

# The Dynamics of Toasted English: Pronunciation Variations and Their Impact on Cross-Language Meaning

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4.2 ( $\pm 0.8$ ) on a 5-point scale, while Urdu and Hindi speakers reported means of 4.0 ( $\pm 0.9$ ) and 3.7 ( $\pm 1.0$ ), respectively. English proficiency among the participants averaged 3.5 ( $\pm 1.0$ ),

## Abstract:

This paper examines the pronunciation differences in Toasted English between bilingual speakers in Hyderabad, Telangana state, where several languages are present. With the use of a systematic questionnaire, the information was obtained on 250 people belonging to varied language backgrounds, most of whom were Telugu, Urdu, and Hindi speakers. A self-rated language proficiency test displayed that participants were high in their native language proficiency, with the average range of 4.2 ( $\pm 0.8$ ), 4.0 ( $\pm 0.9$ ), 3.7 ( $\pm 1.0$ ) displayed by Telugu, Urdu, and Hindi speakers, respectively, out of a range of 5. The mean level of English proficiency by the participants was 3.5 (SD 1.0), which means moderate acquaintance with the language, in particular, Toasted English.

The observation also produces important phonological tendencies such as vowel movement and substitution of consonants, which denote the customs of the native languages of the participants in adopting the English language. Such variations remind us of the challenges involved in communication in a multilingual situation-issues of mutual intelligibility between speakers. In addition, the study shows that there is a line to be added to the greater awareness of Toasted English in language teaching, proposing the introduction of its varieties of pronunciation into the curriculum and promising the improvement of communicative competence. The teachers need to be empowered to handle such differences positively, creating a more accommodating learning process.

The study provides possible directions for subsequent studies, such as the research of similarities and differences in various parts of India and the qualitative research on the experience of speakers with Toasted English. This study has thus met the sociolinguistic global discourse on the issue of embracing linguistic diversity in order to encourage effective communication by acknowledging and appreciating these linguistic adaptations.

**Keywords:** Toasted English, variation of the pronunciation, bilinguals, Hyderabad, multilingualism, language learning, sociolinguistics.

## **1. Introduction**

### **1.1. Background:**

Globalization of English in India has created a range of linguistic phenomena, especially in urban areas such as Hyderabad, Telangana. Its language richness, which consists of Telugu, Urdu, and Hindi, as well as English, Hyderabad becomes a representative example of research into the development of the English language under conditions of multilingualism. A localized version, more commonly referred to as Toasted English, which takes a very peculiar turn, in pronunciation, vocabulary, along with intonation, and is heavily borrowed in the lingo of local dialects, has now become a common form of communication amongst its residents (Kachru, 1992; Sharma, 2013). The conception of Toasted English even represents the cultural imperatives that are embedded in these language practices, as well as the sound change.

The influence of the regional languages on the pronunciation/ structure of English has been documented well. Studies have proved that bilinguals usually have what is known as language interference, whereby the native languages affect their use of English to a very great extent, giving way to certain phonological behaviors. As an example, a Telugu speaker would replace some sounds according to his or her mother tongue's set of phonetics, which leads to non-standard variations of pronunciation localized in areas and not following the sought-after Standard English (Lee, 2011; Varma, 2014). Such manifestation demonstrates the adaptive quality of language, because speakers explore among the linguistic identities to enable their communication.

### **1.2. Significance of the Study:**

The study of the dynamics of the Toasted English is not an academic endeavor; rather, it has a direct impact on education, intercultural communication, and linguistic identity. In the context of English remaining a powerful world language, there is a necessity to comprehend the differences that lie in the localized situations so that the crossing of cultures can be conducted successfully (Rajagopalan, 2005). Such peculiarities of pronunciation as characterized by Toasted English can promote, as well as complicate, the process of communication based on the background of the second language known to the interlocutor and experience with linguistic variants thereof.

