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The Problems of Dravidian Speakers in Learning English Pronunciation in ESL-Context

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Abstract: This article attempts to analyze some frequently occurring problems related to the pronunciation of Dravidian Speakers in learning English in ESL - Context. It covers the speakers of four major Dravidian Languages such as Telugu (Andhra Pradesh), Kannada (Karnataka), Tamil (Tamilnadu) and Malayalam (Kerala). This study was done by the investigator conducting an empirical survey method as well as experimental method on students of undergraduate colleges of in around Kuppam covering the three states (A.P, Karnataka and Tamilnadu) as teaching and learning of English pronunciation is going on at multilingual context. It is generally felt that learning of English Pronunciation varies in different states in different contexts learners of haring background of Telugu, Tamil, Kannada, and Malayalam on account of learning achievements, factors leading to the problems are influence of mother tongues, learners' age, attitude, insufficient knowledge of phonology and phonetic systems of English language etc. It delas with the introduction, significance of English pronunciation, objectives, methodology adopted, Research Questions, procedure and finally it identities some specific problems of Dravidian speakers in learning English pronunciation and suggests some practical guide lines to the learners and teachers of English in ESL - Context.

Keywords: English as a Second Language (ESL), Dravidian speakers, Interference of Mother Tongue, Received Pronunciation (RP), International Phonetic Association (IPA).

1. Introduction

India is a multilingual – pluricultural country. There are many official languages of different states, various regional languages, dialects and slangs. English is introduced in India by the Britishers and remained here even after independence. The influence of mother tongues on English pronunciation is reduced by introducing English phonetics in school/college curriculum. Indian speakers of English face the difficulties in speaking English due to the influence of mother tongue. Regional languages may have somewhat equivalent sounds which are not found in English Language. Therefore, as a regional speaker finds it difficult to pronounce the English sounds correctly. That's why the focus of the study is focused on the problems of Dravidian speakers in learning English pronunciation in ESL context.

Dravidian is a family of 27 languages spoken in south Asia. Speakers of Dravidian Languages are found mainly in the Republic of India and also in parts of Sri Lanka, South East Asia, Africa and Pakistan. The word "Dravidian Languages" stands for the four major languages such as Telugu, Kannada, Tamil and Malayalam. Besides these four there are some other languages such as Gondi, Kurukh, and Tulu surviving in south India. India as a nation, distinguishes itself for its continuous phenomenon of cultural integration. Several cultures and language families have contributed richly to the cultural mosaic of the nation. Dravidian Languages made predominant and pioneering contribution to the foundations of Indian civilization. The four major literary languages – Telugu, Kannada Tamil, and Malayalam – are recognized by the constitution of India.

This article focused on English pronunciation of the undergraduate students of Kuppam and its surroundings as teaching of English is going on under multilingual context. English pronunciation forms the objective factors analyzing the sound systems of Dravidian languages (Telugu, Kannada, Tamil and Malayalam) by comparing English pronunciation.
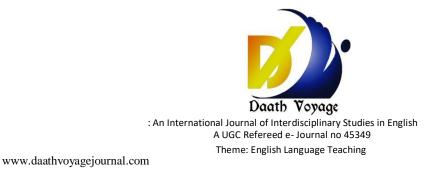
2. Significance of the Study

There is a lot of demand for undergraduate students in the job market. But the undergraduate students failed to get the job due to lack of effective communication and pronunciation. Hence, students need to develop accurate pronunciation for effective communication. In ESL-Context,

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teaching pronunciation is the most important and difficult aspect especially to the Dravidian speakers in learning English pronunciation.

