CHAPTER VI

PHONOLOGICAL CORRELATES
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6.0. General

This chapter which presents the results of the study that was carried out, includes a description about the social and phonological variables that were correlated, sonagraphic evidence of the speech variation, stylistic variation of the speech collected for the present study, learning problems in relation to pronunciation and a guideline for teaching phonology to the school children. The results of the study are discussed both statistically and linguistically in the following passages.

6.1. Social variables

6.1.1. Age

In the present research, as described in section 2.3., the age factor refers to the class in which the informants study. It is apparent from this study that of the three classes concentrated, the third standard informants were able to produce the speech sounds correctly to some extent.

This situation corresponds to the problems faced in learning the language in the beginning stage of the formal education. Normally the child masters his native
tongue at the age of 3-5 years. At home, he is exposed to the local form of the language only. He, ignoring the phonological structure of the language, simply listens to his elder's speech and imitates them. In the process, he tends to add, delete or change the sounds according to his own convenience. But, it is only in the school that he learns the language formally with the structural patterns of use. So, in the beginning of the primary education, the child is not able to understand the language structure, particularly the phonological structure, which leads him to deviate from the pronunciation of standard usage.

Assuming the above facts, the researcher has found out that the children of the first standard were not able to follow the language of formal education and also the standard spoken variety used generally by the elites in the society.

Another significant result of the research is that the children of the first standard were unable to read the materials given to test their reading skill. Their responses were easily collected in the casual and careful speech styles only. The second standard informants showed variation in all the speech styles.

The age factor has influenced the use and pronunciation of the vowels and the retroflex continuant
lateral only. Variations were found both at phonemic and allophonic levels in vowels. The maintenance of retroflex continuant lateral was better at the third standard level of primary education.

The correlation of class level with the vowels has included significant variations in the five selected speech contexts, and also positionally the vowel variations have occurred in the three that is, initial, medial, and final positions. In the retroflex continuant lateral, the change and maintenance were identified at medial and final positions.

The phonological variations in accordance with the age factor were identified in the three areas, viz., urban, rural and tribal with a difference. Regarding the vowels, the results of urban and rural areas were similar, but among the tribal informants, the variations between the first, second and third standard informants could not be differentiated. The vowel variations found among all the three classes of the tribal area were identical to the variations of the first and second class informants of the urban and rural areas. More number of informants were found in producing the retroflex continuant lateral correctly at the third standard level while less number of informants were identified at the second standard level. The first
standard informants have shown still less percentage in producing the same as mentioned above. This situation could be seen in all the areas, but in the tribal area the percentage of maintenance was less as compared with the other areas.

6.1.2. Sex

Of all the phonological features tested, the sex difference of the informants is seen to affect only the voice of the plosives. Significant results were attested by correlating the sex factor with the use of voice in the initial and intervocalic plosives. The users of voiced plosives, voiceless plosives and voiceless velar fricative could be easily differentiated. The analysis of the initial voice has shown that

1. The male speakers mostly use the voiced plosives.
2. More number of female speakers use the voiceless plosives than the male speakers.

An evaluation of the voice of intervocalic plosives establishes the following results.

1. The maintenance of voiceless velar fricative was more among the female speakers than the male speakers.
2. A tendency towards using voiced plosive in the intervocalic position was found more among the male speakers than the female speakers.
By checking the results, it was understood that the female speakers preferred the voiceless plosives in the initial position and voiceless velar fricative in the intervocalic position. The male speakers were identified with using voiced plosives in both the cases.

6.1.3. Social class

The study of social factors has shown that the social class of the informants was identified as affecting the pronunciation of the informants. All the three groups namely, forward class, backward class and scheduled class show some differences in the pronunciation of vowels and diphthongs. In reading the words in isolation, there were some variations and a few variations were found in reading the passage. Phonological variables could not be identified in reading the pairs of words such as minimal pairs. Variations have been attested in

1. The three social class groups
   Forward class
   Backward class and
   Scheduled class
2. The three positions
   Initial
   Medial and
   Final
3. The three types of variations
   Insertions
   Deletions and
   Changes

   The diphthongs show very few variables in correlation with the social class factor. The nature of the variations are

1. The casual speech context alone is affected by the social class of the informants. In the normal speech behaviour of the Tamil language the change of diphthongs into another or to monothongs is usual. The diglossic situation of Tamil allows such situation and also it is accepted as standard. The variations that have occurred in other speech contexts of the current research are the normal changes found in both spoken and written varieties of the language.

