CHAPTER III
LINGUISTIC FEATURES

3.0 Introduction

This chapter deals with certain linguistic features found in the data (features which are different from R.P. English). They have been divided into many categories, the prominent of which is the segmental features. There are also categories like wrong usage, ungrammatical expressions, idiosyncracies, and some features of conversation. Features of conversation are made up of slots like undue pauses, gap-fillers, help from the listener, word-coinage, repetitions and code-switching. These above mentioned features have been culled from the twenty speakers of South Indian English (SIE).

The segmental features can be classified according to the different regions of south India viz. Andhra Pradesh, Karnataka, Kerala and Tamil Nadu. This and the supra-segmental features will be dealt with in the next chapter in detail.

3.1 Segmental features

3.1.1 Consonants

Retroflexion:

This is a characteristic trait of the English spoken by the south Indians. A majority of the south Indians curl their tongues while articulating sounds like [t], [d], [l], [n], [l].
This is because all the Dravidian languages have some segments during the articulation of which, the tongue is necessarily curled inwards towards the upper palate, thereby producing a retroflex segment with a hollow resonance. The degree of retroflexion varies from person to person. In the speech of some only a couple of sounds are retroflex whereas others may use more consonants as retroflex in their speech - \([t, q, l, \eta, \eta']\). There is another way retroflexion manifests itself differently. In some speakers the degree of retroflexion (the hollow resonance) is much less compared to some others who have a high degree of retroflexion.

**Example phonemes:**

- \([t] - [\text{\texttt{qont}}]\) for \textsc{don't} (speaker \#6.18)
- \([\text{\texttt{ho:t}}]\) for \textsc{hot} (speaker \#1.8)
- \([q] - [\text{\texttt{qonno}}]\) for \textsc{don't know} (speaker \#6.18)
- \([\text{\texttt{qont}}]\) for \textsc{don't} (speaker \#6.18)
- \([\eta] - [\text{\texttt{meni}}]\) for \textsc{many} (speaker \#1.3)
- \([\text{\texttt{kanso:ng}}]\) for \textsc{concerned} (speaker \#1.11)
- \([qo'\eta\eta]\) for \textsc{don't know} (speaker \#1.15)
- \([\etao:ng]\) for \textsc{own} (speaker \#2.0)
- \([l] - [\text{\texttt{c.\texttt{l}}}]\) for \textsc{all} (speaker \#6.18)
- \([\text{\texttt{l\\texttt{c:ng}}}]\) for \textsc{lonely} (speaker \#6.18)
- \([\text{\texttt{k\\texttt{\texttt{\texttt{a}l\texttt{t\texttt{\texttt{v\texttt{\texttt{a}l}}}b\texttt{\texttt{\texttt{t}}}}}}}]\) for \textsc{cultivable} (speaker \#2.0)
Substitution of dental plosives for fricatives:

The fricatives [θ] and [ð] are in all cases pronounced as [tʰ] and [ð]. The voiceless dental plosive [tʰ] and [th] replace [θ] and the voiced dental plosive [dʰ] replaces [ð].

e.g. [a'thɔːtɪʃɪs] for authorities (speaker no.3)
[ 'deːə ] for there (speaker no.5)
[ ə'ɡəʊə ] for other (speaker no.13)
[ 'vɪdɪɡ ] for with (speaker no.5)

Voicing:

Malayalam speakers usually voice a plosive if it follows a nasal or occurs intervocalically. A few of the speakers recorded from Tamil Nadu are from Kanyakumari, which is on the borders of Kerala. So, though they are listed as Tamil speakers of English, their mother tongue being Tamil, they too have some of the features of Malayalee English.

e.g. ['ənəmblɔːment ] for unemployment (speaker no.13)
[ 'indʒɛsted ] for interested (speaker no.13)
[ 'bjoːɡjəm ] for programme (speaker no.13)
[ 'ʌŋɡəl ] for uncle (speaker no.15)
[ 'bjuːdɪfʊl ] for beautiful (speaker no.10)

These above examples are from the data of Tamilian speakers from the bordering places of Tamil Nadu and Kerala. The last example is from the data of a speaker from Pondicherry.
e.g. ['dɪfɪɡəlt ] for difficult (speaker no.18)
[ 'ɛɡə:noːmɪkl ] for economical (speaker no.20)
[ 'kɑmbɛld ] for compelled (speaker no.20)
[ eg'zæmb ] for example (speaker no.17)
[ 'sɜːləŋɡə ] for Sri Lanka (speaker no.19)

The fricative [ θ ] which is always articulated as a dental plosive [ t h ] is in some cases changed into a voiced dental plosive [ d h ].

e.g. ['enɪdɪŋ ] for anything (speaker no.20)

