

## CHAPTER TWO

RESEARCH METHODOLOGY2.1 Introduction

Variety is the spice of not only life but language too. It is, actually, the very life of language, for, the moment a language begins to move towards strict adherence to uniformity, we can conclude that its descent has begun. Variation occurs at different levels -- phonological, lexical and grammatical, because of the in-built redundancy of the language content. Of these, Phonological variation claims special attention because it is this which makes Pike (1971:320) proclaim that

"How can I tell who you are?

Every idle word

Marks your track

With private Scent."

Every vowel, every tone, every 'R'

Gives a trace of your origin

and your bent from afar" ...

This chapter aims to present the methods adopted to study the phonological variation as revealed by the phonological system used in ETPK which makes it different from other varieties of English spoken in India.

## 2.2 Research Methodology

In studying ETPK the following steps were taken:

1. Conduct of the Pilot Study
2. Analysis of the data obtained
3. Preparation of test instruments for the main study
4. Conduct of the main study.

### 2.2.1 Conduct of the Pilot Study

#### 2.2.1.1 Selection of Data

It was decided to have the spontaneous speech of postgraduates as the corpus. For, human beings realised the primacy of spoken language right from ancient times. In Brhad-aranyaka Upanishad IV.1.2 it is said "Vāg vai brahameti" that is "Speech, verily, is Brahman". It is "by speech your majesty, a friend is recognized. By speech alone, are the Rig Veda, the Yajur Veda, the Sama Veda, the Atarvangirasa, history, ancient lore, arts, the Upanishads, verses, aphorisms, explanations, commentaries, (the effects of) sacrifices, oblation, food and drink, this world and the other and all beings are known. The higher Brahman, your majesty, is, in truth, speech"<sup>1</sup> (Radhakrishnan; 1953:246-247).

A.A. Hill (1963:4-5) comments on the primacy of speech thus:

"Speech reaches back to the origins of human society; Writing has a history of only about 7000 years. No contemporary community of men is without language, though they belong to a pre-literate stage, without

benefit of alphabet or even picture symbol. Individual members of literate communities furthermore, learn their language some years before they learn to read or write; and adults, even adults who are professional writers, carry on a good deal more speech activity in daily living than activity involving writing. And all writing systems are essentially representations of the forms of speech, rather than representations of ideas or objects in the non-linguistic world."

Taking into account the importance of comments like the ones cited above, it was decided to have spontaneous speech samples for the pilot study. In "the everyday speech used in informal situation ... no attention is directed to language" (Labov, quoted in Karunakaran and Sivasanmugam; 1981:13-14) and "while responding to questions on the informant's personal opinions and attitudes with regard to different things and day-to-day affairs, the informants often forget the constraints of the formal interview situation and begin to talk in casual speech style" (Labov; op.cit.). It was believed that it would be possible to have authentic information about the phonetic features of ETPK, as no special attention was given by the informants to their individual sound segments.

### 2.2.1.2 Selection of Informants

Every human being constantly influences the language, for, it is he/she who causes the development of phonetic changes and hence acts, in however modest a degree, as a force to mould a language. Great care was hence taken in the selection of informants.. "The ideal technique for sampling would be to use some random process of selection so that the probability of any one person's being chosen as a subject would be the same for each speaker in the population" (Casad; 1974:111). He continues to say "such a random sample is both a guarantee against biased results and a statistically sound basis for making predictions about the population from which the sample was taken." At the risk of having biased results and making unsound predictions which may lead to unsatisfactory decisions, it was decided to give up random sampling for the following reasons:

1. The present study is not a study of the first language.
2. There is no opportunity to know whether the individuals chosen from census lists from their serial numbers would know English or not.
3. The study required graduates or postgraduates.
4. The informants may feel ill at ease with the investigator, a stranger, and hence the naturalness and the spontaneity would be affected.

The criteria applied were:

1. They are postgraduates who use English fluently.
2. They are from both, Tamil and English medium schools.
3. They know the investigator well.

4. They are from both the regions, Pondicherry and Karaikal, where Tamil is the dominant L<sub>1</sub> of the people.
5. They use English in their profession.

#### 2.2.1.2.1 Post-Graduates who Speak English Fluently

"Essentially fluency involves the capacity to BE ABLE TO PUT WHAT ONE WANTS TO SAY INTO WORDS WITH EASE" (Faerch; 1984:143) (Emphasis author's). It was expected that their educational qualification would give them the confidence to talk without any inhibition. Though it is true that we do come across fluent users of English with only school education, in the moulding of the English spoken in Pondicherry, it is the graduates and post-graduates, the active users of English, who play a significant role.