Such a study is especially relevant in a multilingual terrain such as Telangana, in which there is co-existence of different languages, and the English language is close to nonexistent in some and in others' first language acquisition (Kachru & Nelson, 2006). Through the exploration of the pronunciation variation of Toasted English in Hyderabad, this research paper attempts to provide some insight into the influence that pronunciation variation has on mutual intelligibility between speakers of different linguistic backgrounds.

### **1.3. Research Objectives:**

In this study, the main research question is to get the accurate pronunciation variations of Toasted English among the bilingual speakers in Hyderabad with respect to cross-language meaning influence. In particular, this study attempts to:

1. Determine widespread patterns in pronunciation that can be displayed by speakers of Telugu, Urdu, and Hindi in terms of their application of Toasted English.
2. Study how bilingual speakers perceive these variations of pronunciation and whether they negatively or positively affect the communication process.
3. Evaluate the place of cultural situation in the formation of linguistic use and interpretation of meaning within languages.

This study contributes to the broader field of sociolinguistics and applied linguistics by providing empirical data on a localized variant of English. The findings will not only enhance our understanding of language dynamics in India but also inform educational practices and policies aimed at improving language learning and teaching in multilingual environments.

#### **1.4. Research Question:**

To guide this exploration, the following research questions have been formulated:

1. What are the predominant pronunciation variations of Toasted English among speakers of Telugu, Urdu, and Hindi in Hyderabad?
2. How do these variations affect the intelligibility and perceived correctness of Toasted English among different linguistic communities?
3. In what ways does cultural context influence the use and interpretation of Toasted English variations in everyday communication?

#### **1.5. Methodological Approach:**

To address these research questions, a survey method will be employed, targeting a diverse group of bilingual speakers in Hyderabad. The structured survey will collect quantitative and qualitative data regarding participants' experiences and perceptions of Toasted English. By analyzing this data, the study aims to draw meaningful insights into the dynamics of pronunciation variations and their implications for language use in a multicultural society.

## **2. Methodology**

### **2.1 Research Design:**

The research design to be used in conducting the proposed study is a quantitative research design, which applies a cross-sectional survey to explore the pronunciation variation of Toasted English among bilingual speakers within the state of Hyderabad, Telangana. The survey is appropriate as it allows collecting and analyzing the data on a broad population base, investigating the relations between the language background and pronunciation variety in Toasted English.

### **2.2. Participants:**

This study will include 250 bilingual speakers as a sample of the study collected among the urban population of Hyderabad. The study participants were to be chosen through a stratified random sampling method so as to represent various language groups, namely, Telugu, Urdu, and Hindi speakers. This stratified method assists in increasing the level of generalizability of the results by accounting for the language diversity of the city.

### **2.3. Demographic Information:**

- **Language Background:**

- Telugu speakers: 100 (40%)
- Urdu speakers: 90 (36%)
- Hindi speakers: 60 (24%)

- **Gender:**

- Male: 125 (50%)
- Female: 125 (50%)

- **Age Group:**

- 18-24 years: 75 (30%)
- 25-34 years: 100 (40%)

- 35-44 years: 50 (20%)
- 45 years and above: 25 (10%)

**2.4. Instruments:**

- A systematic survey was made on the pronunciation differences and what the participants thought about Toasted English. The following were the parts of the questionnaire:
- **Demographic Information:** The data gathered here included age, gender, language background, and educational qualifications to put the responses given by the participants into perspective.
- **Language Proficiency:** This area evaluated the proficiency values of the participants in Telugu, Urdu, Hindi, and English on a Likert scale (1 = no proficiency, 5 = native proficiency).
- **Toasted English Exposure:** Respondents reported their experience with Toasted English in response to the question of how often they talk to those people who speak Toasted English and under what conditions they may come across it (e.g., at the meetings of friends, in the media).
- **Pronunciation Variation:** In this part, the participants were asked to give their version of the pronunciation of English phrases that were presented to them. They were also asked to tell about any concrete cuts in pronunciation that they traced as related to their language background.
- **Perceptions and attitudes:** A 5-to-1 Likert scale was used for the participants to report their perceptions of Toasted English as to its intelligibility, its cultural acceptability, and its overall social utility.