[ 'mæθəmətɪks ] for mathematics (speaker no.18)
[ 'sevnθ ] for seventh (speaker no.18)
[ a'nɑːndɑːpʊr ] for Anantapur (speaker no.18)
[ 'saʊd indɪjən ] for south Indian (speaker no.17)

[tʃ] is voiced to become [dʒ].

e.g. [ indʒ ] for inch (speaker no.20)

A consonant cluster too gets voiced.

e.g. [ mægˈzɪməm ] for maximum (speaker no.20)

Palatalization:

Telugu English, Tamil English and Malayalam English had traces of palatalization. Three out of twenty speakers recorded used palatalized words.

e.g. [ ɛnˈkæʃ ] for encash (speaker no.2)
[ bæd ] for bad (speaker no.20)
[ mætʃ ] for match (speaker no.15)
Retention of [r]:

The retention and dropping of [r] is done at random and there seems to be no rule governing it, in the sense that though there is an orthographic 'r' in the words, it is sometimes retained in pronunciation and dropped at other times. It is usually articulated as a fricative [ʃ]. [r] is dropped in -

e.g. ['raitəs] for writers (speaker no. 3)
['kʌnsərd] for concerned (speaker no. 3)
['wɜːks] for works (speaker no. 3)
['distɪkt] for district (speaker no. 3)

In the word 'district', [r] is supposed to be retained in pronunciation but it is dropped there also. [r] is retained in -

e.g. ['dʒɔːnəlɪzm] for journalism (speaker no. 1)
['fɔːt] for fourth (speaker no. 2)
['ɔːgənɪk] for organic (speaker no. 5)
['juːnɪvɜːsɪti] for university (speaker no. 4)

It is articulated as a flap between two vowels.
e.g. ['stoːliːs] for stories (speaker no. 5)
[ɔ'thəʊlɪtɪs] for authorities (speaker no. 3)

The linking [r] is used even before a word beginning with a consonant.
e.g. [de əˈdʒɒt] for they are not (speaker no. 5)
Substitution of \([u]\) for \([v]\) and \([w]\):

The voiced labio-dental frictionless continuant \([u]\) replaces both the voiced labio-dental fricative \([v]\) and the voiced labio-velar semi-vowel \([w]\).

e.g. ['\text{volatal}" for \text{volatile} (speaker 0.0.5)

['\text{vilei:d3}" for \text{village} (speaker 0.0.20)

['\text{bitui:n}" for \text{between} (speaker 0.0.12)

['\text{vimen}" for \text{women} (speaker 0.0.12)

['\text{n\text{A}u\text{de:s}}" for \text{nowadays} (speaker 0.0.15)

s/z distinction not maintained:

The s/z distinction is not clear for the speakers. Where \([s]\) is to be used \([z]\) is used and vice versa. At times the right segment is used and at other times its voiced or voiceless counterpart is used.

e.g. ['\text{ri:zentli}" for \text{recently} (speaker 0.0.4)

['\text{zens}" for \text{sense} (speaker 0.0.13)

['\text{d3\text{A}rn}a\text{lism}" for \text{journalism} (speaker 0.0.1)

[ '\text{spej\text{el}a\text{ise:}f\text{on}}" for \text{specialisation} (speaker 0.0.5)

['\text{i:si}" for \text{easy} (speaker 0.0.12)

[ '\text{bisi}" for \text{busy} (speaker 0.0.9)

Intrusion of a vowel before a syllabic consonant:

In words having a syllabic consonant, a vowel is interposed between the consonant and the syllabic consonant. It is used as a prop for the syllabic consonant.
j/w prosodies:

In the Dravidian languages [j] is prefixed for words beginning with front vowels [e] and [i] and [w] or [u] is prefixed for back vowels [u] and [o]. This addition does not change the meaning of the word. The same feature is evident in the English spoken by the South Indians.

e.g. [ 'jesse:s ] for essays (speaker nc.3)
[ 'jaktjjuval ] for actual (speaker nc.3)
[ 'jemdi ] for M.D. (speaker no.5)
[ 'vo:nli ] for only (speaker nc.12)

Insertion of a semi-vowel:

In some cases a diphthong is replaced by the insertion of a semi-vowel.

e.g. [ 'tajavng ] for tiring (speaker nc.5)
[ 'nijabai ] for nearby (speaker no.5)
[ 'hijaw ] for here (speaker nc.17)
[ 'jaktjjuval ] for actual (speaker rc.3)
[ 'o:bu:jusli ] for obviously (speaker no.11)
[ at'mo:si:jaw ] for atmosphere (speaker nc.19)
[ 'po:jems ] for poems (speaker no.3)
Omission of [j]:

If the above examples show the insertion of [j], the following examples indicate the deletion of [j], where it is to be pronounced.

e.g. ['students ] for students (speaker no.3)

['studios ] for studios (speaker no.1)

Gemination:

Whenever a double letter appears in spelling, it is geminated in pronunciation. This trend is evident not only in reading out a text but also in the spontaneous talk.