#### 2.2.1.2.2 Medium of Instruction

The aim of the study is to analyse the phonological features of English spoken in Pondicherry<sup>and</sup> Karaikal. Any investigation of the Postgraduates of Pondicherry would reveal the fact that there is an almost equal number of postgraduates who hail from schools having Tamil/English as medium of instruction. A careful observation of the English spoken by both categories does reveal that there is no specific characteristic feature which marks the speaker apart as one from <sup>a</sup> Tamil or <sup>an</sup> English medium school.

#### 2.2.1.2.3 Knowledge of the Investigator

Normally, phonological studies of this kind are done with the formal use of English in wordlists, sentences, a passage and conclude with a small sample of spontaneous speech. This study was designed to begin with spontaneous speech and ratify the results with formal use of the language. It was essential that the speaker felt absolutely at ease. It was felt that the dependability of the analysis would be minimum if the informant is overconscious of the form of the language he/she uses which is inevitable in the case of an informant if he/she is a total stranger to the investigator.

#### 2.2.1.2.4 The Native Place of the Informants

Three of them -- speakers B, E and F -- are from Pondicherry, the capital town and three speakers A, C and D are from Karaikal. In the Union Territory of Pondicherry, only the capital town and Karaikal are the regions where Tamil is the first language of the major part of the population. As our aim is to analyse Tamilian English, it was decided to choose informants from both regions.

#### 2.2.1.2.5 Use of English in their Profession

Two of them -- E and A -- are lecturers in the Women's Colleges at Pondicherry and Karaikal. Three of them -- B, C and D -- are officers who use English and F is a lawyer.

All of them are active users of English and the students of Pondicherry are exposed to the English of people of this kind constantly, and they act as an endonormative model (a local educated variety that acts as a model (Kachru; 1985:213)) for them.

### 2.2.2 Analysis of the Data Obtained

#### 2.2.2.1 Method of Analysis

The recorded data was fed into a tape repeater and a phonetic transcription was made. At this stage, segmental features were given importance. A careful study of the transcription revealed the fact that they did not have problems with consonants and the front vowels. A detailed study of the central and back vowels was made. The aspects considered were

- (1) Retention of the R.P. sounds ,
- (2) The sounds used instead of the R.P. sounds ,
- (3) The nature of the incidence of the sounds in words.

#### 2.2.2.2 Results of the Analysis

The results were examined in the light of the following opinions expressed by Bansal and Harrison (1972: 17 ) on General Indian English.

- " (1) Indian English has only one phoneme /ə/ corresponding to R.P. /ʌ/, /ə:/ and /ə/
- (2) It has one phoneme /ɒ/ corresponding to R.P. /ɒ/ and /ɔ:/

- (3) The distinction between /ɒ/ and /ɔ:/ is not observed in IE, [ɒ], [ɒ:], or [o:] being used in place of /ɔ:/."

The results were also examined in the light of what Balasubramanian (1972-73 <sup>:33</sup>) says about Tamilian English:

Since /ɔ/ and /ɔ:/ do not exist in Tamil, Tamil speakers tend to replace these by /a:/ in their English speech. In English /a:/, /ɔ/ and /ɔ:/ are contrastive (consider cart, cot and caught) /ka:t/, /kɒt/, /kɔ:t/ but Tamil speakers use /a:/ in all these words. [o:] exists in Tamil, and Tamil speakers tend to replace the English diphthong /əu/ by this pure vowel. They also replace English [ɔ:] by [o:r] in some words. For example 'court' and 'port' are /kɔ:t/ and /pɔ:t/ in Southern British English but [ko:rt] and [po:rt] in the speech of a Tamilian speaker of English.

Their observation is true as far as substitution is concerned. Tamilians do tend to pronounce the words cited by them in the way they indicated. But, in their phonemic system, it was felt that, they do maintain /ʌ, ə:, a:, ɔ, ɔ:/ and /o:/ as individual phonemes. In the spontaneous speech sample, first their distribution was checked and then the results were consolidated in the following way:



Table 3  
Distribution of /ɔ:/

Sp. No.	I	M	F	Total	Sound Realizations	No. of times	Words	Remarks
A	1	29	2	32	/ɔ:/ retained	14	orphan, daughter	'for was realized
					/ɔ/-->/ɔ:/	16	got, forgotten...	as /fɔr/
					/ə/-->/ɔ:/	2	was	and 'or' as /ɔr/
					/ɔ:/-->/ɔ/	9	also, all, always...	
					/ɔ:/-->/ɑ:/	4	also, ball, talked...	
					/ɔ:/-->/o:/	5	door, forced, four...	