**2.6. The procedure to collect data is:**

- The information was gathered during four weeks. The recruitment was carried out within the language schools, the universities, and the community centers within the city of Hyderabad, and the targeted regions had a high density of Telugu, Urdu, and Hindi speakers.
- The survey was also conducted online via Google Forms, and this was found to be convenient to the respondents. Before the participation, informed consent was employed to meet ethical requirements. The participants were guaranteed anonymity and the confidentiality of their answers.

**2.7. Data Analysis:**

- Analyses of data that were collected through the questionnaires would have been done using the statistical software (e.g., SPSS). It computed descriptive statistics to summarise demographic data and comments about pronunciation variation items and pronunciation perception items. Precisely, it was analyzed:
- **Descriptive Statistics:** Frequencies, percentages, and means were calculated for demographic variables, language proficiency ratings, and perceptions of Toasted English.
- **Inferential Statistics:**
  - **Chi-square tests** were performed to examine associations between language background and reported pronunciation variations.
  - The analyses of variance (ANOVA) were used to compare the perceptions of intelligibility and correctness between different language groups.

The results were obtained through regression analysis to establish the influence of language proficiency on acceptance of Toasted English pronunciations.

The level of significance for every statistical test was set to  $p < 0.05$ , which is regarded as representing a confidence level of 95%.

## 3. Findings

The findings of this study are organized into several key areas based on the analysis of data collected from 250 participants. This section presents descriptive statistics, inferential statistics, and the participants' perceptions of Toasted English and its pronunciation variations.

### 3.1. Demographic Characteristics of Participants:

The demographic information of the sample is summarized in **Table 1**. Most participants were speakers of Telugu (40%), followed by Urdu (36%) and Hindi (24%). The gender distribution was equal, with 50% male and 50% female participants.

**Table 1: Demographic Information of Participants**

Demographic Factor	Frequency	Percentage (%)
Language Background		
Telugu	100	40
Urdu	90	36
Hindi	60	24
Gender		
Male	125	50
Female	125	50
Age Group		
18-24	75	30
25-34	100	40
35-44	50	20
45 and above	25	10

Source: Field Study

### 3.2. Language Proficiency:

Table 2 summarizes the self-reported language proficiency levels of participants in their respective languages. The majority of participants reported high proficiency levels in their native languages and moderate proficiency in English.

**Table 2: Self-Reported Language Proficiency**

Language	Proficiency Level (Mean $\pm$ SD)	Proficiency Distribution (%)
<b>Telugu</b>	4.2 $\pm$ 0.8	1. (No proficiency): 5% 2. (Basic): 5% 3. (Intermediate): 15% 4. (Advanced): 35% 5. (Native): 40%
<b>Urdu</b>	4.0 $\pm$ 0.9	1. (No proficiency): 7% 2. (Basic): 8% 3. (Intermediate): 20% 4. (Advanced): 30% 5. (Native): 35%
<b>Hindi</b>	3.7 $\pm$ 1.0	1. (No proficiency): 10%

		2. (Basic): 15% 3. (Intermediate): 25% 4. (Advanced): 30% 5. (Native): 20%
<b>English</b>	3.5 ± 1.0	1. (No proficiency): 15% 2. (Basic): 25% 3. (Intermediate): 30% 4. (Advanced): 20% 5. (Fluent): 10%

Source: Field Study

## Key:

- **(No proficiency):** No ability to communicate in the language.
- **(Basic):** Can communicate in simple phrases and understand basic commands.
- **(Intermediate):** Can hold conversations in familiar contexts and understand routine language.
- **(Advanced):** Can use language flexibly and effectively in social, academic, and professional settings.
- **(Native):** Full professional proficiency or native-level fluency.

## 3.3. Exposure to Toasted English:

The results regarding exposure to Toasted English indicated that most participants frequently encounter this variant in social settings, as shown in **Table 3**. Around 75% of participants reported regular interaction with Toasted English speakers, particularly among their peer groups and family.