e.g. ['sammaj ] for summer (speaker no.18)

['vuinnaj ] for winner (speaker no.15)

['jesse:s ] for essays (speaker no.3)

['oppo:zifan ] for opposition (speaker no.8)

In cases of emphasis also it is geminated.

e.g. ['natting ] for nothing (speaker no.9)

['nevvow ] for never (speaker no.10)

Elision:

In some words either a consonant or a whole syllable is elided.

e.g. ['gawmment ] for government (speaker no.3)

['su:pe'rendent ] for superintendent (speaker no.5)

Plural markers:

The rule of plural formation does not seem to hold good for any of the speakers. It is [s] for both voiceless and
voiced plosives and [es] for sibilants, which is spelling pronunciation.

e.g. ['eskəts] for escorts (speaker no.4).

[‘pəsədɪŋgs] for proceedings (speaker no.4)

[‘tæmɪŋgs] for timings (speaker no.4)

[‘klæsəs] for classes (speaker no.3)

Past tense:
Spelling seems to be the guide for pronunciation in this case also and to make the past tense of a word [ed] is used instead of [id].

e.g. [‘edʒu'keːtəd] for educated (speaker no.17)

[‘sɛlɛktəd] for selected (speaker no.4)

kw-cluster:
The consonant cluster [kw] seemed to be a problem for one speaker.

e.g. [‘ɛklɛpmənt] for equipment (speaker no.2)

Substitution of [dʒ] for [z]:
This is a very common feature found in English spoken by Telugu speakers. However in the data there was only one example.

e.g. [‘dʒeləs] for zealous (speaker no.6)

Hypercorrection:
Being very conscious of the mistake usually made by Andhras wherein [z] is pronounced as [dʒ], three of the Andhra speakers pronounced [z] in words with [dʒ].
3.1.2 Vowels

Substitution of diphthongs by monophthongs:

The feature that is prevalent in all the speakers is the substitution of long vowels for diphthongs - [ei, œu, eə, uə].

[e:] replaces [ei]:

In place of the diphthong [ei] it is always the long vowel [e:] that is used by all the speakers.

e.g. ['pleːs ] for place (speaker no.3)
    ['edʒuːkən ] for education (speaker no.3)
    ['leːbə ] for labour (speaker no.13)

[ei] is sometimes replaced by [ə] also.

e.g. ['pæpəɬ ] for paper (speaker no.3)

[eːə] is used in place of [eə].

e.g. ['deːə ] for there (speaker no.5)
    ['eː indiʃə ] for Air India (speaker no.10)
    ['neːtəv ] for native (speaker no.3)
    ['greːt ] for great (speaker no.3)

[e] is replaced by [ɛ] sometimes. (speaker no.3)

e.g. ['weːə ] for rare (speaker no.11)
    [weːə ] for where (speaker no.20)
[əu] is substituted by [o] and rarely by [ɔ:] also.
e.g. ['bo:d ] for board (speaker no.3)  
['mo:st ] for most (speaker no.3)  
['ho:p ] for hope (speaker no.15)  
['Afko:us ] for of course (speaker no.9)  
[gə: t ] for growth (speaker no.13)  
[lo: ηli ] for lonely (speaker no.18)  

[uə] is replaced by [uə].  
e.g. [pu:ə ] for poor (speaker no.3)  
['ʃju:ə ] for sure (speaker no.11)  
['immetʃju:ə ] for immature (speaker no.4)  

Sometimes [uə] is replaced by [ʌ ] also.  
e.g. ['mæŋʒəl ] for manual (speaker no.13)  

In some cases, the diphthongs are separated by a semi-vowel thereby increasing the number of syllables.  
e.g. ['jæktʃju:ıval ] for actual (speaker no.3)  
[ 'ə:bvju:sli ] for obviously (speaker no.11)  
['ʃi:jali ] for really (speaker no.9)  
['mi:dija ] for media (speaker no.11)  

Substitution of one monophthong for another:  
To a large extent [ʌ] or [ ] or [ʌ] replaces [ə].  
e.g. ['fæst ] for first (speaker no.5)  
[ 'væk ] for work (speaker no.10)  
[ 'AE'la:t ] for alert (speaker no.15)  
['inʃmejfən ] for information (speaker no.11)
The vowel [e] is used in place of [i].

e.g. ['definætlɪ] for definitely (speaker no. )
     ['vɪlædʒ] for village (speaker no.20)
     ['klaɪmɛt] for climate (speaker no.20)

The vowel [ə:] is substituted by [o].

e.g. [hot] for hot (speaker no.19)
     [lot] for lot (speaker no.20)

[ɔ] is replaced by [ʌ] and [a:].

e.g. ['kæmjuːnɪzm] for communism (speaker no.20)
     ['ɑːfɪs] for office (speaker no. )