The tables prepared are cited in Appendix I.B. This table helped the investigator to find out how far the sounds are retained and the nature of their substitutions. The following are the findings:

- (1) /o:/ is mostly used in the place of the R.P. diphthong /əu/. R.P. /əu/ --- /o:/ 184 times, whereas /ɔ:/ --- /o:/ only 43 times.
- (2) The rates of retention given below tell us how Tamilians do maintain R.P. /ɔ:/ and /ɔ/ though they sometimes use a little lower and open rounded /ɔ:/ and /ɔ/.

\* I: Initial occurrence; M: Medial occurrence; F: Final occurrence  
Sp: Speaker

Table 4Retention rate of the back vowels /ɔ:/ and /ɔ/

Sp.No.	A	B	C	D	E	F	Average
Retention Rate of /ɔ:/	43.7%	56%	54.1%	39.1%	36.8%	36%	44.28%
/ɔ/	74.07%	60%	50.7%	47.2%	66.6%	52.5%	58.51%

(3) The rate of retention of the central vowels /ʌ/ and /ə:/ is given below:

Table 5Retention rate of the Central Vowels /ʌ/ and /ə:/

Sp.No.	A	B	C	D	E	F	Average
Retention rate of /ʌ/	92.3%	96.9%	95.6%	86.9%	91.6%	92.8%	92.66%
/ə:/	91.6%	85.71%	100%	90.9%	100%	100%	94.7%

Hence for the final study the test instruments were designed in such a way that the occurrence of the back and central vowels is more, so that the assumption of the investigator that /ʌ, ə:, ɔ, ɔ:, o:/ have separate phonemic status, could be checked without any doubt.

### 2.2.3 Preparation of the Data for the Main Study

#### 2.2.3.1 The Assumptions

(a) It was assumed that the following is the system of vowel phonemes of ETPK.

/i:, i, e:, e, æ, a:, ə, ɔ:, o:, u:, u, ʌ, ə, ə:, ʌi, ɔi, ʌu,  
iə, uə/

Special attention was given to the phonemic status of

/ ʌ, ə:, ə, ɔ:, o: /.

(b) It was assumed that regarding consonants it adheres more to the General Indian English variety than to R.P.

#### 2.2.3.2 Preparation of the Testing Instruments

##### 2.2.3.2.1 List of Words

With the above mentioned assumptions, the investigator drew a scheme of the words that would go into the list of words as below and prepared the list of words. The list is reproduced below:

Table 6

List of Words to Test the Phonemicity of the Vowels  
and Diphthongs

Sl. No.	Sounds Tested	Initial Occurrence	Medial Occurrence	Final Occurrence
1.	/i:/	eat	peak	bee
2.	/i/	it	kick	curiosity
3.	/e/	egg	peck	--

Table 6 (contd.)

Sl. No.	Sounds Tested	Initial Occurrence	Medial Occurrence	Final Occurrence
4.	/æ/	at	pack	--
5.	/ə/	about	crucial	rubber
6.	/ə:/	earl	hurt	fur
7.	/ʌ/	up	hut	--
8.	/ɑ:/	art	cart	bar
9.	/ɔ/	opportunity	cot	--
10.	/ɔ:/	ought a so	caught	bore saw
11.	/u/	--	took	--
12.	/u:/	ooze	tool	shoe
13.	/iə/	ear	sheering	peer idea
14.	/eə/	air	sharing	hair
15.	/ə/	--	curiosity	poor
16.	/aɪ/	isle idea	pike	by
17.	/ɔɪ/	oil	toil	boy
18.	/eɪ/	ate	take	bay
19.	/əʊ/	oath	poke	bow (N) go
20.	/aʊ/	out	house	cow how (V)

Table 6 (contd.)

