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Phonological Process in Toddlers'' Single-Word Production: An Explorative Study of Alveolar Sounds in English

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ABSTRACT

The production of phonological patterns is a very complicated process especially when alveolar consonant sounds are pronounced in International Phonetic Alphabet (IPA). The toddlers ageing 2-3 years as well as the language handicaps find it more complicated to cope with this sound process. The present study on toddlers aims at investigating the alveolar consonant sounds in keeping with single word production. The Iowa Test of Consonant Perception by Jason Geller was implemented to investigate sound productions in the perspective of Substitution Process proposed by Burnthal and Rankson (2004). Non-probabilistic Sample of twenty-five toddlers was given 125 words; a five-word set to every toddler to pronounce repeating at least five times at the top of his voice the articulators at length. Data was collected by means of informants' close observations. The comparison between the pronunciation of original words and that of produced words with their phonetic transcription provided evidence of the shift in alveolar sound patterns during the phonological process by the toddlers. The results implicated that the toddlers made good use of articulators with ease and without any special training. They simplified the complicated consonant sound patterns at their own convenience. The study will be equally beneficial for speech pathologists, linguistic scholars, and keen phonology learners.

1. Introduction

This study aimed to investigate the substitution in the alveolar consonant sounds (/s/, /z/, /t/, and /d/) by the toddlers ageing 2-3 years and how they unknowingly made it without any training. Generative Phonological Theory (1957) introduced by Noam Chomsky elaborated syntactic concepts and phonological processes in a language. He categorized the phonological processes as syllable structure processes, substitution processes, or assimilatory processes. Syllable structure process explains the modification that affect the syllable structure, substitution process explicated the exchange of phonemes and assimilation process elucidates the effect of other sounds on neighboring one. Burnthal and Rankson (2004) propounded the classification of Phonological Process as: a. Whole-word Process, ii. Substitution Process, and iii. Assimilation Process. The cynosure of the present study was substitution process as the class of sound was affected by the change of place or manner of sound production. Odden (2005) convinces that phonological rules combine the speech sounds of a language. Phonological process is both in word level as well as phrase level. In word level, the sound of a phoneme is influenced by the other phoneme and at phrase level the change is caused by syntactic factors. Heidi Hanks (2008) claims that children find it difficult to pronounce /t/ and /d/ sounds and they substitute these sounds with /k or θ / and /g/ or /ð/ respectively because they are unable to raise their tongue toward the right place to produce these sounds. As per Bowden (2011), lisping in toddlers as well adults are Functional Speech Disorder (SPD) which cause for them to articulate difficult pattern of consonant sounds. The cause or root of this

disorder is not known. The children make up this deficiency with the passage of time and the adults deficient in learning speech can be treated. Toddlers, with SPD, very often are unable to pronounce interdental /s/and /z/ sounds; they change /s/ into /tʃ/ or /θ/ sound and /z/ into /dʒ/ or /ð/. He further adds that lisping does not affect the intellect and intelligibility of the lispers; their speech can easily be understood by keen listeners. According to Michael Hinck (2018), "A Lisp is a term used to portray mispronunciation of words. The most well-known type of lisping happens when a youngster makes a "th" sound when attempting to make an /s/ sound. This commonly happens when the kid pushes their tongue out when making these sounds as opposed to keeping it behind their top teeth". There are four sorts of lips:

- A palatal lisp implies that when your youngster attempts to make an /s/ or a /z/ sound, his tongue contacts the delicate sense of taste.
- A parallel lisp implies that air goes out of one or the other side of the tongue. Kids with a sidelong stutter produce /s/ and /z/ sounds that sound "slushy."
- A centralized lisp implies that your kid's tongue connects with his teeth while delivering the "s" and "z" sounds.
- An interdental stutter, here and there called a frontal drawl, implies that the tongue pushes forward through the teeth, making a "th" sound rather than an "s" or "z" sound.