English has its own sound system which means a language has a certain number of sounds and words. English has 44 distinctive speech sounds or phonemes. These phonemes are further divided into vowels and consonants. There are 24 consonants and 20 vowel sounds. Of these 20 vowel sounds, 12 are pure vowels and 8 are called diphthongs. Therefore, students should have the theoretical knowledge of phonetics in order to speak in English with correct pronunciation. It is hoped that the findings of the present study will help the language learners and teachers to understand the characteristics of pronunciation, errors of undergraduate students and help to develop fluency in their student's pronunciation. Pronunciation plays a vital role in human communication system. The oral medium of language is more important than written medium. The oral medium of language deals with the human speech sounds. Within the community of a language individuals are different to express the same sound because there are differences in the use of language, at the same time there will be more similarity. To understand better, each other, they should be able to understand the pronunciation. There are plenty of languages in the world but they are differing in many ways like syntactic, semantic and morphological variations. Each and every language has its own sound system and it varies in pronunciation from one language to another. Wrong pronunciation of a word may cause for misunderstanding and it may lead to unpleasant atmosphere. Especially, spoken medium of communication totally depends on the human speech sounds. So, the study of pronunciation helps to be successful in human communication.

Majority of the Dravidian undergraduate students in Kuppam and its surrounding colleges in Chittoor, Krishnagiri and Kolar districts have problem in English pronunciation. These districts are equipped with number of IT industries, chemical industries educational institutions and marketing companies. The undergraduates are unable to get their potential employment due to scarcity of jobs and lack of good speaking skills. Most of the jobs in many industries expect better English pronunciation. They need to communicate with different kinds of people and the people from different geographical places. They should have different accents of English language. Especially for the medical transcription field products from multinational companies have the online business,

so they have to explain the product prescription on the telephone and video conference. There, they have the conversation with foreign experts in that way the better pronunciation is essential. The air ways also demand the better English pronunciation as their service extends internationally. Especially the air hostesses need to communicative with the different kinds of passengers from the different parts of the world.

There are many tourist cities in India. Tourists come from different countries so that the tourist companies also look for better English pronunciation. It is because the tourist from U.S.A is different from the tourist from U.K to explain the message to them. It is very easy if the employee possesses the better English pronunciation and better to know the problems of English pronunciation.

3. A Case Study

The present study is aimed to examine the English pronunciation skill of under graduate students in multilingual context of Kuppam and its surroundings as a sample survey and experimentation. It is focused on the importance of English Pronunciation. In the process of communication, pronunciation also plays equivalent role to import effective and meaningful communications. Therefore, this study is designed to explore the difficulties of undergraduate Dravidian speakers faced in learning English and it's Pronunciation ESL Context.

Various factors are influencing on second language learners of English of Dravidian speakers such as Interference of their mother tongue in English pronunciation, Stress in English, Intonation in English, Dravidian Speakers age, Dravidian Learners Attitude and psychological factors, Dravidian Speakers Past habits of pronunciation, Lack of exposure in Rural and urban experience, and expression.

4. Objectives of the Present Study

- To identify the problems of Dravidian speakers in learning English pronunciation.
- To determine the importance of accurate/correct pronunciation to the Dravidian undergraduate learners.

- To improve language proficiency of the students in English with emphasis on pronunciation.

- To describe possible problems of students and teachers face if their pronunciation is not intelligible enough.

- To explain some common techniques used when teaching and learning pronunciation at Under Graduate level.

- To create interest in the hearts and minds of the students in developing English pronunciation.

- To enable them to speak with the correct stress, intonation, rhythm, pause and articulation.

5. Methodology

The empirical survey method is used in this study at the beginning and it is followed by an experimental method. It is the way of gathering information by means of direct and indirect observation through the questionnaire. The researcher prepared two sets of questionnaires separately, one for the undergraduate students and another for the teachers of undergraduate. This questionnaire is prepared to get the opinion of the teachers and students related to the necessity of teaching and learning English phonetics and spoken English. The survey is made in 15 degree colleges of Government, private and aided colleges in Andhra Pradesh, Karnataka and Tamil Nadu state colleges of Kuppam and its surroundings as teaching is going on under multilingual context. Questionnaires have been administered for 750 students and 150 teachers of degree colleges and analyzed to know the necessity of teaching English pronunciation and problems Dravidian speakers in learning English pronunciation at ESL-context. The sample survey of the present study is as shown in Tables 1-4:

