑ:rtlɪs	ɑ:rtlɪs	ɑ:rtlɪs	ɑ:rtlɪs	ɑ:tlɪs
asked	ɑ:ʃkd	ɑ:skɪd	ɑ:skd	ɑ:skd	ɑ:skɪd	ɑ:skt
assault	ɪʃɑ:lt	ɪsɑ:lt	æsa:lt	æsa:lt	ɪsɑ:lt	əsɑ:lt
associate	ɛʃʊʃi:ert	ɪsʊʃi:ert	æsu:ʃi:ert	æsu:ʃi:ert	ɪsʊʃi:ert	əsəʃi:ert
asthma	ɑʃtəmə	ɪʃtɪmə	æstəmə	æstəmə	ɪʃtɪmə	æs/zmə
asylum	æʃɪləm	ɪsɪləm	esəɪləm	esəɪləm	ɪsɪləm	əsəɪləm
attitude	ɑtɪtu:t	ɪtɪ tʃʊd	æti:tʃʊd	æti:tʃʊd	ɪtɪ tʃʊd	æti:tʃu:d
assist	əʃɪst	ɪsɪst	əʃɪst	əsɪst	ɪsɪst	əsɪst
audible	ɑ:tɪbəl	ɑ:dɪbəl	ɑ:dɪbəl	ɑ:dɪbəl	ɑ:dɪbəl	ɑ:dəbl
author	ɑ:dər	ɑ:sər	ɑ:θər	ɑ:θər	ɑ:sər	ɑ:θə®
automobile	ɑ:tʊməbaɪl	ɑ:tʊməbɪl	ɑ:tʊməbaɪl	ɑ:tʊməbaɪl	ɑ:tʊməbɪl	ɑ:təməbi:l
authority	əθə:ɾəti:	əsə:rtɪ	əθə:rtɪ:	əθə:rtɪ:	əsə:rtɪ	ɑ:θərətɪ
autumn	ɑ:təmɪn	ɑ:təmɪn	ɑ:təmɪn	ɑ:təmɪn	ɑ:təmɪn	ɑ:təm
awful	əvʊl	əvʊl	əvp/ʊl	əvʊl	əvʊl	ɑ:fl
ball	bɑ:l	bʊl	bɑ:l	bɑ:l	bʊl	bɔ:l
balloon	bəlu:n	bɪlu:n	bəlu:n	bəlu:n	bɪlu:n	bəlu:n
bamboo	bambu:	bʌmbʊ	bəmbu:	bəmbu:	bʌmbʊ	bəmbu:
bargain	bɑ:geɪn	bɑ:geɪn	bɑ:geɪn	bɑ:geɪn	bɑ:rdʒeɪn	bɑ:gɪn
barrage	bəɾɑ:ʒ	bɪɾɑ:ʒ	bæɾɑ:dʒ/z	bæɾɑ:dʒ	bɪɾɑ:ʒ	bæ/əɾɑ:ʒ
basically	bəsɪkəli:	bɪsɪkəli:	bəsɪkəli	bəsɪkəli	bɪsɪkəli:	bəsɪkɪli
basin	bəsɪn	bɪsɪn	bəsɪn	bəsɪn	bɪsɪn	bəsɪn
bastion	bəstɪʊn	bɪstɪ-ɪn	bəstɪən	bəstɪən	bɪstɪ-ɪn	bəstɪən
bath(N)	bɑ:t	bɑ:s	bɑ:θ	bɑ:θ	bə:s	bɑ:/æθ
bathe(V)	bɑ:t	bæz	bɑ:θ	bɑ:θ	bæz	bəɪð
beautiful	bɪtɪ:ʃʊl	bɪtɪʃʊl	bɪtɪ:ʃʊl	bɪtɪ:ʃʊl	bɪtɪʃʊl	bju:tɪfl
beneath	bɪ:ni:t	bɪni:s	bɪ:ni:θ	bɪ:ni:θ	bɪni:s	bɪni:θ
beneficent	bɪnɪfɪsɪnt	bɪnɪfɪsɪnt	bɪnɪfɪ:sɪnt	bɪnɪfɪ:sɪnt	bɪnɪfɪsɪnt	bɪnɪfɪsɪnt
beret	bɪrɪt	bɪrɪt	bɪrɪt	bɪrɪt	bɪrɪt	bɪrɪt