[ʌ] is replaced by [ə] and [e].

e.g. [æs] for as (speaker no.20)
     ['ɑːsmə] for asthma (speaker no.20)
     ['jɑːs] for yes (speaker no.1)

Addition of vowel:

A vowel is added at the end of a word or even in the middle of a word.

e.g. ['sʌbdʒektu] for subject (speaker no.5)
     ['kəldʒi] for college (speaker no.5)
     ['æfɪːs] for affairs (speaker no.4)
     ['meɪʒiːdʒi] for marriage (speaker no.4)
     ['ɪntəstju] for interest (speaker no.4)
     ['nætʃu æli] for naturally (speaker no. )

The suprasegmental features are dealt with in the next chapter. (Section 4.5)
3.2 **Ungrammatical expressions**

**Deletion of genitive pronouns:**

Due to the absence of genitive pronouns, the reference is not always clear. This leads to an ambiguity in the meaning of the sentence wherein there is a choice between two persons referred to.

*e.g.* Talking about his children, one speaker said -
"...the other is at home, *(x)* mother takes care."

(speaker no.2)

Here, due to the dropping of the possessive pronoun, the listener can take *mother* to mean the child's mother or the speaker's mother.

*e.g.* "I don't want him to miss *(x)* mother." (speaker no.10)

This example is from another speaker's data. Here, in spite of the genitive pronoun being dropped, the reference is clear because of the context. The speaker is explaining as to why she left the job after her child was born.

**Resumptive Pronouns:**

A sentence starts with a noun and instead of being followed by its predicate, has a pronoun following it, which refers back to the noun (pronoun redundant).

*e.g.* "The *French*, they wanted to do trade" (speaker no.16)

"*Food*, its not bad now" (speaker no.16)

"*Those students* who can memorise, and who have got good memory, *they* can get good marks." (speaker no.3)
"The teachers who taught me when I was studying degree course and P.U.C. and in school, they do not know actual pronunciation." (speaker no.3)

"And many of the students they cannot even pronounce words because they have not been trained in pronunciation." (speaker no.3)

Inappropriate pronoun:

Inappropriate pronoun is used in some cases. For a plural, a singular pronoun is used and vice versa.

e.g. "Both have its own merits and demerits." (speaker no.12)

"The first solution is to go to the individual person and make them understand about the problem." (speaker no.11)

Deletion and insertion of prepositions:

e.g."They start May and June." (speaker no.1)

For, 'They start in May or June.'

"In civil we have power only domestic affairs, marriage, properties..." (speaker no.4)

For, 'In civil law we have power only in domestic affairs, marriage, properties...'

"Even if I want to go work also now it is impossible." (speaker no.10)

For, 'Even if I want to go to work also now it is impossible.'

Note: The actual utterance by the speaker is given in double quotations, and the intended utterance is given in single quotations.
"Karnataka till recently...the dissident group had some confidence to topple the present government."
(speaker no.8)

For, 'In Karnataka till recently...the dissident group had some confidence to topple the present government.'

"I am teaching in Organic Chemistry for the degree students." (speaker no.5)

For, 'I am teaching Organic Chemistry for the degree students.'

"Just behind to my house." (speaker no.1)

For, 'Just behind my house.'

"His brother is there in abroad."(speaker no.10)

For, 'His brother is abroad.'

Lack of subject verb agreement:

The subject of a sentence has to have a close relation to the predicate of that sentence. The number and the person of the subject decide the form of the verb of that sentence. Some speakers have overlooked this concord, resulting in ungrammatical sentences.

e.g. "It is a well known...fact that eighty percent of our rural population live in villages." (speaker no.13)

"The many laws has been passed to put an end to the militant problem." (speaker no.13)

"The lack of illiteracy mean the villagers and their adamant attitude have stood in the way." (speaker no.13)
"They dont know much, I mean how does it affects..."  
(speaker no.11)

"Some families is there..."  (speaker no.11)

"Chances of this taking place is very less."  
(speaker no.12)

"Their son have no...."  (speaker no.12)

"The crash programme have not appreciable raised the standard."  (speaker no.13)

"The students standard are not...."  (speaker no.3)

Articles:

Another problem zone in grammar is the use of articles and deletion of articles.

e.g. "They are some kind of tools in (x) political party."  
(speaker no.8)

For, 'They are some kind of tools in a political party.'

"It is (x) well known...fact...."  (speaker no.13)

For, 'It is a well known fact....'

"Its (x) nice course."  (speaker no.1)

For, 'Its a nice course.'

"Quite (x) interesting course."  (speaker no.1)

For, 'Quite an interesting course.'

"I joined as (x) demonstrator."  (speaker no.5)

For, 'I joined as a demonstrator.'
"I am (x) M.Sc." (speaker no.5)
For, 'I am an M.Sc.'

"I applied for (x) request transfer." (speaker no.2)
For, 'I applied for a request transfer.'