Table 1: List of colleges selected for the study

Sr No	Name of the College	State	District	Management	No. of Students
1	Dravidian University, Kuppam	Andhra Pradesh	Chittoor	Government	50

2	Govt. Degree College, Kuppam	Andhra Pradesh	Chittoor	Government	50
3	IRM Degree college, Kuppam	Andhra Pradesh	Chittoor	Private	50
4	AGR Degree College Thulasinayanapalli	Andhra Pradesh	Chittoor	Private	50
5	CVRM Degree College, V. Kota	Andhra Pradesh	Chittoor	Private	50
6	KGF First Grade College, KGF	Karnataka	Kolar	Private	50
7	Govt. First Grade College, Bangarpet	Karnataka	Kolar	Government	50
8	SDE College of Arts & Science, Bangarpet	Karnataka	Kolar	Government	50
9	Govt. First Grade College, Mulbagal	Karnataka	Kolar	Private	50
10	Sarada Women's First Grade College, Mulabagal	Karnataka	Kolar	Private	50
11	Govt. Arts College (Men), Krishnagiri	Karnataka	Kolar	Government	50
12	Krishna Arts & Science College Krishnagiri	Tamilnadu	Krishna giri	Private	50
13	Women's Arts & Science College, Bargur	Tamilnadu	Krishna giri	Government	50
14	Vanavil Arts &Science College, Natrampalli	Tamilnadu	Krishna giri	Private	50
15	Islamia Boys Arts College, Vanambedi	Tamilnadu	Krishna giri	Autonomous	50

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Table 2: Titles of UG English Textbooks selected for Study

Sr. No	State	Name of Textbook	Name of the Lesson	Name of the Authors	Name of the courses prescribed	Details of Publications
1	Andhra Pradesh	English Portal	The Knowledge Society	Dr. A. P. J. Abdul Kalam	B.A/B.Com/ B.Sc/B.B.M	Ravindra Publishing House, Guntur , 2016
2	Karnataka	Experience and Expression	Mistaken Modernity	Dipankar Gupta	B.A/B.Com/ B.Sc/B.B.M	Prasaranga and Printing Press Bangalore, 2015
3	Tamilnadu	Modern Avenues	Early Influences	Dr. A. P. J. Abdul Kalam	B.A/B.Com/ B.Sc/B.B.M	Harrows Publications, Chennai, 2012

Table 3: Sample population of the study

Sr. No.	State	Year	No. of Students	Total	Percentage
1	Andhra Pradesh	I Year	119	250	33.33
		II Year	131		
2.	Tamilnadu	I Year	128	250	33.33
		II Year	122		
3.	Karnataka	I Year	112	250	33.33
		II Year	138		
		Total	750	100%

Table 4: List of words chosen for recording students' pronunciation

Sr. No.	Word Chosen from A.P. UG English Text Book	Word Chosen from Karnataka UG English Text Book	Word Chosen from Tamilnadu UG English Text Book
1	Knowledge	Modernity	Perform
2	Require	Acquisitive	Sudden
3	Earning	Artifact	Tucked
4	Aaron	Possession	Measure
5	Invasion	Subtle	Suspended
6	Business	Mortgage	Atmosphere
7	Early	Egregious	Circle
8	Perhaps	Perpetrate	Inspire
9	Area	Norms	Avidly
10	Chairman	Perhaps	Decipher
11	Resource	Plumber	Tossed
12	Partners	Excite	Intriguing
13	Indict	Encourage	Earn
14	Ordinary	Superficial	Almond
15	Papers	Often	Comfortable
16	Worker	Flaunt	Aesthetic
17	Possessed	Aesthetic	Economy
18	Hidden	Iron	Environment
19	Manager	Hysteria	Machine
20	Property	World	Leisure
21	Poor	Pair	Honour
22	Career	Respect	Disease
23	Market	Organize	Amiable
24	Appear	Honour	Tomb
25	Machine	Officer	Official

