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Segmental Features of English Spoken by the Students of III Year B.Pharmacy in Telugu States of India (Telangana and Andhra Pradesh)

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Abstract

English is thought to be one of the most important languages in the world. There are many reasons why English is so important. One of the reasons is that English is spoken as the first language in many countries. There are 104 countries where English is spoken as the first language and it is a globally accepted language for an effective communication, especially in India because India is a multilingual country. The status of English in India is always high, and the role of English in Pharmacy education is superior because pharmacist requires an international language to communicate a wider range of people. It is very essential in the segmental level as majority of the students failing in this level due to lack of training and practice.

Keywords

Telugu-English; Pharmacy Students; Consonants; Vowels

English in India

English is an associate official language in India. After Hindi, it is the most commonly spoken language in India and probably the most read and written language in India. Indians who know English will always try to show off that they know English. It symbolizes in Indians minds, better education, better culture and higher intellect. Indians who know English often mingle it with Indian languages in their conversations. It also serves as the link language among Indians who speak different languages. It is very important in some systems – legal, financial, educational, business – in India. The reason Indians give such importance to English is related to the fact that India is a multilingual country.

English in Telugu States

English is used in Andhra Pradesh and Telangana for official and unofficial purposes, as in most of the other states. To speak English like an Englishman is not the educational goal of teaching spoken English in India. It still enjoys a place of pride in schools and university syllabuses. In schools the teaching of English starts as early as in the Third standard (it does not refer to the ‘convents’ or ‘public schools’ where English is taught right from the beginning). It is also a compulsory subject unto the degree level along with all the subjects, and at the P.G. level all the subjects except regional language subjects are taught in English.

Dialects and Accents in Telugu States

Telugu is the language spoken in Telangana and Andhra Pradesh. It has three main dialects in the three regions namely Telangana, Coastal-Andhra and Rayalaseema. It has many other smaller dialects like North-Coastal (Srikakulam, Vijayanagaram and Visakhapatnam districts), Godavari Districts, Gunturu

Mandalikamu, Nelluru district, Kurnool, Chittoor, Kadapa, Karimnagar, Khammam etc.

Pharmacy Education in India

The earliest traditional system of medicine practised in India has been Ayurveda and Siddha. The colonial period brought the new western system of medicine and paved the way to emerge pharmacy houses in India. The statutory regulation of pharmacy institutions in India was established with the enactment of the Pharmacy Act 1948; The Pharmacy Council of India (PCI) was established in the year 1949 and the first Education Regulations (ER) framed in 1953, which were subsequently amended in 1972, 1981 and 1991. The PCI regulates the pharmacy education and profession in India. At present there are more than 1500 institutions offering various pharmacy programmes of UG, PG and Pharm.D with an annual intake of more than 1,00,000 students.

Pharmacy Education in Telugu States

In Telugu states there are several colleges offering B.Pharmacy education. Admission will be done through EAMCET (Engineering And Medicine Common Entrance Test) score merit list, conducted by Osmania University for Telangana and Andhra Pradesh (Telangana was bifurcated from Andhra Pradesh very recently). Students must study Biology, Physics and Chemistry/Mathematics, Physics and Chemistry in their 10+2 level. This is a four-year degree programme approved by All India Council of Technical Education (AICTE) and Pharmacy Council of India (PCI) and affiliated to state universities.

English in Pharmacy Education

In B.Pharmacy, English is one of the major subjects. It covers Basic English concepts such as grammar (tenses, articles etc.), spoken English (phonetics, group discussion etc.), writing skills (report writing, letter writing etc.), listening skills etc., for the enhancement of the English language ability of the pharmacy students. In a month they have eight regular classes and three language lab

sessions for practicing English. Teacher, library and audio compact disks are the main sources for learning English in their colleges.