"First we have to go to (x) office. From there only we went to court." (speaker no.4)
For, 'First we have to go to the office. From there only we we go to court.'

"It is (x) very hot place." (speaker no.18)
For, 'It is a very hot place.'

Not many are aware of the context of use of 'a' and 'an'.
They use 'a' even before words starting with vowels.
e.g. "I am a E.C. member." (speaker no.4)
For, 'I am an E.C. member.'

The speakers do not have the knowledge of the difference in pronunciation of the definite article 'the'. They tend to pronounce 'the' both as [ðə] and [ði] indiscriminately, without any regard to the segment following 'd'.
e.g. [ði koːt] for the court (speaker no.4)

Unnecessary addition of an article.
e.g. "The many laws has been passed to put an end...."
(speaker no.13)
Intermixing of tenses:

This feature of combining one tense with another is shared by quite a few speakers. Sometimes past tense and the present tense are mingled or else it is the present and the future tense that are mixed up.

For a question in the past tense, the answer is given in the present tense.

"When you joined were you an M.Sc. or a B.Sc.?
"I am M.Sc." (speaker no.5)

"Previously it is from eleven to five." (speaker no.4)

"First we have to go to office and from there we went to court..... After ten we have to went to court."
(speaker no.4)

Talking about dishes she tried during a cookery course, and the guests she had invited to taste them, one speaker said-

"Every dish I tried in that week....we invite so many guests also." (speaker no.1)

Discussing the advantage of M.C.J. which she completed a year before, one speaker said -

"We have practicals also, film practicals...we'll learn production...." (speaker no.1)

For set habits and conventions the simple present is used. But talking about a routine habit one speaker used the future tense instead of the present tense.

e.g. "Normally we will go by bus only." (speaker no.9)
Another speaker used a present continuous tense.

e.g. "Only Sunday we are having holiday." (speaker no.5)

"They will come so carelessly." (speaker no.4)

(referring to the usual way criminals come to the court)

Talking about her routine schedule one speaker said—

"I will get down in Bamboo bazar, from there I will walk. If I having some other work I will go to Shivaji-nagar, from there I will catch." (speaker no. 9)

"I am having some problem." (speaker no.9)

"I am having colleagues." (speaker no.9)

"I am having friends, but selected friends." (speaker no.9)

"I reaching home by six o' clock." (speaker no.9)

"No doubt, the elucidating of the phenomenal growth made by... will infuse a sense of realism." (speaker no.13)

Dropping of 'it':

e.g. "Whereas in the case of love marriages, as they come in contact with each other (x) becomes easy for them to adjust." (speaker no.12)

For, 'Whereas in the case of love marriages, as they come in contact with each other it becomes easy for them to adjust.'

"I won't mind (x) is difficult" (speaker no.9)

For, 'I won't mind if it is difficult.'
"It is as usual but compared to other offices (x) is nothing." (speaker no.9)

For, 'It is as usual, but compared to other offices it is nothing.'

**Missing noun/object:**

In some sentences the noun or the object are missing.

e.g. For a question about her travel to and from the office, one speaker said -

"I will get down in Bamboo bazar from there I will walk. Otherwise if I having some other work I will go to Shivajinagar, from there I will catch (x)." (speaker no.9)

(There is no reference to any vehicle in the above sentence).

Another informant discussing the availability of jobs, said -

"Nowadays it is very difficult to get (x)" (speaker no.15)

For, 'Nowadays it is very difficult to get a job.'

"In criminal (x) we come across offences only." (speaker no.4)

For, 'In criminal law we come across offences only.'

"I am a technical (x)" (speaker no.2)

For, 'I am a technical person.'

Researcher: "You are doing your apprenticeship now?"
Speaker: "Ya. One leading lawyer Konappa Shastry."

(speaker no.4)
Deletion of auxiliaries and modals:

Some speakers left out the auxiliaries and modals in the sentences.

e.g. "Recently one lady (x) selected as munsif." (speaker no. 4)

For, 'Recently one lady was selected as munsif.'

"I (x) brought up complete from Kannada only" (speaker no. 9)

For, 'I was brought up completely in Karnataka only.'

"I (x) brought up and studied everything in Mysore." (speaker no. 9)

For, 'I was brought up and studied everything in Mysore.'

"We have hope that we (x) win." (speaker no. 15)

For, 'We had hope that we would win.'

Direct form in indirect speech:

In indirect speech one speaker used the direct form of the person - the second person, instead of the indirect form of the person which is the first or the third person.

e.g. "Now also my mother-in-law is telling that you should do computer course and learn..." (speaker no. 10)

For, 'Now also my mother-in-law is telling me that I should do computer course and learn....'