2. Problem Statement

The process of production of consonant sounds is very hard for the learners of English as a Second Language. It becomes even harder for the toddlers and the hardest for the patients of with language impairment. The present study on toddlers investigates the Substitution in the production of complicated alveolar consonants. Applied Phonetics helped the researcher determine how toddlers naturally simplify the complex sounds at their own convenience.

3. Importance of the Study

The study will provide precious knowledge of toddlers' speech, especially how they produce single words with ease and simplify complex patterns of alveolar sounds into easy-going speech flow. Linguistic scholars, speech pathologists, researchers and the keen learners will find this study very beneficial.

4. Objectives of the Study

i. To describe alveolar sounds in International Phonetic Alphabet.
ii. To explore the shift of alveolar sounds in Toddlers' single-word production.

5. Research Questions

i. What are the alveolar sounds in International Phonetic Alphabet?
ii. How do the toddlers shift alveolar sounds in the single-word production?

6. Delimitations of the Study

The stud will focus on the phonological process of how toddlers produce single words single-word production with ease by reducing and shift the sounds. It will spare the research gat for other research to enhance the level of the study to investigate the phonological process regarding the language impairment in some other context.

7. Research Design

Iowa Test of Consonant Perception (ITCP) by Jason Geller (2021) was implemented to investigate sound production by the toddlers in the qualitative research design. Twenty-five cases were registered on a non-probabilistic sampling. Data was collected from five informants teaching at as tutors who had small kids at their homes. The informants' minute and close observation made it very easy to figure out how toddlers articulate alveolar consonants (/s/, /z/, /t/ and /d/) and they manipulate the shift in sounds at ease by themselves. This manipulation of toddlers is merely based on the art of being child and not out of any phonological disorder. The observations were based on single word-production by the toddlers. Each toddler was given five-word set to produce; each word repeating at least for five times. The voice was recorded by the by particular informant. Original words and produced words with their phonemic transcription were compared to assess the shift in alveolar sounds during the phonological process by the toddlers.

8. Data Analysis

T1: Mother, Father, Glass, Jug, Rat

Original Words	Transcription	Produced words	Transcription
Mother	/ˈmʌð.ə/	Mothel	/ mʌðəl/
Father	/ˈfɑːð.ə/	Fathel	/fʌthəl/
Glass	/ˈglɑːs/	Gach	/ˈgɑːtʃ/

Jug	/dʒʌg/	Judge	/dʒʌdʒ/
Rat	/Ræt/	La*	/læ/

A1 was given five word to produce; each word was to produce five time in a row. The perception was that he reduced /r/ sound to /l/ and in the word father he also shortens the vowel sound /a:/ into /ʌ/. Fricative sound /s/ in glass was changed into affricate /tʃ/. Velar sound /g/ was also changed into affricate /dʒ/. In word /rat/ final consonant /t/ was missing.

T2: Cut, Plate, Chair, Table, Madam

Original Words	Transcription	Produced words	Transcription
Cut	/kʌt /	Cu	/kʌt /
Plate	/pleɪt/	Play	/pleɪt/
Chair	/tʃeə /	Chay	/tʃeə /
Table	/ˈteɪb.l̩/	Able	/ˈteɪb.l̩/
Madam	/ˈmæ.dəm/	Mam	/ˈmæm/

Final /t/ sound was missing in 'cut' and 'plate and /r/ sound was missing in 'chair' and initial /t/ sound was not pronounced in 'table' and middle /d/ sound in 'madam' was not articulated.

T3: Cartoon, Moto Patlo, Tom and Jerry, Rudra, Donald Duck

Original Words	Transcription	Produced words	Transcription
Cartoon	/kɑːˌˈtuːn/	Catoon	/kɑːtʊn/
Moto Patlo	/ˈmotəʊ pətləʊ/	Moto Pato	/ˈmotəʊ pətəʊ/
Tom and Jerry	/tɒm ənd ˈdʒe.ri/	Thom and Thelly	/θɒm ənd ˈðe.ri/
Rudra	/ruːdra/	Luthla	/ lʊðla/
Donald Duck	/donəl dʌk/	Thonal Thuck	/ðonəl ðʌck/

Long vowel sound /uː/ was shorten to /ʊ/ in cartoon. Sound /l/ was omitted in moto patlo. in tom and jerry, alveolar sound /t/ and affricate /dʒ/ was replaced by dental sounds /θ/ and /ð/ and sound /r/ was replace by /l/ in the same word. Alveolar /d/ wans changed into dental /ˈð/ in in Rudra. Dental/ˈð/ sound was pronounced in Donald duck in place of 'd' and final /d/ sound in Donald was completely missing.

