Intelligibility of Singaporean English towards Engineering Students JNTU Hyderabad

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Abstract

This article examines the different manners by which it is conceivable to estimate about the varieties of English on the planet, specifically Kachru's (1982) concentric circle model and Scheinder (2007) periods of improvement in post colonial varieties of English and I attempt to fit Singapore English into those models, despite the fact that in the two cases there are a few challenges. I then give the how English was spread to India and noticed that English is moving towards first language status the phonological highlights are outlined. I end by talking about a portion of the key components to recall while considering non – Anglo Englishes like Singaporean English.

Features of Singaporean English

Numerous vowels that are distinct in R.P. furthermore, G.A are converged in Singapore, generally subsequently the absence of differentiation among short and long vowels. In this way, these groups of words probably won't be recognized: cut and cart, pull and pool, cot and caught, set and sat, kin and keen. They can likewise consider in the light about Ris Low's English: there are clearly Singaporean who do make the long and short vowel distinction.

The set look as though /uə/ doesn't exist in Singaporean English. This has, nonetheless, to do with the keyword picked. Sure or poor would be articulated /uə/. This illustrate how monophthongisation of /uə/ to /ə/, is lexically constrained and in various manner from numerous British accents, where tour, sure, poor are monophthongised to /ə/ yet not pure and cure. The opposite seems to be the case in Singaporean pronunciations.

Other phonological features have been noted:

Reduced vowels are utilized not exactly in British accents.

There are greater reductions of consonant clusters than in equivalent British setting, and last stops can be substituted with glottal stop.

The consonant /θ/ can be raised as /θ/, /t/ or /f/; likewise, the consonant /ð/ can be acknowledged as /ð/ or /d/.

The Singaporean accent is also supposed to be syllable timed.
Methodology and Materials

The speakers were the Singaporean both male and female whose reading was recorded and utilized for the principal study. They are between 20-40 years of age. Singaporean is their first language. Twenty Indian audience members were either staff or undergraduates at various engineering colleges in JNTU Hyderabad. Their age run between 20-25 years of age. The entirety of the members started to take in English from school days onwards and utilized English on a day by day or ordinary premise. We utilized some false/tru articulations made for the principal study. They comprised of 5-11 words and were built such that they could ‘be easily determined as true/false when they are understood”. The words proposed to test particular phonetic features are presented in bold.

Sentence testing stress pattern design

- Vegetarian like to eat sausage salad
- The smallest animal in Africa is the elephant
- Military services is for women only
- A semester is a period in school and universities
- A trumpet is a musical instrument

Sentence testing long vowels

- We can feel with our feet when the floor is warm
- Birds can read from birth
- Car seats must be made of steel
- Nobody wants peace on earth

Sentence testing consonant clusters

- Kids wear glasses to walk fast
- Most birds make a nest to lay their eggs
- Ducks often swim in lakes and ponds
- Lots of text books describe facts

Recordings

The speakers were recorded at 48,000 hertz in a music studio at the University of Singapore; this was saved as a Microsoft wave document. By means of the software PRAAT then randomly sorted out the sentence with seven lined silence intervals between them, out of which we likewise made two versions of the sound document with reversed order to take out possible training effects.
Data collection

Data collection was completed separately in calm room and took 10-15 minutes. After checking the sound volume of the head set with a simple sentence, participants listened each sentence just a single time, played by PRAAT software, and answered either true/false or I don't know. The target sentence and the subjects answer were recorded to check the response time. After listening test, participants looked into the sentences written on paper and revealed to us which sentences they heard correctly and which ones not. We likewise arranged the ‘I don't know’ answer into two classes as per participants own explanations: and the other for those that were seen yet with the participants not knowing whether the sentence actually true/false. We audio – recorded of the considerable number of areas with individual participants.

Data analysis

For analysis, we had to exclude the sentence boxer must use only their fists to strike each other, intended to check consonant clusters. Numerous participants thought its substance was substantially harder to comprehend than the other sentence, and we came to believe that their responses for it didn't obviously demonstrate their comprehension of the speaker's pronunciation. We at that point arranged them into two classifications 'understood' and not understood dependent on participants own remarks given during the review session. The number of answers falling into the 'comprehended' category was checked and converted into percentage. We also estimated response times for the appropriate responses.

As the data were normally distributed and didn't meet the assumption for utilizing standard parametric tests. We performed strong statically tests and non parametric tests utilizing SPSS for the examination.

Bibliography