2. The significant variations were positionally initial and medial.

3. The processes of variations identified are deletions and changes of diphthongs.

4. Of the three groups of social classes, except the scheduled class, the other classes-forward class, backward class-were able to be correlated with their way of pronunciation of the diphthongs.
5. Both tribals and non-tribals are found to have variation in pronunciation.

6.1.4. Economy

As far the present study is concerned, the economic status of the informants could not find a place as a variable in controlling the speech behaviour, eventhough its role as one of the diagnostic parameters has been established well in several other studies. In the present research the pilot study did find some correlation between speech behaviour and the economic status. However, the when the fulfledged study was conducted it was not so. It was because of the difference in the selection of informants for the study. In the pilot study, the informants chosen were from both Tamil and English media, whereas in the final study only the Tamil medium children were selected. A change in the method of selection of informants for the final study has been made in order to avoid the influences of other tongue features on a Tamil language.

In the present day situation, generally the low-middle income class people also send their children to English medium schools to educate through English medium. Only the children from lower income class commonly, go to the Government schools and prefer to have Tamil as their medium of instruction. Generally, people who belong to
socially forward class fall into the category of higher income and people who are socially backward belong to the lower income group. Thus, often the social and economic factors are combined together and studied as a single parameter, namely, the socio-economic status. Sometimes the situation may be reverse where socially forward class people are categorized economically lower. This has been proved in the present study. It was difficult to find the informants who were socially backward and economically forward or socially forward and also economically forward. This was the practical problem that did not allow the researcher to compare the pronunciation of the economically lower class children with the pronunciation of the economically higher or middle class children.

6.1.5. Domicile

The domicile to which the informants belong has taken a part in changing the pronunciation of the phonological features focussed for the present study. Except nasalization, the other four phonological features were able to be correlated with the area of the informants. The vowels that have occurred in the casual style and in words list have created a scope for variability. The variations were found as tribal and non tribal only. They were in all the three positions of the words and also in all the three types of process as insertions, deletions and changes.
Variations were identified in correlating the domicile of the informants with the results of diphthongs in two speech contexts, namely, the casual speech style and in reading the words in isolation. The tribal and non-tribal informants were found in differentiating the pronunciation. The list of variations are given in the following 6.2.2. section. In all the situations the diphthong /ai/ alone has varied.

The correlation of domicile and the laterals has shown significant differences. In the case of alveolar lateral, the informants of rural area have maintained the quality of the sound in a better way. The informants of the urban area have maintained second place in producing the alveolar lateral qualitatively and then the tribal informants were found with less percentage of maintenance.

In the use of retroflex lateral a difference between the three areas could not be established, but in the case of retroflex continuant lateral, it was clear that the urban informants were much better in producing the same. In pronouncing the retroflex continuant lateral correctly a very few number of informants only were found in the tribal area as compared with the other areas. The correlates were found in all the five speech contexts and also in all the three positions. There were only changes in the process of
variation and the changes vary depending on the nature of laterals.

Variations were obvious while checking the quality of voice in the initial and intervocalic positions of plosives. In the study of initial plosives, the following correlates were found.

1. Initially both voiced and voiceless plosives were used.
2. The rural informants were more in using voiceless plosives followed by the tribal informants and then lastly by the urban informants.
3. In reverse, more urban informants have used voiced plosives and the other areas follow without much difference.

The analysis of the intervocalic voice has strongly proved that the tribal informants have maintained the voiceless velar fricative, followed by the rural and urban informants. At the sametime exactly in the reverse order as urban, rural and tribal, the informants have used the voiced velar plosive in the intervocalic position.

6.2. Phonological variables
6.2.1. Vowels

It was generally felt that the vowel variations were not supported by enough number of informants as in the
cases of laterals and voice, but many social variables could be identified in vowels only than in the other phonological features. The following three social factors have affected the use of vowels.