T4: Toffee, Biscuit, Chocolate, Donut, Ice-cream

Original Words	Transcription	Produced words	Transcription
Toffee	/ˈtɒ.fi/	Thofi	/θɒ.fi/
Biscuit	/ˈbɪ.skɪt/	Bikit/, Bichkith	/Bi.ki/, /bɪtʃ. kɪθ/
Chocolate	/ˈtʃɒ.klət/	Thoclith	/θɒk.lit/
Donut	/ˈdəʊ.nʌt/	Thona	/ðəʊ.nʌ/
Ice-cream	/aɪs ˈkriːm/	Ish-kaleem	/aɪtʃ.krɪm/

T4 changed /t/ sound into /θ/. Word 'biscuit' was produced in a hotchpotch /Bi.ki/ and /bɪtʃ. kɪθ/. At first, last /t/ sound seem to be dropping and then /s/ was changed to affricate /tʃ/ and final /t/ sound to /θ/. /tʃ/ was manipulated by /θ/. In the donut, final /t/ sound was altogether dropped. In ice-cream /s/ was altered to a mixture of /ʃ./and /tʃ./. At one time, it seemed to be the former and the next it was the later.

T5: Sir, Star, Little, Dairy, Teacher

Original Words	Transcription	Produced words	Transcription
Sir	/sɜː /	Chir	/tʃɪl/
Star	/stɑː /	Chataal	/tʃʌθɒl/
Little	/ˈlɪt.l̩/	Lil / Litel	/l?l/, /ˈlɪθ.l̩/
Dairy	/ˈdeə.ri/	Dily	/daɪlɪ/
Teacher	/ˈtiː.tʃə/	Thechel	/ˈθiː.tʃəl/

T5 changed /s/ sounds to in sir and star to /tʃ/. Little was a confuse word for him. At one hand intervocalic /t/ sound in little was replaced glottal spot /? / and on the second hand it was assimilated into interdental voiceless interdental sound /ˈθ/. In teacher, /t/ and /r/ sounds were changed into /tʃ/ and /l/ respectively.

T6: Horse, Crow, Sparrow, Deer, Eraser

Original Words	Transcription	Produced words	Transcription
Horse	/hɔːs/	Halch	/hɒltʃ/
Crow	/krəʊ/	Clow	/klʊ/
Sparrow	/ˈspæ.rəʊ/	Chapalo	/ˈtʃpæ.rʊ/
Deer	/dɪə/	Theer	/dɪəl /
Eraser	/ɪ.ˈreɪ.zə/	Lajel	/ˈreɪ.dʒəl/

Horse was pronounced as 'holch' where /r/ is replaced with /l/ and /s/ with /tʃ/ and in crow /r/ is changed into /l/ with the reduction of double glide of vowel sound to single vowel. In Sparrow, /s/ was altered with /tʃ/ and at the end there was change of diphthong to monophthong. In deer and erase, final /r/ sound was either eliminated or changed into /l/. Voiced /s/ sound was change into /dʒ/.

T7: Car, Areo-plane, Toys, Teddy Bear, Joker

Original Words	Transcription	Produced words	Transcription
Car	kɑː	Ca	kɒ
Aero-plane	ˈeə.rə.pleɪn	Alo-plane	ˈeə.lə.pleɪn
Toys	tɔɪz	Thoige	θɔɪdʒ
Teddy Bear	ˈte.di beə	Tetty beel	ˈθe.ði beəl
Joker	ˈdʒəʊkə	Jokel	ˈdʒokəl

In car, final /r/ was altogether dropped and in aero-plane it was changed into /l/. in toys suffix /s/ voiced was changed into /dʒ/. In teddy bear, palatal /t/ and /r/ sounds were altered to interdental /θ/ and /r/. And in joker, final /r/ sound was just audible or completely disappeared or changed into /l/.