bestow	bɪstəʊ	bɪstəʊ	bɪstəʊ	bɪstəʊ	bɪstəʊ	bɪstəʊ
blessed(A)	bleʃt	bɪlɪsɪd	blesd	blesd	bɪlɪsɪd	blesɪd
scissors	ʃɪʃəɔ̃	sɪsəɾɔ̃	sɪsəɾɔ̃	sɪsəɾɔ̃	sɪsəɾɔ̃	sɪsəɾɔ̃
blue-berry	blu:beri:	bɪlu:bɪrɪ	blu:beri:	blu:beri:	bɪlu:bɪrɪ	blu:bɪrɪ
bomb	bɑ:mb	bʊmb	bʌmb	bʌmb	bʊmb	bʊm
bouquet	bʊkɪt	bʊkɪt	bʊ:kɪt	bʊ:kɪt	bʊkɪt	bʊkɪt
breadth	bret	bɪrɪθ	bredθ	bredθ	bɪrɪθ	bretθ
breath(N)	bri:t	bɪrɪs	bri:θ	bri:θ	bɪrɪs	bretθ
breathe(V)	bri:t	bri:z	bri:θ	bri:θ	bri:z	bri:ð

brook	bru:k	bɪrʊk	bru:k	bru:k	bɪrʊk	brʊk
burial	bʊrɪəl	bʊrɪəl	bəɪrɪəl	bəɪrɪəl	bʊrɪəl	berɪəl
cachet	kəsɪt	kʌʃɪ	kæseɪ	kæfeɪ	kʌʃɪ	kæfeɪ
calamity	kələmɪti:	kələmɪtɪ	kələmɪti:	kələmɪti:	kələmɪtɪ	kələmætɪ
calcium	kəlʃɪəm	kɪlʃɪəm	kəlʃɪəm	kəlʃɪəm	kɪlʃɪəm	kælsɪəm
camel	kæməɪ	kʌməɪ	kæməɪ	kæməɪ	kʌməɪ	kæmɪ
caption	kæpfən	kʌbfən	kæps/fən	kæpfən	kʌbfən	kæpfən
career	kæɪər	kʌɪər	kæɪər	kæɪər	kʌɪər	kæɪə(r)
cassette	keɪsət	kɪsɪt	keɪsɪt	keɪsɪt	kɪsɪt	kəset
carnal	kɑ:nəl	kɑ:rnəl	kɑ:rnəl	kɑ:rnəl	kɑ:rnəl	kɑ:nɪ
catharsis	kətɑ:rsɪs	kɪsɑ:rsɪs	kæθɑ:rsɪs	kæθɑ:rsɪs	kɪsɑ:rsɪs	kæθɑ:sɪs
cautious	kə:ʃɪəs	kə:ʃɪəs	kə:ʃɪəs	kə:ʃɪəs	kə:ʃɪəs	kə:ʃəs
channel	sænəl	ʃənəl	tʃænəl	tʃænəl	ʃənəl	tʃænɪ
charisma	kæɪɪdʒmə	kʌɪɪdʒmə	kæɪɪdʒmə	kæɪɪdʒmə	kʌɪɪdʒmə	kæɪɪdʒmə
chasm	kædʒəm	kʌzɪm	kædʒəm	kæzəm	kʌzɪm	kæzəm
chew	ʃu:	ʃu:	tʃɪu	tʃɪu	ʃu:	tʃu:
chocolate	sɑ:klɪt	ʃɑ:klɪt	tʃɑ:klɪt	tʃɑ:klɪt	ʃɑ:klɪt	tʃɒklət
christian	kɪɪsɪən	kɪɪʃɪn	kɪɪstʃɪən	kɪɪstʃɪən	kɪɪʃɪn	kɪɪstʃɪən
climb	kəlaɪmb	ɪkɪlaɪmb	kəlaɪmb	kəlaɪmb	ɪkɪlaɪmb	klaɪm
close(adj)	kələʊdʒ	ɪkɪləʊz	kələʊdʒ	kələʊz	ɪkɪləʊz	kləʊs