1. Class/age
2. Social class and
3. Domicile

The economic factor as discussed in 6.1.4. could not bring out the phonological variables. At the same time some illustrations were found among the informants belonging to low income group and these features are considered peculiar to the lower income group of the Tamil society.

\[
\begin{align*}
/s[o]me/ & \quad \rightarrow \quad /s[e]me/ \\
'weight' & \quad (o\rightarrow e) \\
/p[o]rap\text{\text{-}t\text{\text{-}t}}u\text{\text{-}t}u/ & \quad \rightarrow \quad /p[e]rap\text{\text{-}t\text{\text{-}t}}u\text{\text{-}t}u/ \\
'having started' & \quad (o\rightarrow e) \\
/p[i]\tu\text{\text{-}nki\text{\text{-}t}}u/ & \quad \rightarrow \quad /p[I]\tu\text{\text{-}nki\text{\text{-}t}}u/ \\
'having plucked' & \quad (i\rightarrow I) \\
/kootum[ai]/ & \quad \rightarrow \quad /kootum[bi] \\
'wheat' & \quad (ai\rightarrow bi)
\end{align*}
\]

Since equivalent forms of the same illustrations from the higher or middle income group children could not be given they were not considered to the correlations. The
sociophonological variations of the vowels identified in the present study can be summarized as follows. The list has been prepared based on the illustrations given in chapter V. The variations are listed out mentioning the influencing factors and the number given in the bracket indicates the number of varying situations of the same vowel.

6.2.1.1. Casual speech

<table>
<thead>
<tr>
<th>Deletion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>aa --&gt; a</td>
<td>Tribal informants (2)</td>
</tr>
<tr>
<td>oo --&gt; o</td>
<td>Tribal informants (2)</td>
</tr>
<tr>
<td>uu --&gt; i</td>
<td>Tribal informants (1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Æ --&gt; E</td>
<td>Scheduled class (1)</td>
</tr>
<tr>
<td>I --&gt; a</td>
<td>Backward class (Kounder) (1)</td>
</tr>
<tr>
<td>i --&gt; o</td>
<td>Forward class (i) others (o) (1)</td>
</tr>
<tr>
<td>o --&gt; E</td>
<td>Forward class (o) others (E) (1)</td>
</tr>
<tr>
<td>U --&gt; I</td>
<td>Forward class (U) others (I) (1)</td>
</tr>
<tr>
<td>ÆÆ --&gt; ÆÆ</td>
<td>Forward class (1)</td>
</tr>
<tr>
<td>i --&gt; I</td>
<td>Scheduled class (1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medial position</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Insertion</td>
<td></td>
</tr>
<tr>
<td>Æ --&gt; Æ, I</td>
<td>Backward class (Kounder) (1)</td>
</tr>
<tr>
<td>Æ --&gt; i</td>
<td>Scheduled class (1)</td>
</tr>
</tbody>
</table>
I --> II Tribal informants (1)
a --> aa Tribal informants (2)
a --> 33 First standard informants (1)

Deletion

a --> ø First standard informants (1)
yaa --> ø First standard informants (1)
eee --> ø First standard informants (1)
i --> ø First standard informants (3)
u --> ø First standard informants (4)

Change

^ --> o Tribal informants (1)
D --> e Tribal informants (1)
i --> ə Tribal informants (1)
i --> ^ Forward class (1)
m^ --> b Non-Brahmin informants (1)
^ --> ə First standard informants (1)

Final position

Deletion

i --> ø First standard informants (6)
i --> ø Tribal informants (1)
6.2.1.2. Careful speech

Initial position

Deletion

\[ uu \rightarrow \dddot{i} \quad \text{Tribal informants} \] (1)

Change

\[ a \rightarrow \dddot{\dddot{a}} \quad \text{Non-Brahmin informants} \] (2)
\[ a \rightarrow ^{\wedge} \quad \text{Forward class informants} \] (1)
\[ \dddot{a} \rightarrow e \quad \text{Tribal informants} \] (1)
\[ \dddot{u} \rightarrow \dddot{a} \dddot{a} \quad \text{Forward class informants} \] (1)

Medial position

Deletion

\[ ^{\wedge} \rightarrow \emptyset \quad \text{First standard informants} \] (2)
\[ b\dddot{a} \rightarrow \emptyset \quad \text{First standard informants} \] (1)

Change

\[ \dddot{a} \rightarrow I \quad \text{Backward class informants} \] (1)
\[ i \rightarrow ^{\wedge} \quad \text{Backward class informants} \] (1)
\[ i \rightarrow \dddot{a},^{\wedge} \quad \text{Backward class informants} \] (2)

Final position

Insertion

\[ \emptyset \rightarrow I \quad \text{Tribal informants} \] (1)
\[ \emptyset \rightarrow \dddot{i} \quad \text{Tribal informants} \] (4)
Deletion

uu --> i Tribal informants (1)