Later, experimental method is adopted to identify pronunciation errors of students at undergraduate level. The investigator has selected twenty-five (25) words of vocabulary have been taken from each state undergraduate English text books of Andhra Pradesh, Karnataka and Tamil Nadu. Approximately, three hundred (300) student's pronunciation of words is recorded. Later, 25 words of vocabulary have been selected to compare the students' pronunciation from three states English text books and sixty (60) students pronunciation is recorded. The investigator used a cell operated Sony voice recorder with 8 GB memory card for recording work. Redmi Note-3 mobile with voice recorder was kept in hand for emergency purposes. The phonetic transcription of words has been taken from the Daniel Jones English Pronouncing dictionary of 18th edition.

6. The following tools are used to collect data:

1. The questionnaire is prepared separately for the teachers and the students to investigate the need of teaching phonetics and spoken English at Undergraduate level and also the problems of Dravidian speakers in learning English pronunciation at ESL Context.

2. Interviews are conducted to the teachers to get information regarding their views on teaching phonetics of English and learning English.

3. Observations are made to evaluate the speaking skills of U.G learners of three states and to find out the use of text book in the classroom by the teachers and students especially for pronunciation practice.

4. Experts' opinions are elicited to know the necessity of teaching English phonetics and learning English pronunciation.

5. Experimental study is conducted with the help of voice- recorder to record the spoken form of the Under Graduate students especially up to word level only.

7. Research Questions

- Does mother tongue of the students influence their pronunciation?
- Do Under Graduate students have problems in pronunciation?
- Does pronunciation training help the students to improve their pronunciation?

- Does pronunciation play a major role to speak the English correctly?

Procedure:

The investigator taught fundamentals of English Phonetics for a period of 30 days to the learners of undergraduate Dravidian speakers in each college of different states concerned. After that once again already the words chosen from the English text books are asked to pronounce by the students and are recorded. Finally, the pronunciation of the words and the problems of Dravidian speakers in learning English pronunciation in ESL–context before teaching English Phonetics and after teaching English Phonetics are analyzed through the data of questionnaires and recording of the students pronunciation and drawn the findings, conclusion and suggestions. The experimenter of this article has identified the problems of the Dravidian speakers in learning English pronunciation in ESL-context in general and specific.

8. Observation and analysis of the present study:

The investigator has observed the following general and specific problems of Dravidian speakers in learning English pronunciation in ESL context and also suggested some practical guidelines to learn correct pronunciation of English words.

a) General / Common Problems of Dravidian speakers in learning English   Pronunciation in ESL Context

English is a foreign Language and most of our students cannot speak internationally acceptable English, There are various reasons for this.

 i. English is a second /third language for Indian learners especially to the speakers of Dravidian languages. The habits acquired in connection with the one's first language stands in one's way.

 ii. Influence of mother tongue: So the student of Dravidian speaker feels difficult in learning English.

 iii. Factors which influences foreign languages.

  (a) Linguistic – differences between L1 and L2 i.e. Phonology, sentence structure, lexis and writing connections.

(b) Psychological: The age at which the learning habits of L1 interference with the learning of L2.

(c) The importance of motivation, interest, memory span- readiness to learn.

iv. Time – we learn and use our L1 throughout the day but English is taught for only 45 -50 minutes a day.

v. Classroom and school conditions will also have major influence on Teaching and learning of English pronunciation.

b) Dravidian speakers commit mistakes in English Pronunciation. Why?