Question tags:

In the data except for one, no speaker used question tags. The speaker who used them also did not use the correct
ones. It is isn't it for all statements, not bearing any relationship to the subject and verb in the preceding statement.

e.g. "He starts shouting at his wife on something, the wife also will get wild, isn't it? (speaker no.12) (In place of 'Won't she')

"So the wife has to go according to the husband isn't it?" (In place of 'doesn't she')

3.3 Wrong usage

Wrong use of prepositions:

This is a very common mistake made by most of the speakers. Certain prepositions are used with certain verbs, but some of the speakers used wrong prepositions.

e.g. "He gets wild on his wife." (speaker no.12)
For, 'He gets wild with his wife.'

"I go in the luna." (speaker no.2)
For, 'I go on the luna.'

"I did recently my M.C.J. in Osmania." (speaker no.1)
For, 'I did recently my M.C.J. from Osmania.'

"The wife should be in such a nature that she must be ..." (speaker no.12)
For, 'The wife should be of such a nature that she must be....'
'It was unexpected for the general public.' (speaker no.3)

For, 'It was unexpected by the general public.'

Mix up of 'since' and 'for' is found in an instance like this:
"Since four years, I am working here" (speaker no.3)

For, 'For four years I have been working here.'
(Since is used with point of time and for with period of time).

Wrong use of adjectives and adverbs:

Instead of an adjective, a noun is used to modify another noun, as in the following examples:

"They are mostly engaged in agriculture work." (speaker no.13)

For, 'They are mostly engaged in agricultural work.'

Instead of an adverb, an adjective is used.

"The crash programme have not appreciable raised the standard of the rural masses." (speaker no.13)

For, 'The crash programme has not appreciably raised the standard of the rural masses.'

Sometimes the wrong forms of tenses are used as in:

"I spend around three months." (speaker no.1)

For, 'I spent around three months.'
"The backwardness and development of rural areas have meted the attention of..." (speaker no.13)

For, 'The backwardness and development of rural areas have met the attention of...' 

"I think the per capita income is very high comparative to all over India." (speaker no.16)

For, 'I think the per capita income is very high compared to all over India.'

Wrong use of vocabulary:

As the inventory of words is limited, some speakers mistook some words for similar sounding words,

For instance, talking about the prerequisite qualification needed to enter the law course, the informant said-

"After graduation only you have to take this course. Any graduation immature." (speaker no.4)

What the speaker meant to say was - 'Any graduation immaterial.'

Similarly, discussing the riots in Andhra Pradesh, the informant said -

"Naturally the Congress-I started blaming that N.T. Rama Rao is beyond this incidence." (speaker no.8)

The speaker used two near sounding words. The intended words were,

'Naturally the Congress-I started blaming that N.T. Rama Rao is behind this incident.'
Another speaker said,

"...absence of custisiams and creed will infuse...."

For, 'absence of customs and creed. (speaker no.13)

One speaker used instead of a noun, a verb which sounds almost alike as in:

Obviously they know about it. They know its affects you can talk to him personally or get through information giving him what affects it has on the family life. (speaker no.11)

The speaker meant to say effects which is a noun but used the verb affects instead. This is because he is not aware of the difference between these two words.

Sometimes though similar in meaning the appropriate word is not used as in the following examples:

"My aunty's house is very near to our house. Only few yards distance." (speaker no.5)

(Instead of distance, away would have been appropriate).

"Karekal which is some 150 km. South...." (speaker no.5)

(Here some is used in the sense of about)

"But last the better team was the winner."

Instead of last, in the end or finally would have been more appropriate.

To a question - "You enjoy doing that" (arguing in the court) the answer is:

"Ya - not very, some." (speaker no.4)
The intended answer was

Ya, not very much, but little.

"It is not very necessary to go out, job and earn money...." (speaker no.10)

In place of work (v), job (n) is used.

"I mean outside India also we can fly freely..." (speaker no.10)

The speaker wanted to communicate that she can fly free of charge.

"All are family friends, not particular my friends." (speaker no.9)

For, not my friends in particular).

Sometimes the speakers used two words having the same meaning.

"As it is the regular custom of blaming each other..." (speaker no.8)

Only when something has become a regular thing, does it become a custom.

"The relationship between the husband and wife will be destroyed, can an...accumulate it can be improved or remain as it is." (speaker no.12)

In this context since he is talking about the relationship of a husband and wife, he could have used words like grow or build up. Accumulate is usually used for material things and not for a relationship.
Use of double negatives:

In one sentence, the use of a double negative conveyed just the opposite meaning of what the speaker intended as in:

"The lack of illiteracy, mean the villagers and their adamant attitude have stood in the way." (speaker no.13)

The speaker meant to say 'the lack of literacy' so as to mean that illiteracy has stood in the way of development but due to the double negative the meaning that is communicated is that literacy has stood in the way of development.