6.2.1.3. Word list

Initial position

Deletion

II --> I Rural informants (1)

Tribal informants (1)

Change

\( \emptyset \) --> ^ Tribal informants (2)

medial position

Deletion

aa --> \( \emptyset \), ^ Second standard informants

Tribal informants (2)

Change

^ --> i Scheduled class (1)

^ --> i Backward class informants (Kounder) (1)

Final position

Deletion

uu --> i Second standard informants (1)

Tribal informants (1)
6.2.1.4. Passage reading

Initial position

Deletion

\[ \text{aa} \rightarrow \emptyset \]
2nd standard informants (2)
Tribal informants (2)

\[ \text{aa} \rightarrow \wedge \]
2nd standard informants (1)
Tribal informants (1)

\[ \text{oo} \rightarrow \text{o} \]
2nd standard informants (1)
Tribal informants (1)

Medial position

Deletion

\[ \text{vaa} \rightarrow \emptyset \]
2nd standard informants (1)
Tribal informants (1)

Change

\[ \emptyset \rightarrow \wedge \]
Scheduled class (1)

6.2.1.5. Minimal pairs

Initial position

Deletion

\[ \text{aa} \rightarrow \wedge \]
2nd standard informants (1)
Tribal informants (1)

\[ \text{ee} \rightarrow \text{e} \]
2nd standard informants (1)
Tribal informants (1)

\[ \text{ii} \rightarrow \text{I} \]
2nd standard informants (1)
Tribal informants (1)
6.2.2. Diphthongs

Few variables were identified in correlation with social class and domicile. The list of variables are given below.

6.2.2.1. Casual speech

Initial position

Deletion

\[ \text{o} \rightarrow \text{\^} \]

Tribal informants

(1)

Change

\[ \text{ai} \rightarrow \text{\^} \]

Backward class informants

(1)

(Kouder)

\[ \text{aa} \rightarrow \text{\^} \]

Non-Brahmin informants

(1)

6.2.2.2. Word list

Initial position

Change

\[ \text{ai} \rightarrow \text{\^} \]

Backward class informants

(1)

(Kouder)
Final position
Change
ai ---> bi Rural informants (1)

6.2.3. Laterals

The analysis of the laterals has confirmed that they were affected by the following social parameters.

1. The area of the informants - domicile.

2. The class in which informants study - age/class.

The correlates are:

1. The sociophonological variables were found in maintaining the quality of the laterals only not in changing the laterals as in the cases of vowels and diphthongs. Section 5.2.3. shows the maintenance and changes of laterals.

2. Of all the three laterals, the pronunciation of the alveolar lateral is qualitatively better. The students found it difficult to produce the retroflex continuant lateral correctly. The same situation was found in all the three areas.

3. All the rural informants have pronounced the alveolar lateral correctly. They follow the urban and rural areas.

4. Significant areal difference could not be found in the case of retroflex lateral.
5. In producing the retroflex continuant lateral, the urban informants were better when compared with the rural and tribal informants. In this, the tribal informants have scored the least percentage.

6. The informants, who were not able to produce the retroflex continuant lateral correctly, have changed to alveolar and retroflex lateral.

7. In maintaining the retroflex continuant lateral the third standard informants were more and the second standard informants were less. The first standard informants' responses could be collected only in the oral speech behaviour since they were not able to read.

6.2.4. Voice

The voice of plosives was tested in three aspects.

1. The voice of the plosives at the initial level of the words.

2. The voice of the plosive /k/ at the intervocalic position of the words and

3. The voice of the plosives that occur after nasals.

The first two aspects were socially significant, whereas the third aspect did not create any problem in pronunciation or in identifying the quality of the sounds.
The social factors sex and domicile have influenced the use of voice. The results were already discussed in section 6.1.2. and 6.1.5. The variations are given below.

1. The informants have used both voiced and voiceless plosives initially. The urban area has showed a high percentage in using voiced plosives and less in using the voiceless plosives. In contrast, more rural informants and less urban informants have followed the voiceless plosives in the initial level.

2. The users of voiced plosives initially were mostly male speakers and the users of voiceless plosives were mostly female speakers.

3. As far the intervocalic voice is concerned the tribal informants have maintained the voiceless velar fricative with a high percentage and the urban area with a less percentage.