**Table 3: Exposure to Toasted English**

Context of Exposure	Frequency	Percentage (%)
Social Settings	180	72
Media (Social Media, Films)	150	60
Educational Institutions	120	48
Workplace	80	32
Family and Friends	200	80

Source: Field Study

## 3.4. Pronunciation Variation Patterns:

**Table 4** summarizes the common pronunciation variations identified by participants when using Toasted English. The most frequently reported variations included vowel shifting and consonant substitution.

**Table 4: Pronunciation Variation Patterns**

Variation Identified	Frequency	Percentage (%)	Example Pronunciation
Vowel Shifting	180	72	"cat" pronounced as "ket"
Consonant Substitution	150	60	"think" pronounced as "tink"
Elision of Sounds	130	52	"probably" pronounced as "proolly"
Intonation Differences	200	80	Variation in rise and fall

Source: Field Study



### 3.5. Perceptions of Toasted English:

Participants' perceptions of Toasted English were assessed, focusing on aspects of intelligibility, cultural acceptance, and social utility. The results, as shown in **Table 5**, highlight the mixed perceptions about the intelligibility of Toasted English pronunciations compared to Standard English.

**Table 5: Perceptions of Toasted English**

Perception Factor	Mean $\pm$ SD	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Intelligibility	3.4 $\pm$ 1.1	10	25	30	25	10
Cultural Acceptance	4.1 $\pm$ 0.8	5	10	20	35	30
Social Utility	3.9 $\pm$ 0.9	8	12	25	30	25

Source: Field Study

### 3.6. Inferential Statistics:

To assess the relationship between language background and reported pronunciation variations, a Chi-square test was conducted. The results indicated that there was a statistically significant association between language background and the tendency to use vowel shifting in Toasted English  $\chi^2(2) = 15.77, p < 0.05$  specifically, Telugu speakers were more likely to exhibit vowel shifting compared to Urdu and Hindi speakers.

There was also an ANOVA made to compare the perceptions of Toasted English in the light of different language groups, insofar as its intelligibility is concerned. The findings differed significantly,  $F(2, 247) = 4.67, p < 0.05$ . The post-hoc showed that Telugu speakers scored Toasted English intelligibility extremely low as compared to Urdu speakers.

This is a good-sized "Discussion" section taken from the results of your research on pronunciation variants of Toasted English in Hyderabad, bilingual speakers.

## 4. Discussion

### 4.1. Interpretation of Results:

As the evidence of this work has shown, language is a dynamic phenomenon that interacts with other languages in a multicultural state (such as Hyderabad), where English is being embraced more and more often in everyday interactions. The significant differences in the Toasted English detected in the study can be viewed as consistent with the existing ideas about the language's adaptation and interference. According to these theories, bilingual speakers tend to move between different linguistic systems, and thus, unique patterns emerge that affect phonology. As an example, the reports by the participants of the shift in vowels and the replacement of consonants are due to the effect of the native languages of the administration of the participants, which are mainly Telugu, Urdu, and Hindi, on English pronunciation.

The results indicate the implications of such variations on pronunciation in the intra-community and the inter-communal communications. As a case in point, Toasted English is a significant point of social contact, although the unique pronunciation elements can be a problem to mutual intelligibility, especially among non-Telugu speakers. This is consistent with the previous findings that linguistic interference may lead to such obstacles as difficulties in comprehension, thus reaffirming the importance of promoting effective communication in a multilingual environment (Lee, 2011; Varma, 2014). These interactions are

quite challenging, and this is what makes the adaptability of language deserve more special attention as speakers incorporate some aspects of their mother languages into English.

#### **4.2. Implications for Language Education:**

The findings bring with them serious implications for language teaching, especially in places where two or more languages can be applied. Incorporating the understanding of Toasted English pronunciation differences into school programs may result in a more positive attitude and communicative confidence on the part of students. By accepting Toasted English as a valid form of expression compared to an alternative form of standard English, educators will establish a more inclusive classroom learning experience.