close(V)	kələʊdʒ	ɪkɪləʊz	kələʊdʒ	kələʊz	ɪkɪləʊz	kləʊz
cloth(N)	ɪkla:t	kɪlʊs	kəla:θ	kəla:θ	kɪlʊs	klɒθ
clothes(N)	ɪkla:t	kɪlʊzɪz	kəla:θ	kəla:θ	kɪlʊzɪz	kləʊðz
clothe(V)	ɪkləʊd	kɪləʊz	kələʊð	kələʊð	kɪləʊz	kləʊð
clumsy	kələmsɪ:	kɪləmsɪ	kələmdʒɪ:	kələmsɪ:	kɪləmsɪ	klʌmzɪ
coast	kəʊst	kʊst	kəʊst	kəʊst	kʊst	kəʊst
coat	kəʊt	kʊt	kəʊt	kəʊt	kʊt	kəʊt
cogent	kʊdʒənt	kʊdʒɪnt	kəʊdʒənt	kəʊdʒənt	kʊdʒɪnt	kəʊdʒənt
colonel	kəlʊnəl	kəlʊnəl	kəlʊnəl	kəlʊnəl	kəlʊnəl	kɜ:nɪ
Word	Bangladesh	Egypt	India	Pakistan	Saudi Arabia	Natives
colony	kɑ:lʊnɪ	kəlʊnɪ	kɑ:lʊnɪ:	kɑ:lʊnɪ:	kəlʊnɪ	kʊlənɪ
comedian	kʊmæɪtɪən	kʊmɪdən	kʊmedɪən	kʊmedɪən	kʊmɪdən	kəmi:dɪən
comedy	kʊmetɪ:	kʊmɪdɪ	kʊmedɪ:	kʊmedɪ:	kʊmɪdɪ	kʊmædɪ
concise	kənʃaɪdʒ	kʊnsaɪz	kʌnsaɪdʒ	kʌnsaɪz	kʊnsaɪz	kənsaɪs
conspiracy	kənʃpɪrɪ	kʌnsbæɪsɪ	kənspɪreɪsɪ	kənspɪreɪsɪ	kʌnsbæɪsɪ	kənspɪrəsɪ
consumption	kəndʒəmpfən	kʌnzəmbfən	kənzʌmpfən	kənzʌmpfən	kʌnzəmbfən	kənsʌmpfən
consume	kəndʒʊm	kʌnzɪʊm	kəndʒju:m	kənzju:m	kʌnzɪʊm	kənsju:u:m
corruption	kʊrʌpfən	kəɪɪbfən	kʊrʌpfən	kʊrʌpfən	kəɪɪbfən	kəɪɪpʌpfən
cough	kʌpʰ	kʌf	kʌf/pʰ	kʌf	kʌf	kʊɔ:f
coup	ku:f/p	kʊb	ku:p	ku:p	kʊb	ku:
couple	kəp/fəl	kʌbəl	kəpəl	kəpəl	kʌbəl	kʌpl
crescent	ɪkɪɪsɪnt	kɪɪsɪnt	kɪɪ:sɪnt	kɪɪ:sɪnt	kɪɪsɪnt	kɪɪsɪnt
crew	kəɪɪʊ	kɪɪʊ	kəɪɪju:	kəɪɪju:	kɪɪʊ	kɪɪju:

cricket	kɪrkɪt	kɪrɪkɪt	kɪrkɪt	kɪrkɪt	kɪrɪkɪt	kɪrɪkɪt
criminal	kɪrɪmɪnəl	kɪrɪmɪnəl	kɪrɪmɪnəl	kɪrɪmɪnəl	kɪrɪmɪnəl	kɪrɪmɪnəl
crisis	kəraɪsɪdʒ	kɪraɪsɪz	kəraɪsɪz	kəraɪsɪz	kɪraɪsɪz	kraɪsɪs
