



## PHONOLOGICAL, LEXICAL AND GRAMMATICAL PROBLEMS OF TELUGU SPEAKERS OF ENGLISH AT ELTIS

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### **Abstract**

*In this century, the teaching and study of English as a foreign or second language has altered drastically. As a result of various examinations and approaches, teachers' responsibilities have evolved over time. From grammatical translation to audio lingual to communicative education, English language teachers and students have seen a lot of changes. International, cultural, economic, and technical changes, as well as the evolution of methods and approaches, have all influenced these teaching and learning processes. English has established itself as a global language of communication. The study's goal and objectives are to better understand the phonological, lexical, and grammatical differences found in West Asian English varieties, to identify and assess Telugu speakers' linguistic difficulties and deviations, and to propose strategies to mitigate the differences and improve approximation to a native English variety, as well as to create guidelines and instructional materials for the target learners.*

**Key Words: Phonological, Lexical, Grammatical and Telugu Speakers.**

### **1. Introduction**

The teaching and study of English as a foreign or second language has changed dramatically in this century. Teachers' duties have developed over time as a result of several tests and methodologies. English language teachers and students have seen a lot of developments, from grammar translation to audio lingual to communicative education. These teaching and learning processes have been influenced by international, cultural, economic, and technological changes as well as the growth of methods and approaches. English has established itself as a global communication language. For non-native English speakers, it is no longer a foreign language. Graddol (2006) estimates that 3% of the world's population migrates, resulting in changes in destination countries' social and linguistic composition. In such situations, the usage of English as a lingua franca is advantageous. As a global lingua franca, English has aided in the transformation of the world, and English has aided in the transformation of the world. In his three-circle model, Kachru (1992) portrays the spread of English in three rings. The inner circle is made up of native speakers, the outer circle is made up of countries that speak English as a second or official language, and the expanding circle is made up of countries that speak English as a foreign language. Because these circles are dynamic in nature, Kachru notices that more countries are now entering the outer circle, highlighting the breadth of English as a worldwide language of communication. The transition from the expanding circle to the outer circle is a lengthy process. It introduces a lot of influence and interference from the learners' mother tongue into the native variation. Problems, errors, and variations in the usage of English arise as a result of these circumstances. These issues or deviations are the result of a variety of factors, including the learner's use of the target language in everyday life, exposure to the target language, the learner's sociolinguistic and cultural environment, the educational process, similarities and differences between the speaker's mother tongue and the target language, and so on. Today, raising awareness of such issues and attempting to find answers is a difficult task. Telugu speakers, like all English learners, have unique challenges and influences. This research project aims to look into the common English language issues that Telugu speakers have at ELTIS. Because ELTIS has a large number of students from countries such as Saudi



Arabia, Yemen, Oman, Qatar, Bahrain, and others, the study would include numerous student groups at ELTIS as samples. These kids would be observed and their issue areas would be noted in this study. It would look into these Telugu speakers' aberrations and strive to bring them closer to the mother language. It would be based on a select word list because the research subject is broad, encompassing phonological, lexical, and grammatical issues. This word list would serve as a starting point for the entire activity in terms of research, identification, analysis, and comparison. The word list would be used to study all three areas: phonological, lexical, and grammatical. Sampling and testing, recording and comparing, as well as questionnaires and interviews, would all be used in the study. It will also include a study of Telugu basic structures in order to better comprehend their difficulties. The goal of this study is to determine patterns of skill-based teaching for various groups of students at ELTIS. The resulting data would have been used to test teaching materials, which would aid teachers in their real teaching. It would be able to raise teachers' knowledge and understanding of their pupils' specific language learning difficulties. This study intends to develop activities, workbooks, and exercises that will help students achieve a high level of intelligible communication.