The speakers of Dravidian languages make mistakes in learning English pronunciation due to the following reasons:

i. There is no oral examination in English subject up to +3 level and as such students do not feel the need to learn correct pronunciation of English.

ii. The influence of mother tongue in English pronunciation of Dravidian speakers Play a dominant role. So mother tongue habits interfere in learning correct pronunciation.

iii. Our class rooms lack proper English environment and the students get very little chance of speaking English.

iv. If the pronunciation of teacher is defective the student's pronunciation is also bound to be defective because of imitation.

v. Majority of the teachers of English are not specially trained in English pronunciation either in EFLU (English and Foreign Languages University), Hyderabad, or RISEI (Regional Institute of English south India), Bangalore.

vi. Lack of English speaking atmosphere or environment among the speakers of Dravidian Languages.

vii. Silent letters in English words also give rise to wrong pronunciation. We don't have silent letters in our language.

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viii.   No two languages have identical sound systems. The sounds represented by the Devangari letters ख ठ थ फ occur in Telugu, Kannada and Malayalam but they don't occur in Tamil and English.

ix.   Stress as present in Dravidian Languages is situated in our script. But in English it is not indicated in writing.

x.   In the absence of proper training /guidance from teachers and adequate exposure, we substitute English sounds with similar sounds learnt by us in our Dravidian Languages. The English Language contains some sounds that are not there in Dravidian Languages. Because of the reasons mentioned above the teachers of English Should improve their English pronunciation like R.P by studying the fundamentals of English Phonetics.

9. Specific Problems of Dravidian Speakers identified through analysis and observation of the present study:

India is geographically divided into 28 states based on languages especially it is divided into Aryan and Dravidian Languages. We the people of A.P come under Dravidian category. The southern part of A.P is combined with the speakers of Dravidian Languages such as Telugu, Kannada, Tamil, and Malayalam For example; the investigator has chosen 4 major Dravidian Languages such as Telugu, Kannada, Tamil, and Malayalam and prepared a list of problems through literature review and also present experimental study shows partial list of problems of English Pronunciation of four states in Dravidian speakers' context.

Tamil Speakers' Accent (see Table 1 & 2 given below)

a) Consonants

Aspirated sound in the word/p, t, k/ are pronounced like the unaspirated sounds /p, t, k/.

Sometimes no differentiation between /s/ and /*S*/

Sometimes no difference is found between /j/ and /i/. East is pronounced as /yist/

Sometimes word final cluster / f, l, *S* / are problematic.

If at the end, there is consonant, they add /V/ after a consonant like 'fan' pronounce as /fanu/.

b) Vowels

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Sometimes the students do not distinguish between long vowel and short vowel like /i, i:, u, u:/ commonly used long vowel. In the 1980s, Pitchai made a study on the word accent in Tamilian English.

Thus, the study reveals the accentual pattern of the spoken, the deviation from the Received Pronunciation of the English and the extent of L1 (Tamil) interference with regard to word accent.

The findings reveal that the general tendency on the part of the speakers is to place the primary accent on the first syllable of the English words. No variation in the accentual pattern is noticed in words ending with the suffix ion. A list of variations is seen in accenting words consisting of two or three syllables. Tonic accent is placed at the beginning of the abbreviation with regard to noun phrase.

English spoken in Tamilnadu – a study on the segmental and non-segmental features of English spoken by educated Tamil speakers in Tamilnadu, drawn from different Professions and districts is yet another study. Comparing it with RP, the conclusions can be drawn that *Tamilian* English has 17 vowel system and has 22 consonantal system. There is a general tendency to place the primary accent on the first syllable of English words.

Table-1

English Sounds and their corresponding sounds of the four Dravidian Languages (Telugu, Kannada, Tamil and Malayalam). The 24 consonants of English and their corresponding sounds and sound symbols in Telugu.