4. In using the voiced velar plosive, there were more urban informants and less tribal informants.

5. In this, the female speakers were interested in using voiceless velar fricative and the male speakers in voiced velar plosive.

6.3. Stylistic variation

A comparison of the variations that have occurred in the five different speech contexts is referred in this
study as stylistic variation. The five speech contexts included two types of speech behaviour. One is the oral behaviour and the other one is the reading style. It has been identified that there is a difference between the oral and reading style of the data.

The focus on vowels clearly specifies the reading inability of the young primary school children. Their responses to the oral test, that is, in the casual and careful contexts, were satisfactory. They were able to speak or describe things better than reading the words or passages given for the reading test. In the casual and careful speech contexts, the vowel correlates reflect all the social factors except the sex factor. Against this, the reading style has been found showing the reading inability of the children. In this, the first and second standard informants were identified with some reading problems that has created few phonological variations. The stylistic variation could not be developed in the results of the study of diphthongs, since they have included very few variations.

The quality of the laterals was satisfactory in the oral test, where the informants are free to produce the sounds without looking at the graphemes that carry the quality of the sounds. The informants are unable to make out the particular quality attributed to grapheme when
they look at the graphemes. This problem was found in the alveolar and retroflex laterals. So the informants, who could produce these laterals better in the oral use, have found some difficulties in the reading style. In the minimal pairs, the informants get confused in seeing different laterals in identical environments and such situation causes a tendency towards the change in quality of the laterals.

Nasalization evaluated for the present study could not be correlated with any of the social factors, since it was found in the casual and careful speech contexts only and among all the informants. The informants have not nasalized the vowels in the reading style. The Table No:6.1 shows the percentage of informants who have nasalized the vowels in different contexts.

There is a gradual decline in the percentage of informants who have used voiced plosives initially from the casual speech context to the minimal pairs. In reverse, a gradual rise in the percentage of informants who have used voiceless plosives initially could be seen. The reason may be, as already discussed, the students when they visually see a grapheme they use a particular sound and when they do not do so, they use another. The plosives in Tamil which represent both voiced and voiceless qualities by a single grapheme create such difficulty. The quality of the voice is
understood by the context of the grapheme only. Such situation in Tamil confuses the informants to use voiced plosives more in casual and careful speech contexts and while reading. They fluctuate from the voiced plosives to the voiceless plosives to some extent.

The data that were collected to evaluate the intervocalic voice of the plosives did not show much variation between different contextual speech styles.

**TABLE 6.1**

Nasalization

<table>
<thead>
<tr>
<th>Urban</th>
<th>Rural</th>
<th>Tribal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nas.</td>
<td>Main</td>
<td>Rest</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>98.03</td>
<td>0</td>
<td>1.96</td>
</tr>
<tr>
<td>71.76</td>
<td>23.52</td>
<td>4.70</td>
</tr>
<tr>
<td>0</td>
<td>47.05</td>
<td>23.52</td>
</tr>
<tr>
<td>0</td>
<td>47.05</td>
<td>23.52</td>
</tr>
<tr>
<td>0</td>
<td>47.05</td>
<td>23.52</td>
</tr>
</tbody>
</table>

* Nas. - Nasalization  
  Main - Maintenance of pure vowels  
  Rest - Informants who were not able to read

**6.4. Learning problems**

Tamil is a typical example for its dialectal variations both socially and geographically. Different
social groups are identified based on the social and geographical conditions and it is also seen in different social groups using different varieties of language. The children from these groups, having mastered the variety of their group at the age of five, enter the formal education system. It is in the school environment they are required to remove the social characteristics attached to their speech. Related to these concepts, in the present study, some learning problems were attested.

The Brahmins use many foreign sounds in their speech, particularly the sounds from the Sanskrit language. The Brahmin informants also have used some sounds like.

/j/-/vi[j]aaricuṇṭu/ 'having enquired'
/s/-/[s]vaami/ 'god'
/s/-/su[ʂ]iilaa/ 'personal name' etc...

These sounds differ from the usage of other informants.

The Tamil writing system also creates a situation of changing the pronunciation. One such problem is the graphemic representation. In Tamil, there are situations where single grapheme represents two or more sounds. For example, the phoneme /k/ created a problem in the present study also.
Of these two rows of illustrations, the first row follows the writing system and the second row follows the spoken behaviour. The pronunciation of such sounds are purely contextual and the use of written variety in the spoken style is said to be violating the rules of Tamil phonological system.