crises	kəraɪsɪdʒ	kɪraɪsɪz	kəraɪsɪz	kəraɪsɪz	kɪraɪsɪz	kraɪsɪz
crystal	kəɪstəl	kɪrɪstəl	kəɪstəl	kəɪstəl	kɪrɪstəl	kɪstəl
curtain	kəɪtən	kɪrtən	kɜ:rtən	kɜ:rtən	kɪrtən	kɜ:tn
correct	kʊrekt	kəɪrɪkt	kʊrekt	kʊrekt	kəɪrɪkt	kərekt
defiance	deɪfɪəns	dɪfɪns	deɪfɪns	deɪfɪns	dɪfɪns	dɪfɪəns
denouement	denʊmɪnt	dɪnʊmɪnt	dɪnʊmɪnt	dɪnʊmɪnt	dɪnʊmɪnt	deɪnu:mənt
exult	eksʌlt	ɪksʌlt	eksɜ:lt	eksɜ:lt	ɪksʌlt	ɪgzʌlt
devil	dævəl	dɪvəl	devəl	devəl	dɪvəl	devl
divorce	daɪbɔ:rs	daɪfɔ:rs	daɪvɔ:rs	daɪvɔ:rs	daɪfɔ:rs	dɪvɔ:s
endless	endləs	ɪndlɪs	endles	endles	ɪndlɪs	endlɪs
eligible	əlɪdʒɪbəl	ɪlɪdʒɪbəl	elɪdʒɪbəl	elɪdʒɪbəl	ɪlɪdʒɪbəl	elɪdʒəbəl
enough	enəp ^h	ɪnʌf	enəp/f	enəf	ɪnʌf	ɪnʌf
faithful	fetɪfʊl	fɪdɪfʊl	feɪθfʊl	feɪθfʊl	fɪdɪfʊl	feɪθfɪ
fashionable	feɪʃənəbəl	fɪʃənəbəl	feɪʃənəbəl	feɪʃənəbəl	fɪʃənəbəl	fæʃnəbəl
festival	festɪvəl	fɪstɪvəl	festɪ:vəl	festɪ:vəl	fɪstɪvəl	festəvəl
finite	fɪnɪt	fɪnɪt	fɪnɪt	fɪnɪt	fɪnɪt	fəɪnəɪt
garage	geɪrɑ:ʒ	gɪrɑʃ	gæra:dʒ	gɪra:dʒ	gɪrɑʃ	gæ/əra:ʒ/ gæɪdʒ
garden	gɑ:rdən	dʒɑ:rdən	ga:rdən	ga:rdən	dʒɑ:rdən	ga:dn
genre	zɑ:nɪ	ʃɑ:nɪ	dʒ/zɑ:nɪ	zɑ:nɪ	ʃɑ:nɪ	ʒɑ:nɪ
generic	zenɪk	ɡɪnɪk	z/dʒanɪk	dʒanɪk	dʒanɪk	dʒɪnɪk
giant	dʒɪənt	ɡɪənt	dʒɪɑ:nt	dʒɪɑ:nt	dʒɪənt	dʒəɪənt
gentleman	dʒentəlmæn	ɡɪntəlmɪn	zentəlmæn	dʒentəlmæn	dʒɪntəlmɪn	dʒentlmæn
Word	Bangladesh	Egypt	India	Pakistan	Saudi Arabia	Natives
handle	hændəl	hændɪl	hændəl	hændəl	hændɪl	fiændl
heath	hi:t	hi:s	hi:θ	hi:θ	hi:s	hi:θ
hebrew	hebrɪʊ	ɪbrɪʊ:	ɪbrɪʊ	hɪbrɪʊ	ɪbrɪʊ:	hi:bru:
heir	heɪər	ɪər	heɪər	heɪər	ɪər	eə(r)