Sl. No.	Sounds Tested	Initial Occurrence	Medial Occurrence	Final Occurrence	Remarks
21.	/p/	peak	opt	up	
22.	/b/	by	about	bib	
23.	/t/	tool	curiosity	ate	
24.	/d/	dot	candidate	bid	
25.	/k/	coke	packet act	clerk	
26.	/g/	got	dignity	egg	
27.	/f/	feign	infinitive	whiff	
28.	/v/	vain	activity	love	
29.	/θ/	thick	pathetic	oath	
30.	/ð/	then	clothes	bathe	
31.	/s/	sick	curiosity	house	
32.	/z/	zoom	razor	ooze houses	
33.	/ʃ/	sharing	crucial	bush	
34.	/ʒ/	--	measure	garage rouge	
35.	/h/	hen	behave	--	
36.	/tʃ/	choke	archery	rich	
37.	/dʒ/	joke	ajar	village	
38.	/m/	measure	economics	room	
39.	/n/	nick	corner	bin	
40.	/ŋ/	--	finger	young	
41.	/j/	young	curiosity	--	
42.	/w/	whiff	swing	--	
43.	/l/	late	also	toil	
44.	/r/	room	sharing	corner	In I.E. Final 'r' is realised and hence is included here

This helped the investigator to prepare minimal pairs of words which could establish their phonemicity and distribution. Later these words were jumbled and the final list of words given to the informants is the following:

List of Words

- |                |                  |                |
|----------------|------------------|----------------|
| 1. art         | 26. pack         | 51. poor       |
| 2. economics   | 27. about        | 52. saw        |
| 3. lullaby     | 28. peck         | 53. ate        |
| 4. egg         | 29. ought        | 54. apt        |
| 5. Asia        | 30. oath         | 55. clerk      |
| 6. opportunity | 31. bow          | 56. air        |
| 7. curiosity   | 32. caught       | 57. dignity    |
| 8. tool        | 33. sharing      | 58. oil        |
| 9. sheering    | 34. cow          | 59. coke       |
| 10. shoe       | 35. hair         | 60. love       |
| 11. peer       | 36. bow (weapon) | 61. sick       |
| 12. toil       | 37. by           | 62. razor      |
| 13. ooze       | 38. whiff        | 63. hen        |
| 14. pike       | 39. then         | 64. clothes    |
| 15. bid        | 40. thick        | 65. rouge      |
| 16. ajar       | 41. bush         | 66. corner     |
| 17. houses     | 42. behave       | 67. infinitive |
| 18. vain       | 43. nick         | 68. kick       |
| 19. bathe      | 44. finger       | 69. rubber     |
| 20. garage     | 45. poke         | 70. bee        |
| 21. room       | 46. cart         | 71. hurt       |
| 22. sort       | 47. earl         | 72. took       |
| 23. eat        | 48. it           | 73. take       |
| 24. young      | 49. peak         | 74. poke       |
| 25. crucial    | 50. bore         | 75. bay        |

76. boy	87. swing	98. dot
77. bib	88. late	99. bar
78. got	89. hut	100. house
79. idea	90. up	101. cot
80. candidate	91. fur	102. choke
81. act	92. also	103. rich
82. pathetic	93. ear	104. joke
83. zoom	94. isle	105. packet
84. archery	95. at	106. bin
85. village	96. go	107. measure
86. feign	97. out	108. late

In the reading of minimal pairs the speaker's attention is focussed directly on the phonological variable. The list, it was felt, can help the investigator to get an instrumental evidence if necessary. The list was prepared with R.P. as the norm. For as Sethi (1976:59) says, "if a complete phonological description of a non-native variety is desired, provision has to be made from the start for the study of all those areas of phonology (like vowels, consonants, word-accent, etc.), that are known to exist in the non-native varieties, so that the variety under study is not found lacking any of them by sheer default". In addition to minimal pairs polysyllabic words were introduced to test word stress.

#### 2.2.3.2.2 Preparation of Sentences

In the reading of a list of words, there is, however, the danger of the informant's tendency to pronounce the words in an

artificial and stilted manner and sometimes the letters which are not pronounced in his normal pronunciation may get pronounced now, for, he is not used to reading such lists aloud. Such lists "do not correspond to linguistic reality, since a speaker normally never has his whole concentration fixed on his pronunciation" (Löffler;1974:52) as quoted by Francis (1983:64-65). The list of words does not give us any "information regarding intonation, vowel reduction due to sentence stress, and other discourse phenomena" (Francis; ibid.). Therefore, the word list method has been supplemented by the recording of connected speech made possible by the sentences and later, a passage. In the preparation of sentences the following aspects were given importance.

(1) All the four kinds of sentences occur -- the declarative, the interrogative (informative and rhetoric), the imperative (both moods - command and request) and exclamatory.

(2) The following words which are stressed differently when used as nouns and verbs are introduced: 'conduct', 'protest', and 'export'.

(3) The phonemicity of the vowels in the following minimal pairs is maintained: 'shut, shirt'; 'cot, caught, cart'; 'pork, fork, cork'; 'port, fort, sort' either in the same sentence or in different sentences to get confirmation about their being phonemes.