Earlier Research Reviews

- An attempt to describe the phonology of Telugu speakers' English was made by B.A. Prabhakar Babu in his dissertation, *A Phonological study of English Spoken by Telugu speakers in Andhra Pradesh*. The important findings are:
 1. Telugu English has a 23 consonant system. /p, b, t^h, d^h, t, d, k, g, tʃ, dʒ, m, n, ŋ, l, f, s, z, ʃ, ʒ, h, v, r/ and /j/
 2. It has a 16 vowel system - /i:, I, e:, e, æ, ɑ:, ɒ, ɔ:, ʊ, u:, ə, aɪ, ɔɪ, aʊ/ and /ɪə/
 3. Elision and gemination of syllables are common features in Telugu-English.
 4. Telugu - English and the R.P(Received Pronunciation) English differ in the following way:
 - a. Telugu – English has one phone [ʊ] in place of the R.P English /v/ and /w/.
 - b. Telugu – English lacks the four R.P English vowel phonemes - /ɔ:, ʌ, eə/ and /ʊə/.
 - c. Divergence from the R.P English /ɔ:/ which the AP speakers lack was very wide. A number of sounds – [ɒ], [ɒ:], [ɑ:], [o:r], [o:], [ʌ:r] and [ɜ:r] were used in its place.
 5. Telugu speakers are more at ease with English consonants than English vowels. Among the consonants, fricatives caused considerable difficulty in speech.
- *Word Accent of the Medical Doctors of Andhra Pradesh* by Didla Grace Suneetha (an unpublished Ph.D thesis- 2003). The important findings are:
 1. 10 speakers stressed on the first syllable of the word 'disorder' and the rest 10 stressed on the second syllable.

2. The number of syllables in a word had no bearing on the accentual pattern of the speakers.
3. The three words 'dermatology', 'inflammation', and 'tuberculosis' showed the highest degree of variation in stress.
4. The medium of instruction of the speakers did not make any difference to their accentuation pattern.

Aim of the Present Study

The aim of the present study is twofold – firstly to describe the phonetic features of the English as spoken by III year B.Pharmacy students in Telangana and Andhra Pradesh and secondly to see to what extent their English approximates to the BBC English.

The Theory of Segmental Features

Every speech sound belongs to one or other of the two main classes known as vowels and consonants. (Daniel Jones 23)

Vowels

There are twenty vowel phonemes in the R.P English and depending on the movements of the tongue and shape of the lips, the vowels can be described. The following movements of the tongue and the lip-shapes will be taken into consideration.

1. Part of the tongue (which part of the tongue is raised)
2. Height of the tongue (How high is it raised?)
3. Round or unrounded (lips)

Consonants

In the R.P English, there are twenty four consonant phonemes. Consonants can be described depending on the following factors in relation to the articulatory measures.

1. Voiced or voiceless (which is based on the state of vocal cords)
2. Place of articulation (which refers to the place of oral obstruction)

3. Manner of articulation (which refers to the closure between the two articulators when the oral obstruction takes place)

For example, /p/ is a voiceless, bilabial, plosive.

Using these segmental features, language can be described more comprehensively and analyzed scientifically.

Methodology

Choice of the Informants

Under the study, 15 informants (5 from each region) who are studying the III year B.Pharmacy in Telangana and Andhra Pradesh (Coastal-Andhra and Rayalaseema) were selected. Their medium of instructions in the classroom is English.

Test Material

The following wordlist comprises 61 words which cover 44 phonemes (Initial, Medial and Final positions) are used for testing the segmental features of English spoken by the B.Pharmacy students.

portion	reason	earplug	sob	fifth
boil/ black	wife	air	zero	view
tailor	yet	vision	sure	thickish
deed	easy	switch	horsewhip	then
caps	English	shout	true	undersea
grumble	end	choose	either	earning
church	atom	shared	oil	assure
judge	aunt	curious	okay	eight
margin	often	care	outlook	boy
nature	all	career	with	sigh
love	ooze	now	rouge	fur
hives	homeopathy	saw	behind	car

Data collection

All the speech samples were recorded by using a good quality Sony Voice Recorder. Recording was conducted at the college, where the speakers were pursuing their education. It was ensured that the rooms were quiet by switching off the fans. Before the informants read aloud the words, they have also been given a personal profile sheet which they have been asked to fill in. A copy of the personal profile format is reproduced below (in horizontal format to save the space).

Profile of the Speaker

1. Name: 2. Age: 3. Sex: 4. Mother tongue: 5. Educational qualification: 6. Year of study: 7. Name of the college: 8. Medium of instruction at school: 9. Medium of instruction at previous college: 10. Medium of instruction at present college: 11. Age at (s)he started learning English: 12. Language spoken at home: 13. English learning resources:

Signature of the speaker

Analysis of the data

Recorded speech samples of all the 15 informants were played back on the computer and were transcribed phonemically according to the auditory impressions of the author. Then phonemic inventory of all the speakers have been worked out.

Note: 1 to 5 informants are referred to as Rayalaseema, 6 to 10 are as Telangana, and 11 to 15 are as Coastal-Andhra.

Results of the study

Phonemic inventory of the Consonants

All the informants are rendered /p, t, k, b, d, tʃ, f, h, m, n, ŋ, l/ and /r/ as in R.P in all the positions.

/g/ is rendered as in R.P by all the informants except the informant 4. It is rendered as /k/ only in the initial position of the word *grumble*.