## 2.Aims and Objectives

- i) To comprehend the phonological, lexical, and grammatical differences seen in West Asian English variations.
- ii) To identify and assess Telugu speakers' linguistic difficulties and deviations.
- ii) To offer strategies to mitigate the differences and improve approximation to a native English variety iv) To produce guidelines and instructional materials for the target learners

The study will begin with the creation of a unique word list for Telugu speakers, taking into account their common issues and variances. Words that are commonly reported to be problematic for Telugu speakers would be included in the list. When evaluating the phonological issues of these students, for example, a large number of words involving the phonemes /p/ and /b/ would be included. Telugu does not contain the sound /p/, hence it tends to use /b/ instead. For some students, articulating the sound /p/ is challenging. Similarly, Telugu speakers frequently mistake and interchange the sounds /f/ and /v/, therefore these sounds would appear in the word list. It would also include words with consonant clusters, which are a major source of frustration for Telugu speakers. Telugu speakers have a habit of inserting a short vowel sound between consonant clusters. Stopping would, for example, be 'istobbid' for them.

Following the completion of the word list, several samples will be collected. These samples would be in the form of audio recordings as well as writing, test papers, questionnaires, and other forms of recording. The samples would be taken twice: once before the teacher's input and again after the teacher's input. These two processes will assist in the detection of issues and discrepancies. The students would be made aware of the issues and deviations, and they would be guided to the proper usage. It would be beneficial to come to some conclusions about learner behaviour and learning. The materials utilised in the identification process could also be used to create teaching materials and recommendations. These samples would address a wide range of issues in the three domains of phonology, lexis, and grammar. Phonemic deviations and consonant clusters, for example, would be examples in phonology. Grammatical errors such dropping the copula, using the passive, using pronouns, and so on would be recorded. Lexical variations caused by collocation interpretation, optical reversal, and reverse visualisation would be detected. The research would then move on to assisting the students in reducing the issue areas. It would identify the learners' language's lexis and discourse



features. It would also detect the Telugu pragmatic particles, phonology, and grammar that contribute to divergent usage in the target language. With the use of a specifically developed word list, the investigation would touch on areas of interference and interlanguage.

### **3. Phonological Problems of Telugu speakers of English**

The major part of this study will be a comparison of how Telugu speakers' mother language phonology differs from that of native speakers. The phonological parallels and contrasts between English and Telugu would be investigated. It would discuss the distinctions in emphasis and intonation between English and Telugu, as well as their pronunciation issues. While doing so, the article will discuss the differences between Telugu and English. Telugu is a Semitic language that relies on consonant roots rather than vowels to communicate. Some phonemes in the English language are not present in Telugu, causing pronunciation difficulties. Because Telugu does not have the sound /p/, Telugu speakers replace the sound /b/. As a result, park turns into bark, and pressure turns into bressure. Similarly, the sounds /f/ and /v/ are frequently misunderstood. Telugu speakers are unable to pronounce /v/, hence they use /f/ instead. As a result, we hear fery instead of extremely and ferandah instead of verandah. The word list would include a large number of such words that would be sampled and utilised to determine the impact of the mother tongue on the learners' second language speaking habits and styles. They would aid in the investigation of deviations' causes. With the use of exercises and the language laboratory, the paper would recommend solutions to deal with the challenges.

Another issue area for Telugu speakers is a consonant cluster. Their difficulty with the initial, middle, and end clusters causes typical pronunciation mistakes. For example, price can be spelled pirice, dictionary can be spelled dictionairy, and managed can be spelled managid. To speak the term, they use a short vowel sound. Why do they have this proclivity? What elements play a role in such pronunciation? This paper will address these and other related issues. Furthermore, Telugu has a different stress and intonation pattern than English. The purpose of the paper is to identify the differences in the same and how these variances lead to comprehension issues. The investigation of these distinctions would also aid in the development of exercises for improving cognition and comprehension through a better knowledge of the target language's stress and intonation. For example, the Telugu sheddah, or the harsh sounding /h/, has a significant impact on the Telugu stress pattern. The article will shed light on the letter-sound discrepancy in the English language, which causes difficulties for Telugu speakers. Silent letters exist in English, and the spellings do not always correspond to the real pronunciation, which can be problematic for Telugu speakers.

### **4. Lexical Problems of Telugu speakers of English**

This is a paper about reverse visualisation, idiomatic language, and collocations in Telugu and how they influence English learning. It would look into the significance of consonants in Telugu and vowels in English in terms of word meanings. The paper will show how the semantic field is defined in Telugu and English owing to consonants and vowels. Furthermore, despite its horizontal orientation, Telugu is written from right to left, which is the polar opposite of English writing style. When studying English, this orientation of the Telugu language causes issues such as optical reversal and reverse visualisation.