Table 7

List of Sentences

Sl. No.	Sentences	Items tested
1.	Increase in the export shows progress.	Same words used as Nouns/Adjs., and verbs, statements, and wh-questions.
2.	We export large quantities of spices.	
3.	He threatened to spoil my conduct certificate.	
4.	How you conduct yourself matters most.	
5.	Why did you protest against the proposal?	
6.	Where did they stage the protest?	
7.	How can you do that!	Exclamatory sentence
8.	Stop that sharp noise in the shop.	Phonemicity of /ɔ/ and /a:/ and imperative sentence (an order).
9.	People in India don't use forks to eat their food with.	/ɔ:/ /ɜ:/, Yes/No question
10.	Put that in my shirt pocket.	and imperative sentence.
11.	Do you eat pork?	(An order).
12.	Can you remove the cork from this bottle please?	In the English spoken by Tamils though they pronounce <u>pork</u> and <u>fork</u> as /po:rk/ and /fo:rk/ they <u>never</u> pronounce 'cork' as /ko:rk/

Sl. No.	Sentences	Items Tested
13.	In this ancient port, a fort of this sort was built by Clive.	In the same way, even though Tamils pronounce <u>port</u> and <u>fort</u> with /o:/, they <u>never</u> pronounce sort with /o:/.
14.	Had a fair share in that mad business?	Rhetorical question. Tamils tend to substitute /ɛ:/ and /æ/ for RP /ɛə/. This is to test if they maintain /ɛə/ and /æ/ as two different phonemes.
15.	Has the poor man bought four measures of rice?	/ɜ/ and /ɔ:/
16.	As soon as they saw the short man they shot him.	Tone group division of complex sentences and /ɔ/ and /ɔ:/ as phonemes.
17.	Anger and aggression don't bring tears, but an act of kindness does.	Tone group division of a compound sentence.
18.	Had he know it, he would have come earlier.	Short forms and complex sentences.
19.	The deaf and dumb have a <b>world</b> of their own.	short forms
20.	The man in the hut was not hurt.	Negative sentence, /ʌ/ and /ə:/ as phonemes.
21.	The tourist was not sure of the programme.	Negative sentence and /uə/.
22.	The cot got caught in a cart and tore my coat.	The phonemicity of /ɑ:/, /ɔ/, /ɔ:/ and /o:/.
23.	Will you please shut the door!	Imperative sentence. (A request)

These sentences were jumbled and were given to the informants.  
The final list of sentences the informants read was:

1. Where did they stage the protest?
2. Stop that sharp noise in the shop.
3. Has the poor man bought four measures of rice?
4. As soon as they saw the short man, they shot him.
5. How you conduct yourself matters most.
6. Can you remove the cork from this bottle, please?
7. He threatened to spoil my conduct certificate.
8. Had a fair share in the mad business?
9. Why did you protest against the proposal?
10. How can you do that!
11. Put that in my shirt pocket.
12. People in India, don't use forks to eat their food with.
13. Do you eat pork?
14. We export large quantities of spices.
15. Anger and aggression don't bring tears, but an act of kindness does.
16. The tourist was not sure of the programme.
17. The man in the hut was not hurt.
18. Had he known it, he would have come earlier.
19. Increase in the export shows progress.
20. In this ancient port, a fort of this sort was built by Clive.
21. The deaf and dumb have a world of their own.
22. The cot got caught in a cart and tore my coat.
23. Will you please shut the door!

2.2.3.2.3 Preparation of the Passage

Abercrombie (1965:1-2) says that the different uses of "spoken language .. fall into three broad categories. They can be described as reading aloud, or as monologue, or as conversation." This study which started its analysis with the analysis of spontaneous speech or monologue incorporated the other two through the "reading" of a list of words and sentences and the "conversation" through a passage. The passage is given below:

Passage

A man saw a fisherman standing in a lake with a mirror. "Excuse me", he said, "but could you tell me what you're doing?" "I'm fishing". "With a mirror?" the first man asked. "Sure -- it's a new invention. I'm going to make a fortune". "Could you tell me how it works?" "Okay, but it'll cost you a hundred dollars". The first man was so curious that he gave the fisherman the money. "Now show me how it works" he said. "Well", the fisherman began, "you aim the mirror into the water, and when a fish goes by, you startle him with rays of light reflected from the mirror. The fish gets confused and then you grab him." The first fellow was shocked. "You can't mean to tell me that's how you fish. It's ridiculous! How many have you caught?" "You're the fifth today!" replied the fisherman.

