CHAPTER SIX

CONCLUSIONS
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6.1 SUMMING UP OF FINDINGS

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6.1 SUMMING UP OF FINDINGS

The findings of the research are summed up as follows (based on the majority pattern):

6.1.1 SEGMENTAL FEATURES AND TEACHERS' ENGLISH

1. T.E. has a 17-vowel system:

   /iː, e, æ, a, o, u, uː, ɔː, aɪ, ɔɪ, aʊ, uə/

2. The R.P. vowel phoneme /ʌ/ is not found in T.E.

3. R.P. /aː/ which is a back vowel is replaced by /aː/ in T.E. /aː/ in T.E. is rather fronted compared to R.P. /aː/

4. As against R.P. /ʌ/ and /ə/, T.E. has only one phoneme /ə/.

   T.E. /ə/ is more open than R.P. /ə/.

5. T.E. has two monophthongs /e/ and /oː/ in place of R.P.

   diphthongs /eɪ, e ə/ and /əu/ respectively.

6. T.E. vowels /i/ and /u/ are closer than their R.P. counterparts.

7. R.P. speakers make a vowel longer when it occurs in an open syllable as in bee or when it is followed by a lenis consonant as in bead than when it precedes a fortis consonant as in beat. No such allophonic variation of length was noticed in T.E.

8. The number of divergences from R.P. was wide in the case of R.P. /e ə/. It was replaced by [ær], [eː r], [eː r], [eː], [æ], [æː r], [æː r] and [ej ə] in T.E.
9. T.E. has a 23 - consonant phonemes:

/p,b,t,d,k,g, ʃ,ʒ,ʒʃ,dʒ,dʒʃ,dʒʃ,f,s,z,ʃ,ʒ,h,m,n,n,ŋ,l,r, ə, j/

10. The R.P. consonant phonemes/v,w, ə, ɔ/ are not found in T.E.

11. R.P. /v/ and /w/ are replaced by /ə/ in T.E.

12. The R.P. fricatives/θ /and/ð/ are replaced by the plosives/tʃ /and/ dʒ /respectively in T.E.

13. In T.E. the voiceless plosives /p,t,k / are unaspirated in all positions, whereas in R.P. they are aspirated when they occur initially in stressed syllables.

14. T.E. has retroflex plosives/ɽ /and/ ɭ /in place of the R.P. alveolar plosives/t /and/d/.

15. In R.P. /ʃ /and/ dʒ /are palato - alveolar affricates. But in T.E. they are replaced by alveolo - palatal affricates/tʃ , dʒ /. 

16. R.P. dark /ɨ /is replaced by a slightly retroflex /ɬ /in T.E.

17. r is dropped or retained irregularly in the word - final and medial position.

18. In T.E. /s /is used in place of R.P. /z /in inflectional suffixes and other words where the spelling has ʂ that is to be pronounced as /z /.

19. The semi - vowel /j /is used before front vowels and the frictionless continuant /ɡ /is used before back vowels in word - initial positions.
6.1.2 NON-SEGMENTAL FEATURES AND TEACHERS’ ENGLISH

1. There was a general tendency on the part of the speakers to place the primary accent on the first syllable of the English words.

2. A lot of variation in accenting was seen only in words consisting of four or five syllables.

3. The general tendency of the majority of the speakers was to place the primary accent on the first syllable of almost all the words consisting of two or three syllables and there was not much variation in the accentual pattern of such words.

4. The majority of the speakers placed the tonic accent at the beginning of two abbreviations (C.A., B.Com.), and on the last element of one abbreviation (B.A.).

5. The majority of the speakers placed the tonic accent on the head-word which generally comes at the end in the non-abbreviated form of a noun phrase except ‘General Hospital’.

6. The speakers did not change the location of the accent in word like permit to distinguish the grammatical functions.

7. The majority pattern came close to that of R.P. in the pause patterns used by the speakers.
8. The majority pattern used by the speakers in the location of the nucleus came close to that of R.P.

9. The majority of the tone pattern used by the speakers came close to that of R.P.

10. The majority of the speakers did not use the stress-timed rhythm.

6.1.3 SOCIAL FACTORS AND TEACHERS' ENGLISH

1. The teachers who studied in Tamil medium schools did better than their counterparts who studied in English medium schools with reference to the segmental phonemes, phrase-accent, contrastive accent, the location of the nucleus, the use of tones and the stress-timed rhythm. However the teachers who studied in English medium schools did better than the teachers who studied in Tamil medium schools in the case of word-accent and the use of pauses. There is no consistency. In other words, out of the eight features — the segmental phonemes, word-accent, phrase-accent, contrastive accent, the use of pauses, the location of the nucleus, the use of tones and the stress-timed rhythm— Tamil medium participants did better with regard to the six features and not in all the eight features.