/dʒ/ is articulated as in R.P by all the informants except the informant 7. It is articulated as /ddʒ/ only in the final position of the word *judge*.

All the informants produced /ʃ/ as in R.P except the informant 15. It is produced as /s/ only in the final position of the word *thickish*.

/j/ is pronounced as correctly by all the informants except the informants 13 and 15. There is no pronunciation made by these two informants only in the initial position of the word *yet*.

/s/ is rendered correctly by all the informants except the informants 9 and 14. It is rendered as /ʃ/ only in the medial position of the word *portion*.

All the informants articulated /v/ and /w/ as /ʊ/ in all the positions.

/θ/ is realized as /t̪/ in all the positions by 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14 and 15 in all the positions and it is realized as correctly only in the initial position of the word *thickish* by the informants 7 and 8. It remains as /t̪/ in the medial and final positions in the same informants.

Except the informant 13, all the informants rendered /ð/ as /d̪/ in the initial and medial positions of the words *then* and *either* respectively, and as /t̪/ in the final position in the word *with*, but the informant 13 produced as /d̪/ in all the positions.

/z/ is rendered as /dʒ/ in the initial position of the word *zero* by the informants 3, 11, 12, and 15, and it is realized as /s/ in the final position of the word *ooze* by the informants 1, 2, 3, 4, 6, 7, 8, 9, and 10.

/ʒ/ is produced as /z/ in the medial position of the word *vision* by the informants 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, and 15, and as /g/ in the final position of the word *rouge* by the informants 2, 3, 5, 6, 7, 11, 13, 14, and 15, as /f/ by

the informant 1, as /ge/ by the informant 9, as /dʒ/ by the informant 10, as /z/ by the informant 12, and no rendering made by the informant 4.

Phonemic Inventory of the Vowels

/i:/, /ɪ/, /ʊ/, and /ʌ/ are rendered as in R.P by all the informants.

/e/ is rendered as in R.P by all the informants except the informant 12 only in the initial position of the word *end*. It is realized as /æ/ as /ænd/.

/æ/ is rendered as /ɑ:/ by the informants 1, 8, 9, 14, and 15, as /ɔ:/ by the informant 3, and as /ɒ/ by the informant 11 in the initial position of the word *atom*.

/ɑ:/ is rendered as /ɔ:/ by the informants 1, 2, and 3, as /ɒ/ by the informant 10 in the initial position of the word *aunt*, and, it is rendered as /ɑ:r/ by the informants 1, 2, 3, 5, 6, 8, 9, 10, 11, 12, and 15, as /e:r/ by the informant 7 in the final position of the word *car*.

/ɒ/ is rendered as /ɑ:/ in the initial position of the word *often* by the informants 3, 5, 12, 14, and 15, and it is rendered as /o/ by the informant 12 and as /ɑ:/ by the informant in the medial position of the word *sob*.

/ɔ:/ is rendered as /ɑ:/ in the initial position of the word *all* by the informants 1, 3, 9, 11, 12, 14, and 15, as /o:/ in the medial position of the word *portion* by the informants 1, 2, 3, 4, 5, 6, 11, 14, and 15, as /o/ by the informants 7, 8, 12, 13, and as /o:r/ by the informants 9 and 10, and in the final position it is realized as /ɑ:/ by the informants 1, 6, 7, 9, 11, 12, 13, 14, and 15, and as /ə/ by the informants 3 and 4 of the word *saw*.

All the informants rendered /u:/ as in R.P except the informants 2 and 5. The informant 2 rendered /u:/ as /ʊ/, and the informant 5 rendered it as /o:/ only in the initial position of the word *ooze*.

/ɜ:/ is rendered initially as /e/ by the informants 1 and 3, and as /ɜ:r/ by the informants 6, 8, and 10, and as /er/ by the informants 9, 11, 12, 14, 15 in the word *earning*, medially as /ʌ/ by the informants 5, 6, 11, 12, 14, and 15, as /ʌr/ by the informant 7 in the word *church*, and finally as /ɜ:r/ by the informants

1 and 4, as /ʌr/ by the informants 3, 5, 6, 7, 10, 12, and 15, as /ju:r/ by the informant 9, as /o:/ by the informant 11, and as /ʌ/ by the informant 14 in the word *fur*.

/ə/ is rendered as /e/ by the informants 7, 8, 11, 13, and 15, as /ʌ/ by the informant 12, and no rendering takes place by the informant 9 in the initial position of the word *assure*, and it is rendered as /ər/ by the informant 9, as /ʌ/ by the informant 11, 12, and 15 in the medial position of the word *undersea*, and it is rendered as /ər/ by the informant 2, 3, 5, and 10, as /ʌr/ by the informant 15 in the final position of the word *tailor*.