S. No.	English Sound Symbol	Telugu equivalent sound symbol
1.	/p/	
2.	/b/	
3.	/k/	
4.	/g/	
5.	/t/	
6.	/d/	
7.	/ʧ/	
8.	/ʤ/	
9.	/f/	
10.	/v/	
11.	/θ/	
12.	/ð/	
13.	/h/	
14.	/m/	
15.	/n/	
16.	/ŋ/	
17.	/s/	
18.	/ʃ/	
19.	/ʒ/	
20.	/z/	
21.	/r/	
22.	/l/	
23.	/j/	
24.	/w/	

Table - 2

The 20 vowels of English and their
Corresponding sounds and sound symbols in Telugu

S. No.	English Sound Symbol	Telugu equivalent sound Symbol
1.	/I/	ఇ
2.	/i:/	ఈ
3.	/e/	ఎ
4.	/æ/	—
5.	/a:/	ఆ
6.	/ɔ/	—
7.	/ɔ:/	—
8.	/U/	ఉ
9.	/U:/	ఊ
10.	/ʌ/	అ
11.	/ɜ:/	—
12.	/ə/	—
13.	/eI/	ఎయ్
14.	/aI/	ఆయ్
15.	/aU/	ఔ
16.	/əU/	—
17.	/ɔI/	ఆయ్
18.	/Iə/	ఇయ్
19.	/eə/	ఎయ్
20.	/Uə/	ఉ అ

Telugu Speakers' Accent (see Table 3 & 4 given below)

India has the 3rd largest population of people speaking English as their first language (after the US and the UK). English is the medium of instruction in many cities and schools. In India alone, there are over 1500 languages spoken and over 2000 dialects. India has 23 constitutionally recognized official languages.

Devoicing: People of Dravidian Languages Sometimes pronounce

---/z/ as /s/

--- /v/ as /f/

--- 'Has' is pronounced as "As" and 'As' is pronounced as "HAs"

--- /v/ as /vwr/ (Writing as VWriting)

--- /b/ as /p/

--- /d/ as /t/ and /g/ as /k/

These pair of sounds is very similar to each other. For example, the only difference between/s/ and /z'/ is that the Voice is turned on for /z/ and off for /s/ for this reason these differences are often referred to as "devoicing".

Table - 3

The 24 consonants of English and their Corresponding sounds and sound symbols in Kannada

S. No.	English Sound symbol	Kannada equivalent sound symbol
1.	/p/	
2.	/b/	
3.	/k/	
4.	/g/	
5.	/t/	
6.	/d/	
7.	/ʧ/	
8.	/ʤ/	
9.	/f/	
10.	/v/	
11.	/θ/	
12.	/ð/	
13.	/h/	
14.	/m/	
15.	/n/	
16.	/ŋ/	
17.	/s/	
18.	/ʃ/	
19.	/ʒ/	
20.	/z/	
21.	/r/	
22.	/l/	
23.	/j/	
24.	/w/	

Table - 4
The 20 vowels of English and their corresponding sounds and sound symbols in Kannada

S. No.	English Sound symbol	Kannada equivalent sound symbol
1.	/I/	ಇ
2.	/i:/	ಈ
3.	/e/	‒
4.	/æ/	‒
5.	/a:/	‒
6.	/ɒ/	‒
7.	/ɔ:/	‒
8.	/U/	ಉ
9.	/U:/	ಊ
10.	/ʌ/	ಅ
11.	/ɜ:/	‒
12.	/ə/	‒
13.	/eI/	ಎ
14.	/aI/	ಐ
15.	/aU/	ಔ
16.	/əU/	‒
17.	/ɔI/	ಆಯ್
18.	/Iə/	ಇಯ
19.	/eə/	‒
20.	/Uə/	ಉಅ

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Kannada Speakers' Accent (see Table 5 & 6 given below)

Kannada Speakers show the following differences while they speak English.

a) Sound differences : when speaking English, some people from south India Pronounce:

b)   Voiceless 'th' as in thing is pronounced as /t/ with a puff of air:

c)   Voiced 'th' as in this or that is pronounced as a /t/ or /d/.