judaism	dʒu:təɪdʒəm	dʒʊdɪzəm	dʒu:dəɪzəm	dʒu:dəɪzəm	dʒʊdɪzəm	dʒu:deɪɪzəm
lease	li:f	li:s	li:z	li:z	li:s	li:s
limb	lɪmb	lɪmb	lɪmb	lɪmb	lɪmb	lɪm
many	mæni	mʌni	mæni:	mæni:	mʌni	meni
menace	mɪnæf	mɪnʌs	mɪnæs	mɪnæs	mɪnʌs	menəs
mountain	məʊntən	mʊntɪn	məʊntən	məʊntən	mʊntɪn	məʊntɪn
mobile	məʊbaɪl	mʊbaɪl	məʊbaɪl	məʊbaɪl	mʊbaɪl	məʊbaɪl
neglect	neglect	nɪɡlɪkt	neglect	neglect	nɪdʒlɪkt	nɪglekt
noise	nəɪz	nɑ:ɪz	nɑ:ɪz	nɑ:ɪz	nɑ:ɪz	nɔɪz
nose	nəʊdʒ	nʊz	nəʊdʒ	nəʊz	nʊz	nəʊz
novelty	nəʊvɛlti:	nɔvɪltɪ	nəʊvɛlti:	nəʊvɛlti:	nɔvɪltɪ	nɔvɪltɪ
nude	nʊvɪltɪ	nʊd	nju:d	nju:d	nʊd	nju:/u:d

ocean	əʊʃən	ʊʃə/ɪn	əʊs/ʃɪən	əʊʃən	ʊʃə/ɪn	əʊʃn
offensive	əʊpensɪb	ʊfɪnsɪf	əʊf/pensɪv	əʊfensɪv	ʊfɪnsɪf	əfensɪv
old	əʊlt	ʊld	əʊld	əʊld	ʊld	əʊld
panel	pænəl	pʌnəl	pænəl	pænəl	pʌnəl	pænəl
provoke	prəvəʊk	prɒvʊk	prəʊvəʊk	prəʊvəʊk	prɒvʊk	prəvəʊk
pigeon	pɪdʒɪʌn	bɪdʒɪn	pɪz/dʒɪən	pɪdʒɪən	bɪdʒɪn	pɪdʒɪn
pizza	pi:dʒə	bi:zə	pi:z/dʒə	pi:zə	bi:zə	pi:tsə
quarrel	kʊərɪ	kʊərɪ	kʊərɪ	kʊərɪ	kʊərɪ	kʊərəl
raisin	reɪʃɪn	rɪsɪn	reɪsɪn	reɪsɪn	rɪsɪn	reɪzn
ravine	rəbɪn	rɪfɪn	reɪvɪn	reɪvɪn	rɪfɪn	rəvɪ:n
refusal	rɪpɪju:zəl	rɪfju:zəl	rɪfju:z/dʒəl	rɪfju:zəl	rɪfju:zəl	rɪfju:zl
reason	ri:dʒən	rɪzɪn	ri:z/dʒən	ri:zən	rɪzɪn	ri:zn
receivable	rɪsi:bɪbəl	rɪsɪvɪbəl	rɪsi:veɪbəl	rɪsi:veɪbəl	rɪsɪvɪbəl	rɪsi:vəbl
recompense	rɪkʌmpens	rɪkəmbɪnɪs	rɪkəmpens	rɪkəmpens	rɪkəmbɪnɪs	rɪkəmpens
resistance	rɪdʒɪdʒɪntɪ	rɪzɪzɪntɪs	rɪzɪzɪntɪs	rɪzɪzɪntɪs	rɪzɪzɪntɪs	rɪzɪzɪntɪs
responsible	respʌnsɪbəl	rɪsbʌnsɪbəl	respʌnsɪbəl	respʌnsɪbəl	rɪsbʌnsɪbəl	rɪspʌnsəbl