Telugu speakers frequently mix up the letters 'b' and 'd,' 'p' and 'q,' resulting in semantically varied units. Some English words and sounds are strikingly similar to Telugu taboo words. The study would demonstrate how these terms can lead to misunderstanding or misinterpretation. Telugu has an impact on how English idioms are interpreted. This study will investigate the intercultural factors that



influence whether or not specific utterances and expressions are used. This paper includes the creation of a handwriting workbook tailored to Telugu speakers. This workbook would be constructed following the investigation of lexical issues such as reverse visualisation and optical reversal, with the goal of improving learning through the development of writing abilities. Writing practise can have a big impact on students' reading habits. This appears to be a strange method of practising writing in order to improve reading, but it could be really beneficial in the learning process. As a result, the goal of this work is to reduce the impact of the mother tongue on lexical concept development through constructive exercises aimed at improving language learning.

### **5. Grammatical Problems of Telugu speakers of English**

Grammar has always been a barrier for ESL or EFL teachers and students. It has long been a point of contention whether to teach language using grammatical rules or to use the deductive method to introduce grammar. Second language learners have traditionally placed a premium on grammar, but they have also been known to become perplexed by the rules of structures and forms. As a result, the study will focus on the grammatical issues that Telugu speakers experience. Telugu and English have very different grammatical structures, from morphology to syntax. Telugu is a Semitic language, which means it is written without the vowel marks that would indicate short vowels, and it has a predictable root-pattern structure. Telugu, for example, uses three consonant roots to build words, whereas English uses vowels. In Telugu, words are related both formally and semantically; for example, kattaab means writer and ketaab means book, jarraah means surgeon, and majrooh means wounded. In English, however, the words reader and radar are completely distinct, and the difference is due to vowels.

Because of the differences between Telugu and English, Telugu speakers of English suffer from vowel blindness. Other differences include the sentence structure (V-S-O in Telugu vs. S-V-O in English), the dropping of the copula (Telugu does not have the verb 'to be' in the present tense), the repetition of pronouns in a sentence (e.g. Mary, she comes to school every day. ), the omission of the indefinite article (Telugu does not have an indefinite article), and more. The effects of mother tongue influence on grammatical errors and interference difficulties will be examined in depth in this study. First language influenced errors are primarily in the domain of word order, according to Selinker, Swain, and Durmas (1975) and Plann and Ramirez (1976). Telugu speakers, for example, employ an adjective after a noun in the order of their native tongue. As a result, s/he frequently says, 'The building is quite tall.' Excessive use of overgeneralization tactics, such as a lack of awareness of rule limits and inadequate rule applications due to mother tongue influence, tries to overlap or interrelate with the language learned or the target language. These characteristics of interference would be discussed in this study. The study would benefit from the use of samples, exercises, and tests, among other things. The tasks created for this research could be used as grammar teaching material.

### **6. Conclusions**

At the completion of the research, the study will be able to draw certain findings. On the one hand, it would assist students in identifying their issue areas and assisting them in eliminating or reducing them, and on the other side, it would assist teachers in having a defined style of teaching or line of dealing with Telugu speakers' problem regions. The study would look at a) Telugu speakers' tendencies at ELTIS, and b) Teachers' methods for assisting students with their language challenges. Both of these insights would aid in the development of materials and techniques to address the issues in a more systematic and structured manner at ELTIS or elsewhere. This research would present practical strategies and procedures to cope with three types of challenges faced by Telugu speakers in a single



position, in addition to the theoretical research conducted thus far. This study will pave the way for more research into many features of Telugu speakers. a. Speech functions: The way speech functions in different varieties of English differs from how speech functions in so-called native English. For instance, congratulating, apologising, kinship terms, and so on. b. Discourse markers such as subsequently/ nevertheless/ consequently, and their parallels and contrasts with the original English form. c. Are the rhetorical functions of describing, explaining, classifying, reasoning, comparing, and contrasting the same or different in both varieties? How does it differ according to the cultural characteristics of the two languages? d. How is the discourse arranged in the and Native varieties of English? Do the organisational patterns of the two kinds differ? a. Using ICT to develop speech tests specifically for Telugu speakers.

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