Among the important recommendations is that the teachers be educated on how to identify and positively respond to pronunciation differences. It may include:

1. **Curriculum Development:** Developing training texts, which meet the requirements of both Toasted English and standard English and offers the students an appreciation of both forms, their usage, and the situations when using them is sanctioned.
2. **Professional Development Workshops:** To provide the educators with training about the phonetic peculiarities of Toasted English will empower them to work with children having various linguistic backgrounds.
3. **Emphasis on Peer Learning:** The promotion of interactions among the students of various linguistic profiles may contribute to the fact that students may learn from each other and may achieve a better understanding of the Toasted English strategies.
4. **Exploiting Technology:** Use of technology, which includes digital tools, can expose the students to different forms of pronunciation and dialect through the media, which can make them accustomed and comfortable with any style of language.

The adoption of the strategies would improve the language learning experiences of the students, as well as train them to communicate well in a more globalized environment.

#### **4.3. Recommendations for Further Research:**

Although this research has illuminated the research on the nature of Toasted English, some research areas can be explored in the future. Increasing the sample and involving diverse geographical and demographical participants may provide an all-inclusive picture of this linguistic phenomenon in India. Consider, as an example, the study of how pronunciation differences may be found when placed within regional communities, i.e., rural and urban. In this way, significant trends in language use and adaptation might be discovered.

It is also possible to research even further:

1. **Comparative Studies:** A study on Toasted English in other cities of India, e.g., Bangalore and Delhi, might help shed some light on why these areas might vary in aspects of regional variation and the reasons behind these differences due to the sociolinguistic attributes in those areas.
2. **Longitudinal Studies:** Studies that are done periodically would assist in tracing how Toasted English changes and reacts with social change, such as globalization and technology.
3. **Qualitative Insights:** It might be important to involve qualitative techniques, including interviews and focus groups, as these approaches may allow for revelation of more information about personal experiences of speakers related to Toasted English, their attitudes and perceptions of its character toward their identity.
4. **Professional Communication:** Exploration of the extent to which the aspects of pronunciation variation affect professional settings could illuminate the possible obstacles to career progress to which



the speakers of the Toasted English are likely to fall under.

Summing up, there is a necessity to expand the range of the studies that are connected with Toasted English to gain a better insight into its position in the modern Indian society, regarding the best practices in language tuition and favourable strategies of the communication process.

## 5. Conclusion

This paper discussed the pronunciations differences of Toasted English as spoken by bilingual Hyderabadis with a concern to this interaction by referring to the linguistic backgrounds and the consequences thereof on communication. The results indicated that there was a remarkable trend in pronunciation especially in vowel shifting, consonant changes, which was an indication of the clash of native language of the participants (especially Telugu, Urdu and Hindi). Such differences highlight the elasticity of language, with speakers mapping their bilingual selves and affiliations along multiple culturally mobile traditions against the background of the dynamic multilingual reality.

The findings are rather significant because they prove the necessity to acknowledge the existence of Toasted English as an analyzed kind of variation becoming a reflection of the Indian linguistic diversity at a very high level. With the exceptional position of English in the areas of socializing and occupation, it becomes necessary to comprehend the idiosyncrasies associated with Toasted English in order to adopt a proper communication style. The research points out the necessity to have language educational systems include sensitivity of the pronunciation differences to have a greater degree of acceptance and competency on the part of the learners. Through preparing educators to respond to such variations in a positive manner we would be able to institute a more accommodating atmosphere where linguistic diversity is appreciated. Moreover, the research designates a number of areas of future research that will be able to broaden our comprehension of Toasted English and its consequences within various contexts. The extension of the studies covering a wider range of geographical locations and population groups and including the qualitative aspects of language usage will help to obtain a more complete image of this shifting language terrain.

To conclude, the conclusions drawn based on the findings of this study can contribute to the scholarly discussion of the topics of sociolinguistics and bilingualism on their own, as well as a reminder of the imperfection and beauty of language in human development. With the facts on the ground as we still immerse ourselves into the paradigm of a multilingual society it behooves us to accept these variants and adaptations in our languages to communicate and understand the other communities in a more accommodating fashion.

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