rival	rəɪvəl	rəɪfəl	rəɪvəl	rəɪvəl	rəɪfəl	rəɪvəl
riven	rəɪvən	rɪfən	rɪvən	rɪvən	rɪfən	rɪvən
ruin	rʊɪn	rʊɪn	rʊɪ:n	rʊɪ:n	rʊɪn	rʊɪ:n
sacred	sækɪt	sʌkrɪd	sækɪt	sækɪt	sʌkrɪd	seɪkrɪd
sadism	sædɪdɪzəm	sʌdɪzəm	sædɪdɪzəm	sædɪzəm	sʌdɪzəm	seɪdɪzəm
saloon	səlu:n	sʌlu:n	sælu:n	sælu:n	sʌlu:n	səlu:n
said	sæd	sʌd	sæd	sæd	sʌd	sed
saturate	sætʃəreɪt	sʌdʒʊrɪt	sætʃu:reɪt	sætʃu:reɪt	sʌdʒʊrɪt	sætʃəreɪt
school	sku:l	ɪsku:l	ɪsku:l	sku:l	ɪsku:l	sku:l
selection	sɪlekʃən	sɪlɪkʃən	selekʃən	selekʃən	sɪlɪkʃən	sɪlekʃən
selfless	sɛlfɪlɪs	sɪflɪs	selfɪs	selfɪs	sɪflɪs	selfɪs
series	sɪri:dʒ	sɪrɪ:z	sɪ:ri:z/dʒ	sɪ:ri:z	sɪrɪ:z	sɪəri:z
serious	sɪrɪəs	sɪrɪəs	sɪ:riəs	sɪ:riəs	sɪrɪəs	sɪəriəs
session	sɛʃən	sɪʃən	seɪʃən	seɪʃən	sɪʃən	seɪʃən
shortage	ʃɔ:tɪdʒ	ʃɔ:tɪdʒ	ʃɔ:rtɪdʒ	ʃɔ:rtɪdʒ	ʃɔ:tɪdʒ	ʃɔ:tɪdʒ
shovel	ʃəvəl	ʃə:fəl	ʃə:vəl	ʃə:vəl	ʃə:fəl	ʃəvəl
silent	səɪlənt	sə:lɪnt	səɪlənt	səɪlənt	sə:lɪnt	səɪlənt
simple	sɪmpəl	sɪmbəl	sɪmpəl	sɪmpəl	sɪmbəl	sɪmpl
single	sɪŋɡəl	sɪŋkəl	sɪŋəl	sɪŋəl	sɪŋkəl	sɪŋɡl
finger	fɪŋɡər	fɪŋɡər	fɪŋɡər	fɪŋɡər	fɪŋɡər	fɪŋɡər
solace	səʊləs	səʊləs	səʊləs	səʊləs	səʊləs	səʊləs
stopped	stɒpɪd	stɒpɪd	stɒpɪd	stɒpɪd	stɒpɪd	stɒpt
tangible	tændʒɪbəl	tɪndʒɪbəl	tendʒɪbəl	tendʒɪbəl	tɪndʒɪbəl	tændʒəbl
territory	terɪtɔ:ri	tɪrɪtɔ:ri	terɪtɔ:ri	terɪtɔ:ri	tɪrɪtɔ:ri	terɪtɔ:ri
theft	θɛpɪt	sɪft	θɛft	θɛft	sɪft	θɛft
thief	ði:p	sɪ:f	θi:f	θi:f	sɪ:f	θi:f
thigh	θaɪ	sai	θaɪ	θaɪ	sai	θaɪ

throat	ðrəʊt	sɹəʊt	θrəʊt	θrəʊt	sɹəʊt	θrəʊt
through	ðru:	sru:	θru:	θru:	sru:	θru:
thumb	ðæmb	sæmb	ðæmb	ðæmb	sæmb	θæm