A careful study of the above reveals that the whole of it is a conversation. Abercrombie (op.cit.) maintains: "The conversation contains the most natural, the most frequent, and the most wide spread occurrences of spoken language." It was felt that though a real conversation was not held in the conduct of the main study a fairly good representation of it is made available through the above passage.

#### 2.2.3.2.4 Spontaneous Speech

The main aim of the investigator is to get a corpus which is as natural a speech event as possible. Hence the whole test was given with the following introductory statement.

##### Purpose of the Project

To test the memory power of the people with different educational, economic and occupational backgrounds in remembering English words.

Please read the following pages silently once or twice so as to familiarise yourself with it. Then please read them aloud slowly. This loud reading will be recorded. After that try to recollect as many words or phrases as possible for you and repeat them. Some of the words are not commonly in use.

The first page is a questionnaire where you will be introducing yourself to the investigator. Please give the information asked for as if you were filling up a form.

Page 1: Questionnaire

Name:

Occupation:

Age:

Address:

Mother Tongue:

How long have you been in Pondicherry:

Medium of instruction at school:

Educational qualification:

Name of the last educational institution attended:

Subject:

Have you any special training in spoken English:

Names of Newspapers you read regularly

News/bulletins you listen to - English/Tamil/Both:

Do you watch English Films?

Do you use English in your occupation?

If 'Yes' how often - occasionally/frequently/always

Do you use English at home?

Do you have the habit of reading English aloud?

Are you interested in Cross Word Puzzles?

Suppose you read 100 words in English, how many words do you think you will remember?

Place:

Date:

After they<sup>had</sup> read the word list, sentences and the passage, they were, as can be noticed from the above, asked to talk on what made them remember things. The meticulous informants desired to write down the words they remembered and mentioned causes and a few of them wrote down the reasons too. Hence to a certain extent the spontaneity is affected and the intonation contour of this too became similar to that of the previous ones which it was not meant to do.

#### 2.2.4 Conduct of the Main Study

##### 2.2.4.1 Selection of Informants

The informants have been selected with the same basic criteria as mentioned in 2.2.1.2. but, graduates were also included, like speaker No.4, B.A., No.5, B.Com., No.8, B.A., B.L., No.9, B.Sc., No.10, B.Sc., No.13, B.Sc., B.Ped., No.14, B.Com., No.18, B.A., B.Ed., No.20, B.A.,. Among these informants, there are teachers, lawyers, lecturers, government officials, students who have just completed their degree or postgraduate courses and a housewife. Such a selection was made because the investigator's aim is to find out the nature of English used by not only actual users but potential users too.

The following table will give an educational and professional profile of the informants.

Table 8

The Educational and Professional Profile of the Informants

Sl. No.	Age	Sex	Educational Qualifications	Place they belong to	Profession/Occupation
1.	31	F	M.A..	Pondicherry	Technical Assistant
2.	55	M	M.A.	"	Joint Director, Education
3.	40	F	Senior Cambridge	"	Housewife
4.	22	F	B.A.	"	Just completed her Degree in 1989
5.	52	M	B.Com.	"	Appellate Asst. Commissioner (Sales Tax)
6.	28	M	M.A., B.Ed.	Karaikal	Teacher
7.	28	F	M.A., M.Phil.	"	Just completed her post-graduation in 1989
8.	32	M	B.A., B.L.	"	Advocate
9.	25	M	B.Sc.	"	Completed his degree in 1987 was typist in ONGC for a while
10.	28	F	B.Sc.	"	Technician
11.	28	F	M.Sc., B.Ed.	"	Sec. Grade Teacher
12.	42	M	M.A., M.Ed.	"	B.T. Assistant
13.	42	F	B.Sc., B.P.Ed.	"	Directress of Physical Edn.
14.	29	M	B.Com.	"	Clerk
15.	28	M	M.Sc., B.Ed.	"	Sec. Grade Teacher
16.	40	F	M.A.	"	Lecturer
17.	29	F	M.Sc., B.Ed.	Pondicherry	Social Welfare Organiser
18.	29	F	B.A., B.Ed.	"	Teacher
19.	32	M	M.Com., M.L.	"	Advocate
20.	42	M	B.A.	"	Sec. Grade Teacher



One more modified factor had been the knowledge of the investigator. As we needed a representative sample of the English spoken by the Tamilians of Pondicherry, in addition to friends and acquaintances, even strangers were included as informants. As they would be reading prepared data, it was felt that they would not feel ill at ease with the investigator. Of the six original informants, only four could be given this formal data -- Speakers 2, 16, 17 and 19.