There are some sounds specific to Tamil language. These sounds need a special attention in teaching phonology, since they are felt as problematic by the children. They are:

\[ [n, n]\]
\[ [r, r]\]
\[ [\dot{t}, \dot{l}]\]

These are some of the problems that normally arise in Tamil learning context. The problems that were found in the phonological features examined for the present research have been discussed already.

6.5. Remedial measures

The child, when he begins to learn the formal use of the language in the formal education is ignorant of the
phonological structure of the language. So, he uses a kind of language that he acquired at home from his peer group. Now, it has become the teacher's problem to correct his pronunciation. Children of this age do not have to be taught the phonological pattern, but they have to change the social characteristics attached to the children's pronunciation.

The teacher plays a key role in teaching a language. He should have an adequate knowledge of the language he teaches and the varieties of the language. He should try to understand the social background of the students before he mends their pronunciation.

In language teaching, the teacher has to give prime importance to the pronunciation of the speech sounds. He should teach the structure of the sounds first, before moving to the other structures of the language. He has to demonstrate the pronunciation of the sounds and differentiate the sounds, if any allophonic distribution is found. This is very essential in the case of Tamil language teaching.

It is very easy to teach the pronunciation of the speech sounds of the language to the children since they learn the language more easily than the adults and they would follow their teacher correctly. In the higher classes like third standard the teacher has to correct the students
kindly and immediately giving an explanation of the quality of the sounds when the students make mistakes. For the younger children, he could just correct them. In teaching phonology, he could follow the suggestions given below.

1. Reinforcement or repetition of sounds
2. Language games
3. Minimal pairs

The teacher has to select an appropriate teaching method that is suitable for the students of different social background before deciding the techniques of teaching phonology.

Reinforcement or repetition is nothing but making the students to repeat a sound again and again individually or in group. The teacher has to decide whether the reinforcement of sounds has to be given individually or in groups. Because the students who need more attention might escape in group repetition. The teacher should check whether the students pronounce the sounds correctly.

The teacher could introduce some language games, that is, asking the students to produce words with different sounds in similar environments. This method is possible at the third standard level only. So, for the first and second
standard informants he has to introduce words that could be repeated rhythmically.

Another method is the application of drills and exercises based on some selected minimal pairs. This makes the students to listen to the sounds of the words more carefully. When the pairs of words are pronounced by the teacher, a pause between two words is expected, but the difference in the quality of the sounds should be explained to the students. The teacher should see to it that not a single student escapes from checking their own pronunciation.

In the present study reading inability was found to be one of the important reasons for the change of pronunciation. The learners have found it very difficult to follow the graphemes of the written variety which is different from the sounds of the spoken variety. This is because of the allophonic variation and sometimes due to the presence of the foreign sounds in our language. This does not mean or advocate that the foreign sounds should be avoided, but they should be taught to the children in an appropriate way.

It is essential to ask the students to read the text book loudly, so that the teacher would be able to
follow the students and correct them. The drills and exercises so far discussed, for a better pronunciation and reading, should be implemented. These techniques will avoid the influence of social and other factors over the speech pattern of the students and will help follow one standard pattern by all the students. In teaching phonology the part of feedback mechanism is necessary, that is, the teacher should evaluate the students often to find out the results and improvement of his phonology teaching.

These are some of the remedial measures recommended by the researcher to improve the qualities of the teacher and his teaching also. The correlates could be simplified and presented in the form of a table as follows:
TABLE 6.1
The sociophonological correlates

<table>
<thead>
<tr>
<th>Variables</th>
<th>Vowels</th>
<th>Diphthongs</th>
<th>Laterals</th>
<th>Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>Social</td>
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<td>Age/class</td>
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<td>Sex</td>
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<td>Social class</td>
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<td>Domicile</td>
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</table>

* 1. Casual speech context
2. Careful speech context
3. Words list
4. Passage reading
5. Minimal pairs

As one of the aims of the study specified, few sonographic evidences were taken to differentiate the following:

1. The presence and absence of diphthong /ai/
2. The intervocalic voice by the female and male speakers as voiceless velar fricative or voiced velar plosive respectively.
3. The change and maintenance of retroflex continuant lateral by the informants.

4. The absence and presence of nasalization.

The spectrograms were made through Sona-graph 6061 B, 85-1600 Hz - Spectrum Analyser, at Department of spoken English and phonetics, Central Institute of English and Foreign languages, Hyderabad.