tortoise	tartəʃ	tərtəs	tɑ:rtəs	tɑ:rtəs	tərtəs	tɑ:rtəs
towards	təwərtɔ̃z	təwɑrdz	təwərdz	təwərdz	təwɑrdz	təwɔ:dz
tradition	trəʊtʃən	trəʊtʃən	treɪdɪsən	treɪdɪʃən	trəʊtʃən	trədɪʃən
transfer	trɑ:nʃfər	trənsfər	trɑ:nsfər	trɑ:nsfər	trənsfər	trənsfə:(r)
trigger	traɪgər	trɪgər	traɪgər	traɪgər	trɪgər	trɪgə(r)
ultimate	Altɪ:mæt	Altɪmet	Altɪmert	Altɪmert	Altɪmet	Altɪmæt
uncertain	ʌnʃərtən	ʌnsərtɪn	ʌnsərtən	ʌnsərtən	ʌnsərtɪn	ʌnsɜ:tɪn
usual	ju:zʊəl	juʃʊəl	ju:juəl	ju:juəl	juʃʊəl	ju:ʒl
usurp	ju:dʒərp	juzərb	ju:sərp	ju:sərp	juzərb	ju:zɜ:p
verdant	bʰərtent	fərdɪnt	vərdent	vərdent	fərdɪnt	vɜ:dnt
victual	bɪksʊəl	fɪkdʒʊəl	vɪktʃʊəl	vɪktʃʊəl	fɪkdʒʊəl	vɪtl
vigilant	bɪdʒɪlənt	fɪdʒɪlɪnt	vɪdʒɪ:lent	vɪdʒɪ:lent	fɪdʒɪlɪnt	vɪdʒɪlənt
vision	vɪ:zən	vɪʃən	vɪ:zən	vɪʃən	vɪʃən	vɪʒn
wastage	bɛftɪdʒ	fɪstɪdʒ	weɪstɪdʒ	weɪstɪdʒ	fɪstɪdʒ	weɪstɪdʒ
we	bʰʊɪ	fɪ	wɔɪ:	wɔɪ:	fɪ	wɪ:
wear	bɪər	fɪər	wɪ:ər	wɪ:ər	fɪər	weə(r)
weather	bɛɪdər	fɪzər	weɪðər	weɪðər	fɪzər	weðə(r)
wages	bɛɪdʒ	f/weɪg	weɪdʒ	weɪdʒ	weɪdʒ	weɪdʒ
whistle	bʰɪʃəl	fɪsəl	wɪsəl	wɪsəl	fɪsəl	wɪsl
Word	Bangladesh	Egypt	India	Pakistan	Saudi Arabia	Natives
worth	bʰərð	fərð	wərθ	wərθ	fərð	wɜ:θ
wrath	rɑð	rɑð	rɑ:θ	rɑ:θ	rɑð	rɒ/æθ
wrinkle	rɪŋkəl	rɪŋkəl	rɪŋkəl	rɪŋkəl	rɪŋkəl	rɪŋkl
wry	rɑɪ	rɪ:	rɪ:	rɪ:	rɪ:	rɑɪ
xerox	dʒɪrəʊks	zɪrəʊkɪs	dʒɪrəʊks	zɪrəʊks	zɪrəʊkɪs	zɪrəʊks
yacht	ja:s	ja:f	ja:tʃ	ja:tʃ	ja:f	jɒt
youth	ju:s	ju:s	ju:θ	ju:θ	ju:s	ju:θ
zenith	dʒɪnɪt	zɪ:nɪs	zɪ:nəθ	zɪ:nəθ	zɪ:nɪs	zenɪθ

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