/eɪ/ is rendered as /e:/ by the informant 8 and 9 in the initial position of the word *eight*, and as /aɪ/ by the informants 3, 9, 11, 12, 14, and 15, as /e:/ by the informants 6, 7, 8, and 10 in the medial position of the word *tailor*, and as /e/ by the informants 1, 2, 3, 4, 5, 11, 12, 13, 14, and 15, as /e:/ by the informants 6, 7, 8, 9, and 10 in the final position of the word *okay*.

/aɪ/ is rendered as /eɪ/ by the informants 1, 3, 4, 5, 12, and 14, as /i:/ by the informants 6, 8, and 13, as /e:/ by the informants 7 and 10, and as /e:ɪ/ by the informants 11 and 15 in the initial position of the word *either*, and medially it is rendered as /e/ by the informants 4 and 9 in the word *behind*, and it is rendered as /aɪn/ by the informant 12, as /ɑ:ɪ/ by the informant 14 in the final position of the word *sigh*.

/ɔɪ/ is rendered as /ɑ:ɪ/ by the informants 10, 14, and 15, as /ɒɪ/ by the informant 11 only in the initial position of the word *oil*.

/əʊ/ is rendered as /o/ by the informants 1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 13, and 15, as /o:/ by the informants 6, 11, and 14 in the initial position of the word *okay*, as /o/ by the informants 1, 2, 3, 4, 5, 8, 9, 10, 12, and 15, as /ɪ/ by the informants 6 and 7, as /o:/ by the informants 11, 13, and 14 in the medial position of the word *homeopathy*, and as /o:/ by the informants 1, 2, 11, 12, 13, and 14, as /o/ by the informants 3, 4, 5, 7, 8, 9, 10, and 15, and as /ɒ/ by the informant 6 in the final position of the word *zero*.

/aʊ/ is rendered as /ʌ/ by the informant 9, as /o:/ by the informant 11 only in the medial position of the word *shout*.

/ɪə/ is rendered as /ɪər/ by the informants 2, 3, 5, and 9, as /e:r/ by the informants 7 and 11 in the initial position of the word *earplug*, and as /I/ by the informants 1, 2, 3, 4, 5, 7, 10, 11, and 12, as /e/ by the informant 6, as /i:/ by the informants 9, 13, 14, and 15 in the medial position of the word *zero*, and as /i:/ by the informant 1, as /ɪər/ by the informants 2, 4, 6, 7, 8, 9, and 10, as /i:r/ by the informants 3, 11, and 15, as /jʌr/ by the informant 12, and as /I/ by the informant 13 in the final position of the word *career*.

/eə/ is rendered as /eɪr/ by the informants 1, 4, 5, and 11, as /e:r/ by the informants 2, 3, 6, 7, 8, 9, and 10, as /e:I/ by the informant 12, as /e:/ by the informants 13 and 15, and as /eɪ/ by the informant 14 in the initial position of the word *air*, and it is rendered as /e:/ by the informants 1, 3, 4, 5, 11, 12, 13, 14, and 15, as /e/ by the informant 2, and as /e:r/ by the informants 6, 7, 8, 9, and 10 in the medial position of the word *shared*, and finally it is rendered as /e:r/ by the all the informants except the informant 13. It is rendered as /e:/ by the informant in the word *care*.

/ʊə/ is rendered as /u:/ in the medial position of the word *curious* by all the informants, and medially it is rendered as /u:r/ by the informants 1, 3, 4, 5, 11, 12, 13, and 15, as /ʊər/ by the informant 2, as /ju:r/ by the informants 7 and 9, as /jʊər/ by the informant 8, and as /jə/ by the informant 14 in the final position of the word *sure*.

1.10. Conclusion

There are different kinds of English like British English, Canadian English and American English. They are not separate languages. They are dialects. A dialect is the way people in a particular place speak their native language. In one place, people might have a name they like to use for something that is not used in another place. The present study proved that the English spoken by Telugu people is known as Telugu-English. The present study revealed that students of

pharmacy failed in articulating some phonemes like /v, w, tʃ, θ, ð, ʒ, ɔ:, əʊ, eɪ/ and /eɪ/. The phoneme /r/ is articulated in all the positions.

Suprasegmental features also play a vital role in the effective communication. This can also be worked out to know whether pharmacy students are able to communicate effectively or not by using the suprasegmental features.

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