2. The male teachers did better than the female teachers with regard to word-accent, phrase-accent, contrastive accent, the location of the nucleus and the stress-timed rhythm. However, the
female teachers did better than their male counterparts in the case of the segmental phonemes, the use of pauses and the use of tones. There is no consistency. In other words, the male teachers did better in the five features – word-accent, phrase-accent, contrastive accent, the location of the nucleus and the stress-timed rhythm and not in all the eight features.

3. The younger teachers with less teaching experience did better than their senior counterparts with more years of teaching experience with regard to the segmental phonemes, phrase-accent, the use of pauses and the use to tones. However the older age group teachers did better than the younger age group teachers in word-accent, contrastive accent, the location of the nucleus and the stress-timed rhythm. There is no consistency. In other words, the higher age group teachers did better in the four features - word-accent, contrastive accent, the location of the nucleus and the stress-timed rhythm.

4. The teachers who studied in Matriculation schools did better than their counterparts who studied in Anglo-Indian schools with regard to phrase-accent, the use of pauses, the location of the nucleus and the use of tones. The teachers who studied in Anglo-Indian schools did better in the segmental phonemes, word-accent, contrastive accent and the stress-timed rhythm. There is no consistency. The teachers who studied in Matriculation schools did
better in four out of the eight features.

5. The teachers who studied in Matriculation schools did better than their counterparts who studied in State Board Schools with reference to the use of pauses, the location of the nucleus, and the use of tones. The teachers who studied in State Board schools did better with regard to the segmental phonemes, word-accent, phrase-accent, contrastive accent and the stress-timed rhythm. There is no consistency. In other words, the teachers who studied in State Board schools did better in five out of the eight features.

6. The teachers from State Board schools did better than their counterparts who studied in Anglo-Indian schools with reference to word-accent, phrase-accent, the location of the nucleus and the use of tones. However, the teachers from Anglo-Indian schools did better with regard to segmental phonemes, contrastive accent, the use of pauses and the stress-timed rhythm. There is no consistency. In other words, out of the eight features - the teachers from Anglo-Indian schools did better in four features and not in all the features.

7. The teachers whose fathers were gazetted officers fared better than the teachers whose fathers were non-gazetted officers with regard to the segmental phonemes, phrase-accent, contrastive accent, the use of pauses and the stress-timed rhythm, where as the teachers whose fathers were non-gazetted officers did better with regard to word-accent, the location of the nucleus and the use of
tones. There is no consistency. In other words the teachers whose fathers belonged to gazetted rank did better in the five out of the eight features and not in all the eight features.

8. The teachers whose fathers were gazetted officers did better than the teachers whose fathers belonged to the category of others with regard to the six features— the segmental phonemes, word-accent, phrase-accent, contrastive accent, the use of pauses and the stress-timed rhythm. The teachers who belonged to the category of others did better in the location of the nucleus and the use of tones. There is no consistency. In other words, the teachers whose fathers belonged to gazetted rank did better in the six features and not in all the features.

9. The teachers whose fathers were non-gazetted officers did better than the teachers whose fathers belonged to the category of others with regard to seven features— the segmental phonemes, word-accent, phrase-accent, contrastive accent, the location of the nucleus, the use of tones and the stress-timed rhythm. However, the teachers whose fathers belong to the other category did better in the use of pauses. These is no consistency. In other words the teachers whose fathers belonged to non-gazetted rank did better in the seven features and not in all the eight features.

10. The teachers whose mothers belonged to gazetted rank did better than the teachers whose mothers belonged to non-gazetted
rank with regard to four features - segmental phonemes, contrastive accent, the use of pauses and the stress-timed rhythm. However, the teachers whose mothers belonged to non-gazetted rank did better in word- accent, phrase- accent, the location of the nucleus and the use of tones. There is no consistency. In other words, the teachers whose mothers belonged to gazetted rank did better in four features and not in all the eight features.

11. The teachers whose mothers belonged to gazetted rank did better than the teachers whose mothers belonged to the category of others with regard to the segmental phonemes, contrastive accent, the use of pauses, the location of the nucleus and the stress-timed rhythm. However, the teachers whose mothers belonged to the category of others did better in word- accent, phrase- accent and use of tones. There is no consistency. In other words, the teachers whose mothers belonged to gazetted rank did better in five features and not in all the eight features.

12. The teachers whose mothers belonged to non-gazetted rank did better than the teachers whose mothers belonged to the category of others with regard to three features - the segmental phonemes, phrase- accent and the use of pauses. However, the teachers whose mothers belonged to the other category did better in word- accent, contrastive accent, the location of the nucleus, the use of tones and the stress-timed rhythm. There is no consistency. The teachers
whose mothers belonged to the non-gazetted rank did better in three and not in all the eight features.