2.2.4.2 Method of Analysis

2.2.4.2.1 Recording and Transcription of the Data

The informants were requested to read the data at their normal speed and the recording was made using a National Panasonic cassette recorder model No.RQ 318 S. It was then played on an Ahuja cassette player and fed into the tape repeater. A very meticulous phonetic transcription was made and the intonation contours were marked. I.P.A. symbols were used for the transcription.

2.2.4.2.2 Methods Adopted to Arrive at the Phonological System of ETPK

2.2.4.2.2.1 Segmental Features

A detailed analysis of the data was made with the following aspects in mind:

- (1) Realisation of the sound in the test words.
- (2) The different spelling forms that were realised as a particular sound.

- (3) The place of occurrence -- initial, medial, final.
- (4) Occurrences in the word list, sentence, passage and spontaneous speech.
- (5) Occurrence in stressed and unstressed syllables.

At the first level of analysis the following format was used:

Initial	Medial	Final	Stressed syllable	Unstressed syllable	Spellings
---------	--------	-------	----------------------	------------------------	-----------

1. Word  
List
2. Sen-  
tences
3. Passage
4. Spon-  
taneous  
Speech

The data was consolidated in the following form:

27  
12

Speaker No.	Initial	Medial	Final	Word List	Sentences	Passage	Spontaneous speech	Stressed syllable	Unstressed syllable	Total	Diff. spellings	Idiosyncrasies

#### 2.2.4.2.2.1.1 Central Vowels

Using the consolidated analysis, a phonemic inventory of the individual speakers and the whole group was made. When this phonemic analysis was done, if the sounds were used in the minimal pairs which were part of the list of words and sentences, they were treated as phonemes. For example, the sounds [ʌ] and [ə:] were expected to be used in the words hut, hurt. This minimal pair occurred in both the word list and the sentences. One more minimal pair was given for the same sounds -- shut and shirt. This pair occurred only in the list of sentences. Since twelve speakers maintained a phonemic difference between [ʌ] and [ə:] they were treated as two different phonemes. While deciding <sup>on</sup> the phonemes R.P. had to be used as a reference point as the underlying norm for this endonormative NIVE is R.P. Regarding the central vowel [ə], as it was used in almost all the positions where it is used in R.P. it was also treated as a phoneme. In ETPK [ə] was not used in the weak forms of was, of and so on and in unstressed positions it was not used very consistently. It was occasionally made a little opener and advanced [ʌ] and [a]. Hence it acted as a free variant of [ʌ] occasionally.

#### 2.2.4.2.2.1.2 Back Vowels

(a) Of the twenty informants, ten made a four-way distinction in the sentence The cot got caught in a cart and tore my coat by using [a:], [ɔ], [ɔ:], and [o:]. Two of them used a slightly

rounded [ʊ:] for the word cart and one used an advanced [a:]. Since the distinction is maintained by thirteen of them, the four vowels [a:, ɔ, ɔ:] and [o:] were treated as four different phonemes.

(b) The word cot was realised as [kɔ:t] by ten speakers when they read the word list. However, this was ascribed to the deliberate slow reading, for seven of them read the word as [kɔt] when it occurred in the sentence.

(c) The informants used /o:/ in the place of R.P. diphthong /əu/.

(d) The occurrence of [o] could be predicted as it was used only when the orthographic o occurred in unstressed positions. Because of its phonetic quality it was treated as an allophone of [o:].

(e) All the speakers used [u:] in words in which the letters u or ou were followed by r as in curiosity, tourist, whereas in R.P., the diphthong /uə/ occurs. They used [uə] only for the spelling form ua. Hence [uə] was treated as the allophone of /u:/.

(f) The back vowels /u/ and /u:/ were used in the minimal pairs. Hence it was concluded that the ETPK had the following back vowels phonemes /a:, ɔ, ɔ:, o:, u, u:/.

2.2.4.2.2.1.3 Front Vowels

(a) In the case of the front vowels, [e:] was used in all the words where the R.P. speakers use /eɪ/ if the orthographic form did NOT have the letter i. If there was i then they used [eɪ]. As the occurrence of [eɪ] could thus be predicted, it was treated as an allophone of /e:/.

(b) Since seventeen speakers used a more open form of [e:] (i.e. in the region of C.V. 3 which can be symbolized [̄ε:] ) in words in which the letters a or ai or e were followed by r as in share, where, fair, where in R.P. the diphthong /ɛə/ occurs, this sound also was treated as an allophone of /e:/. The orthography helped prediction.