d) /w/ as /v/

e) /p/, /t/ and /k/ at the Start of words without the puff of air typically heard from a native English speaker in Australia, England or the US:

f)   Vowels further forward in the mouth than they are Produced by a native English Speaker speaking in an Australian accent:

g) /t/ and /d/ with the tongue further back on the mouth (Sometime even curled buck, in the so-called retroflex position):

h) 'zh' as in vision or measure is pronounced as a /z/ or /d₃/ and

i)   Some clusters of consonants with epenthesis, for example 'e-street' for "street" or by adding in an unstressed vowel. e.g. 'filam' for "film".

Table - 5

The 24 consonants of English and their corresponding sounds and sound symbols in Tamil

S. No.	English Sound symbol	Tamil equivalent sound symbol
1.	/p/	
2.	/b/	
3.	/k/	
4.	/g/	
5.	/t/	
6.	/d/	
7.	/ʧ/	
8.	/ʤ/	
9.	/f/	
10.	/v/	
11.	/θ/	
12.	/ð/	
13.	/h/	
14.	/m/	
15.	/n/	
16.	/ŋ/	
17.	/s/	
18.	/ʃ/	
19.	/ʒ/	
20.	/z/	
21.	/r/	
22.	/l/	
23.	/j/	
24.	/w/	

Table - 6

The 20 vowels of English and their corresponding sounds and sound symbols in Tamil

S. No.	English Sound symbol	Tamil equivalent sound symbol
1.	/I/	
2.	/i:/	
3.	/e/	
4.	/æ/	—
5.	/a:/	
6.	/ɒ/	
7.	/ɔ:/	
8.	/U/	
9.	/U:/	
10.	/ʌ/	
11.	/ɜ:/	—
12.	/ə/	—
13.	/eI/	—
14.	/aI/	
15.	/aU/	
16.	/əU/	—
17.	/ɔI/	—
18.	/Iə/	—
19.	/eə/	—
20.	/Uə/	—

Malayali Speakers' Accent (see Table 7 & 8 given below)

Malayalam is a one of the Dravidian languages. The investigator has regular contact with the faculty students, and research scholars in the department of Malayalam, Dravidian University, Kuppam as the investigator is teaching English to Malayalam speakers and identified certain problems in learning English pronunciation in ESL-context. In it, all written letters are pronounced with syllable timed stress system. So, Malayalam English speakers resort to spelling – pronunciation giving equal stress to all sounds parts of words, words and even sentences. Spelling influenced pronunciation is the primary affective variable of Malayali English accent. It affects mutual intelligibility in contexts of communication. Outside Kerala, Malayalam English Pronunciation is a communication barrier that produces communication handicap in Malayalam English bilinguals.

Lack of certain corresponding English sounds in Malayalam Phonology.

/æ/ as /a/ in cat or apple is pronounced as /a/ e.g. /kyat/

 /z/ as /s/ in zoo is pronounced and /s/ as /su:/. in rise as rice, zebra as sebra, zero as seero

/p/ as /b/ in Exam**P**le – Exam**B**le

Table – 7

The 24 consonants of English and their Corresponding sounds and sound symbols in Malayalam

S. No.	Sound symbol	Malayalam equivalent sound symbol
1.	/p/	പ്
2.	/b/	ബ്
3.	/k/	ക്
4.	/g/	ഗ്
5.	/t/	ത്
6.	/d/	ഡ
7.	/tʃ/	ച
8.	/dʒ/	ജ
9.	/f/	ഫ്
10.	/v/	വ്
11.	/θ/	ഥ്
12.	/ð/	ധ
13.	/h/	ഹ
14.	/m/	മ്
15.	/n/	ന്
16.	/ŋ/	ങ്
17.	/s/	സ്
18.	/ʃ/	ഷ്
19.	/ʒ/	—
20.	/z/	—
21.	/r/	ര്
22.	/l/	ല്
23.	/j/	യ
24.	/w/	—