Double use of connectives:

Two conjunctions are used in a single sentence as in the following examples:

"I think my first job is to look after the child and as well as home and my next is...." (speaker no.10)

"As our children are studying in a English medium school, there are no English medium schools in Siripuram, it a village, so we decided to reside in Guntur." (speaker no.3)

"...before I was working, after I gave birth to my child, then, I had to leave the job." (speaker no,10)

"So I don't know in what conditions that fellow said this and I have to go back now." (speaker no.7)
Use of 'Like That':

The term 'like that' seems to have a wide range of meaning. It is one term that has been excessively used by more than half the speakers in the data. Different speakers used it in a different way, i.e., for some it meant etc., for some others it meant from this point of view, in this regard, and so on as can be seen in the following examples:

"...because there are three papers are there, at the final year. They are mercantile law but... Contract subject. Like that." (speaker no.4)

"Pondicherry being a coastal area, they get fish, prawns, like that." (speaker no.16)

"Normally we went to their house, they come to my house, like that." (speaker no.1)

For the question - "how do you like your job?", the answer is -

"Its okay, ... its not tiredness, tiredness nothing, its as usual but compared to other offices is completely nothing like that." (speaker no.9)

"They usually come to our house and play with my children. Like that." (speaker no.5)

"I will get down in Bamboo Bazar, from there I will walk otherwise if I having some other work I will go to Shivajinagar, from there I will catch. Like that." (speaker no.9)
"I can say colleagues, not friends, really if I want to tell I am having colleagues but not friends, like that." (speaker no.9)

3.4 **Idiosyncracies:**

Some of the speakers used certain individual expressions repeatedly in their discourse as can be noticed in the following instances:

**Question tag:**

One informant in his conversation, states something and follows it up with a question tag as if seeking reassurance of his reasoning and logic from the listener. He also gave out a click whenever he was muddled and confused.

"So the wife has to go according to the husband. Isn't it?" (speaker no.12)

Another speaker, used *and all this* whenever he wanted to say etc.

"What affects it has on family life *and all this.*"

"In North *and all* you don't have *all* that situation."

"Media means all, let it be broadcasting, television, videos *and all this type.*" (speaker no.11)

There was an excessive use of *no[2]nothing* in one speaker's data. The *no* always was said with a glottal stop /2/ (speaker no.9).

"no[2]/nothing"
Another informant used a rising tone almost consistently throughout the conversation.

"Duration around three months, weekly twice, there are around twenty five members, its a part time course. Part time housewives course." (speaker no.1)

One informant was inclined to use Hindi whenever he couldn't get the equivalent of that word or phrase in English.

"Chalta madam, no problem."

"I play football. Accha hotha hai."

"Maths not much...we had calculus algebra... Bahuth hua aisa hai. That's very difficult. It's all over. Long time back Padha ho vo."

(speaker no,2)

3.5 Conversation

The features of discourse are slotted into categories such as repetition, gap fillers, butting or help from the listener, sentences interrupted, parenthesis, presupposition, reduplication of words, substitution of words, etc.

Substitution of words:

Having a word at the tip of the tongue, but being unable to recollect it, and using a similar sounding word, which in some cases has no connection by way of meaning to the word intended is usually seen in discourse. Here are a few such sentences:
Talking about the prerequisite qualification to enter law course, one informant said -

"After graduation only you have to take this course. Any graduation *immaterial*." (speaker no.1)

(The word intended was *immaterial* but she could not get it, so used *immature* instead.)

"The absence of *customs* and creed." (speaker no.13)

(For, the absence of *customs* and creed.)

"Obviously they know about it. They know the *affects*." (speaker no.11)

(*affects* is used instead of *effects*.)

In certain places, the meaning intended is conveyed, in spite of not using the proper words in the context as in:

"It is not necessary to go out, *job* and earn money." (speaker no.10)

"My aunty's house is very near to our house. Only few yards *distance*." (speaker no.5)

(*distance* is used instead of *away*.)

"Applied for M.Phil. But *in between* if I have got job, I will join." (speaker no.15)

(Instead of *meanwhile* she used *in between*.)

*Gap fillers:*

Sometimes the speaker fumbles for a word, and when he doesn't get it, ultimately uses words like *this thing*, and
"In North and all you don't have all that situation" (speaker no.11)

"Then only the...family this thing will go up."
(speaker no.12)

These appear in the middle or end of sentences. In the beginning of a sentence, when the speaker needs time to word his thoughts he uses gap fillers like mmm, ahh, you see, you know, and, so, I mean, etc. At the end of sentences, words like Okay now, like that, etc. are used.