13. The teachers whose fathers were graduates did better in the segmental phonemes, word-accent, phrase-accent, the use of pauses and the stress-timed rhythm. However, the teachers whose fathers where non-graduates did better in contrastive accent, the location of the nucleus and the use of tones. It may be noted that consistency is not found. In other words, the teachers whose fathers were graduates did better in five features and not in all the eight features.

14. The teachers whose fathers were graduates did better than the teachers whose fathers were illiterates with regard to the segmental phonemes, word-accent, phrase-accent, contrastive accent, the use of pauses and the stress-timed rhythm. However, the teachers whose fathers were illiterates did better in the location of the nucleus and the use of tones. There is no consistency. In other words, out of the eight features - the teachers whose fathers were graduates did better only in six-features and not in all the eight features.

15. The teachers whose fathers were non-graduates did better only in the segmental phonemes, word-accent, phrase-accent, contrastive-accent and the stress-timed rhythm, whereas the teachers whose fathers were illiterates did better in the the use of
pauses, the location of the nucleus and the use of tones. There is no consistency. In other words, the teachers whose fathers were non-graduates did better in five features and not in all the eight features.

16. The teachers whose mothers were graduates did better than the teachers whose mothers were non-graduates with regard to contrastive accent and the use of pauses. However, the teachers whose mothers were non-graduates did better in the segmental phonemes, word-accent, phrase-accent, the location of the nucleus, the use of tones and the stress-timed rhythm. There is no consistency. In other words, out of the eight features the teachers whose mothers were non-graduates did better in six features and not in all the features.

17. The teachers whose mothers were graduates did better than the teachers whose mothers were illiterates with regard to contrastive accent, the use of pauses and the stress-timed rhythm. However, the teachers whose mothers were illiterates did better in the segmental phonemes, word-accent, phrase-accent, the location of nucleus and the use of tones. There is no consistency. In other words, the teachers whose mothers were illiterates did better in five features and not in all the eight features.

18. The teachers whose mothers were non-graduates did better than the teachers whose mothers were illiterates with regard to the
segmental phonemes, word- accent, phrase- accent and the stress-timed rhythm. The teachers whose mothers were illiterates did better in contrastive accent, the use of pauses, the location of the nucleus and the use of tones. There is no consistency. The teachers whose mothers were non-graduates did better in four features and not in all the eight features.

19. The teachers who interacted in English at home did better than their counterparts who did not interact in English at home with regard to the segmental phonemes, word- accent, the use of pauses and the stress-timed rhythm. However, the teachers who did not interact in English at home did better with regard to the phrase-accent, contrastive accent, the location of the nucleus and the use of tones. There is no consistency. In other words, the teachers who interacted in English at home did better in four out of the eight features and not in all the features.

20. The teachers who were influenced by their teachers fared better than their counterparts who were not influenced by their teachers with reference to the segmental phonemes, word -accent, phrase- accent, contrastive accent, the use of pauses and the location of the nucleus. The teachers who were not influenced by their teachers fared better with regard to the use of tones and the stress-timed rhythm. It may be noted that there is no consistency. In other
words, the teachers who were influenced by their teachers fared better with regard to six features and not in all the eight features.

21. The teachers who watched B.B.C. programmes did better than their counterparts who did not watch B.B.C programmes with regard to the segmental phonemes, word-accent, the use of tones and the stress-timed rhythm. The teachers who did not watch B.B.C. programmes did better in phrase-accent, contrastive accent, the use of pauses and the location of the nucleus. There is no consistency. In other words, the teachers who watched B.B.C programmes did better in four features and not in all the eight features.

22. The teachers who went for English movies did better than their counterparts who did not go for English movies with regard to the segmental phonemes, word-accent, contrastive accent, the location of the nucleus and the stress-timed rhythm. The teachers who did not go for English movies did better in phrase-accent, the use of pauses and the use of tones. There is no consistency. The teachers who watched the movies did better in five features and not in all the features.

23. The teachers who watched programmes in English on the T.V. (Indian T.V.) and listened to English songs did better than their counterparts who neither watched programmes in English on the Indian T.V. nor listened to English songs with regard to word-accent, contrastive accent and the use of tones. The teachers who
neither watched programmes in English on the Indian T.V. nor listened to English songs did better in the segmental phonemes, phrase- accent, the use of pauses, the location of the nucleus and the stress – timed rhythm. There is no consistency. The teachers who neither watched programmes in English on the Indian T.V. nor listened to English songs did better in five features and not in all the eight features.
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