Table – 8

The 20 vowels of English and their Corresponding sounds and sound symbols in Malayalam

S. No.	Sound symbol	Malayalam equivalent sound symbol
1.	/I/	ഇ
2.	/i:/	ഈ
3.	/e/	എ
4.	/æ/	–
5.	/a:/	അ
6.	/ɒ/	–
7.	/ɔ:/	–
8.	/U/	ഉ
9.	/U:/	ഊ
10.	/ʌ/	–
11.	/ɜ:/	–
12.	/ə/	–
13.	/eI/	–
14.	/aI/	ഐ
15.	/aU/	ഔ
16.	/əU/	–
17.	/ɔI/	–
18.	/Iə/	–
19.	/eə/	–
20.	/Uə/	–

A number of studies have been carried out in India pertaining to the pronunciation of English in the country. Studies by Kachru (1965), Pattanayak (1969, 1981) have attempted to highlight features of General Indian English. If we take a close analysis of the problems of Dravidian Speakers in learning English pronunciation can be categorized as follows:

a) Universal problems:

Some problems are common/universal to all states in India. For example, influence of mother tongue and interference of mother tongue. Some problems are identified from Dravidian Languages in southern states from Telugu, Kannada, Tamil, and Malayalam.

- Aspirated sounds of /p, t, k/
- Difficult to distinguish between /v, w/
- Difficult to distinguish between/s/and /*S*/.
- Difficulty with final cluster.
- Supra segmental feature (stress) problems are common.

b) Specific Problems:

Some problems are specific to the state. For example,

- Difficulty with /v/ and /b/ sound for Tamil speaker
- If there are consonants at the end, Tamil speakers   add / v/ sound at the end.
- /r/ is pronounced as a trill /r/.
- Difficulty with /p/ sound by the Malayalam speakers. For example as example. They mispronounce as /b/.

c) Practical suggestions to the learners and teachers of English:

- In order to learn English pronunciation by the speakers of Dravidian languages they should, pay attention of the importance of the English Pronunciation.
- By and large we feel that English Phonetics is essential for the speakers of Dravidian Languages to overcome the problems of speaking English.
- The introduction of IPA phonetic symbols should become a part of the teaching of English in ESL – Context.
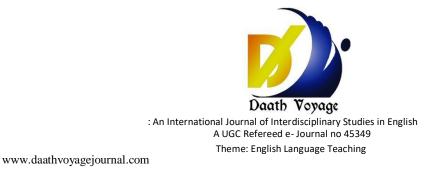
- The teachers of English need at least six month training in teaching English phonetics and English pronunciation to the speakers of Dravidian languages.

- English pronunciation can be taught and learnt by using the following tables/ chart which contains English sounds and their corresponding sounds of the four Dravidian Languages. (Telugu, Kannada, Tamil and Malayalam)

10. Conclusion

English pronunciation of Dravidian speakers can be improved by adopting the following techniques and procedures.

- Listening practice i.e. especially good accent is one of the best techniques to learn perfect and correct English pronunciation.

- Reading aloud with correct pronunciation is another important factor to improve correct and intelligibility in speaking.

- To avoid mother tongue influence in English Pronunciation, careful attention is needed in pronunciation.

- To escape from the problems of Dravidian speakers in learning English pronunciation, English teachers' pronunciation must be good at least in teaching to the children at primary level.

- For this, the teachers of English must be trained well to teach English pronunciation effectively and meaningfully.

To conclude, Dravidian teachers and learners of English in learning and teaching English pronunciation in ESL- Context can make use of these tables which contains English Sounds and their corresponding sounds of the four Dravidian languages (Telugu, Kannada and Malayalam). Besides Practice in use of accent and rhythm is an essential factor in learning English Pronunciation. However, judicious use of mother tongue in the classroom is another aspect in learning English pronunciation in ESL–context.

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