Code-mixing:

Code-mixing features prominently in connected speech. Out of the twenty speakers, two speakers had a sprinkling of Hindi in their speech, and another speaker used a little Malayalam. Though this feature has appeared only in three out of twenty speakers, it has been observed that this intermingling of languages is a very common feature in discourse. Here are some examples of code-mixing:

Researcher: "I hope I'm not disturbing you."
Speaker: "Chaltha madam..." (speaker no.2)

Researcher: "How do you commute...how do you travel?"
Speaker: "Accha. I did not understand. (speaker no.2)

The speaker, talking about his children said -

"Mother takes care, mother...Saath rehtha hai."
(speaker no.2)
Discussing the subjects in B.Sc., the speaker said,

"Maths not much...we had calculus, algebra bahuth huva isa hai. That's very difficult.... Long time back pada ho vo." (speaker no.2)

"I play football. Accha hota hai. I like it." (speaker no.2)

"...and Pucca socialism." (speaker no.20)

"We say in Malayalam, we have chakka and ganji everyday." (speaker no.17)

Reduplication of words:

Reduplication is used to emphasize a particular point. This could be done by using a proper tone or an adjective but as some of the informants were not fully aware of the use of tones in their contexts they tended to stress something important or to show intensity of feeling by doubling a word as in the following examples:

Researcher: "How is your company?"
Speaker : "Company work work only." (speaker no.2)

Researcher: "Too much of home work also."
Speaker : "Ya,homework - only writing and writing and writing." (speaker no.5)

"The teachers ask them write one lesson five five times." (speaker no.5)

Repetition:

Repetition of whole sentences or parts of sentences is a feature which is shared by most of the informants. This
technique is used both to emphasize a point and also to fill gaps, even as the speakers do the thinking as to what they have to say next. In some cases a sentence or a part of sentence uttered by one person is repeated by the listener. To cite a few examples:

"I brought up and studied everything in Mysore...
I studied in Mysore only everything." (speaker no.9)

"It's not tiredness, tiredness nothing..." (speaker no.9)

"Here complete work line will be changed...complete change...here only its completely different line." (speaker no.9)

"We have practicals also, practicals, film practicals ...." (speaker no.1)

"Because the wife, the wife will be more dedicated." (speaker no.12)

"Whereas in arranged marriages only the parents, only the parents come to know about the wife. Their son have no, their son will not have any contact with her." (speaker no.12)

"I was working because I wanted to kill the time, how to kill the time, that's why I was going out." (speaker no.10)

Researcher: "You did not feel bad while leaving the job?"
Speaker : No, no, not at all." (emphasis) (speaker no.10)

"In Siripuram, it is a small village, where we won't get even a cup of coffee, it is very difficult to get a cup of coffee...." (speaker no.3)
"There are different solutions to it, there are solutions." (speaker no.11)

"Through media, that's the best way, I think that's the best way." (speaker no.11)

"It goes out in some traditional manner, obviously a tradition manner yar." (speaker no.11)

Researcher: "And you don't need to sign?
Speaker : "No, nothing, no signature is...."
(speaker no.7)

"When they are having some fight, say the husband and wife ah...say it happens, its normal OK? When they are having a fight...." (speaker no.12)

Parenthesis:
This again is familiar in discourse. The speaker starts a sentence and then by way of making it clear, starts another sentence and then does or does not get back to the original sentence. This is noticed in a few speakers:

"My native place is Kavali in Nellore district and after my marriage - I was working in Sulurpet in Nellore District before my marriage - and after my marriage...." (speaker no.3)

"Our children are studying in a English medium school - there are no English medium schools in Siripuram, it is a village - so we and decided to reside in Guntur. (speaker no.3)

"Because last year what happened you know - the examinations they depend on memory, students who can memorise and who have got good memory power they can get good marks because they get by heart many essays." (speaker no.3)
"There is three years course and five years course. In three years course - only three years course is here." (incomplete) (speaker no.1)

Butting or help by the listener:

A common feature of conversation is the interruption of a sentence by the listener. Halfway through the sentence, the listener butts in and cuts short the speaker. This might happen because the listener anticipates what comes next. Sometimes the speaker is unable to make himself clear and fumbles for words. At such times, the listener gives the appropriate word and helps the speaker, or he may correct what the speaker has said.

Talking about the problems of dowry system in India, a speaker gave some solutions:

Speaker: "...there are many ways, like you can talk to him personally or get through informations, giving him what effects it has on the family life and all this type. And all obviously the other approach is like...ah..."

Researcher: "Through media?"

Speaker : "Ya, through media, that's the best way. I think that's the best way."

(speaker no.11)

Undue pauses:

Apart from the usual tone group boundaries, the speakers broke the sentences at unusual places as in the following examples:
"It is a well known fact that in India eighty percent of the rural population live in villages. (speaker no.13)

"But last the better team was...winner." (speaker no.15)

"...giving him what affects it has on the...family life." (speaker no.12)

One speaker divided the word and its suffix which resulted in it being heard as two other words.

"The backward...ness" - This was heard as the 'backbone...is'."

"The in...sanitary..." (Here the prefix and the word are separated.) (speaker no.13)

Having looked at the linguistic features we move on to a detailed description of South Indian English.