2.2.4.2.2.1.4. Centring Diphthong /iə/

The spelling forms ea, ia, ie, ious, ear are normally realised as [ijə], [jə], [ijə:], [ia], [ia:], [ijər], [jər], [i:r]. Only in the case of the word curious all of them used [iə]. Of the total 160 times it was expected<sup>to</sup> occur it occurred only 44 times. Hence [̄iə] was not included as a phoneme.

2.2.4.2.2.1.5 Fricative [̄ʒ]

The voiced palatoalveolar fricative /ʒ/ did not occur in ETPK. In the medial positions it was substituted by [ʃ] in words like measure and in final positions by [dʒ] in the word garage and [ʒ] in the word rouge. This sound was used by only two of them -- No. 2 and 16, In the word garage and in the word rouge by No.2 and 19.

#### 2.2.4.2.2.1.6 Semi-Vowels

Regarding the semi-vowel [w], the informants used it in the formal reading of the word list and sentences but in their spontaneous speech they made use of the voiced labio-dental, frictionless continuant [v] instead of [w]. In the formal reading too, in the case of words like where of sentence No.1 and the word whiff in the list of words they tended to use [v].

#### 2.2.4.2.2.1.7 Phonological System of ETPK

A detailed analysis of the segmental features of ETPK hence led the investigator to arrive at the following phonemic inventory.

Pure Vowels: /i:, ɪ, e:, e, ə, ʌ, ə, ə:, a:, ɔ, ɔ: o:, u:, u/

Diphthongs: /ʌɪ, ɔɪ, ʌu/

Consonants: /p, b, t̪, d̪, t, d, k, g, tʃ, dʒ, m, n, ŋ, f, v,  
s, z, ʃ, h, l, r, j, w/

#### 2.2.4.2.2.2 Supra-Segmental Features

Suprasegmental features are those features which are indicated in phonetic and linguistic literature by such terms as 'prosodic' features, 'prosodemes' or 'temporal features' because these features occur in longer connected units as compared to the segments of phonemes or individual speech sounds. Two such features taken for analysis here are stress and intonation.

#### 2.2.4.2.2.2.1 Stress

Stress, from the speaker's point of view is the greater breath force used to push more air from the lungs. This needs greater muscular effort and results in faster vibration of the vocal cords. Hence to the listener it is manifested dominantly in the form of prominence. To him pitch prominence matters most. He perceives higher pitch, loudness, and longer duration when he encounters stressed syllables. English is a stress-timed language, that is, stressed syllables in English tend to occur at regular intervals of time. To effect this Rhythmic Stress in Native English, in connected speech unstressed syllables are uttered fast, reducing the vowels and sometimes even slurring over them. In the analysis of the stress of ETPK, the items examined were:

- (1) Stress in individual words
- (2) Stress in Nominal Groups
- (3) Stress in Verbal Groups
- (4) Contrastive stress
- (5) Rhythmic stress

#### 2.2.4.2.2.2.2. Intonation

Intonation is the variation in the level at which the voice is pitched. The pitch variation plays a very significant role in conveying meaning. It reveals the person's attitude to the interlocutor. The musical instrument we are blessed with -- the vocal cords -- is capable of producing very subtle variations



almost without our conscious control of it most of the time.

The aspects taken up for analysis were:

- (a) Division into tone groups.
- (b) Selection of the Tonic Syllable.
- (c) Tones used.

(The tone group is a stretch of utterance which carries one pattern of pitch variation.)

### 2.3 Conclusion

In this chapter a detailed description was given of the conduct of the pilot study, and on the basis of which, how the testing instruments were prepared, administered, and finally how a detailed analysis was done. An indepth study of the findings can be found in the ensuing chapters.

NOTES

1. Bṛhad-āraṇyaka Upanishad IV.1.2 (Chapter IV First  
Brahmana, Verse No.2)

Vācā vai, samrāt, bandhuḥ prajñayati; rg veto  
yajur-vedaḥ, sāma-vedo' tharvāṅgīrasa, itihāsaḥ,  
purāṇam, vidyā Upaniṣadaḥ, slokāḥ, sūtrāny  
anuvyākhyānāni, vyākhyānāniṣṭam hutam āsitaḥ pāyitam,  
ayaḥ ca lokāḥ, sarvaṇi ca bhūtāni vachaiva,  
samrāt, prajñayanti; vāg vai, samrāt, paramam  
brahma ...

2. Readers Digest, May 1987, p.17. (India)

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