T8: Fries, Burger, Chair, Table, Water,

Original Words	Transcription	Produced words	Transcription
Fries	fraɪz	Flige	flaɪdʒ
Burger	ˈbɜː.gə	Bulgle	bəl.gəl
Chair	tʃeə	Chail	tʃeal
Table	ˈteɪb.l̩	Tabl	ˈθeɪb.l̩
Water	ˈwɔː.tə	Water	ˈwɔː.θəl

In fries, /r/ and voiced /s/ sounds were replaced with /l/ and voiced /dʒ/. In chair and water, final /r/ was completely inaudible. In table and water, alveolar /t/ sound was renovated into interdental /θ/ sound.

T9: Doctor, Auntie, Injection, Tablet, Syrup

Original Words	Transcription	Produced words	Transcription
Doctor	ˈdɒk.tə	Dactle	ˈdɒk.θəl
Auntie	ˈɑːn.ti	Untie	ˈɑːn.θi
Injection	ɪn.ˈdʒek.ʃn̩	Injecchen	ɪ.ˈdʒek.tʃn̩
Tablet	ˈtæ.blɪt	Thablet	ˈθæ.blɪ
Syrup	ˈsɪ.rəp	Chylup	ˈtʃɪ.ləp

In doctor and auntie, alveolar /t/ sound was changed into interdental /θ/ and in injection, tablet and syrup /i/, final /t/ in tablet and final /p/ in syrup were completely missing in speech production.

T10: Mountain, Part, Bat, Football, Colour

Original Words	Transcription	Produced words	Transcription
Mountain	ˈmaʊn.tɪn	Montin	ˈman.θɪn

Part	pɑːt	Pat	pɑːθ / pɑː
Bat	bæt bæθ	Ba	Ba / bæθ
Football	ˈfʊt.bɔːl	Foball	ˈf?t.bɔː
Colour	ˈkʌ.lə	Colel	ˈˈkʌ.ləl

In mountain, /aʊ/ and /t/ sounds were reduced to /a/ and /θ/ respectively. In part and bat, final /t/ sound was mixture of completer disappearance or a shift into /θ/. In football, /t/ sound was change into a glottal stop /? / and in colour /r/ was change into /l/.

T11: This, That, These, Those, There

Original Words	Transcription	Produced words	Transcription
This	ðɪs	Dish	dɪʃ / tʃ
That	Ðæt	Dat	dæt
These	ðiːz	Theege	ðiːdʒ
Those	ðəʊz	Thoge	ðʊdʒ
There	ðeə	Thayal	ðeəl

In demonstrative pronouns (this, that, these, those) and introductory there, interdental voiced sound /ð/ is very difficult to pronounce even for the elders. By T11, it was changed into alveolar /d/ sound. In this, these and those, /s/ sound was changed into affricate /dʒ/.

T12: Banana, Peach, Orange, Grapes, Pear,

Original Words	Transcription	Produced words	Transcription
Banana	bəˈnɑːnə	Bana	bɒ.nɒ
Peach	piːtʃ	Peege	piːdʒ
Orange	ˈɒ.rɪndʒ	Orlinge	ˈɒ.lɪndʒ
Grapes	greɪps	Grapch	greɪptʃ
Pear	peə	Peal	peəl

In banana, middle syllable was missing and peach /tʃ/ was equated with the final sound or orange and grapes and in pear final sound /r/ was missing or changed into /l/.

T13: Dinner, Shirt, Iron, Brush, Spray

Original Words	Transcription	Produced words	Transcription
Dinner	ˈdɪ.nə	Dinnel	ˈdɪ.nl
Shirt	ʃɜːt	Chult	tʃʌlt
Iron	ˈaɪən	Ilen	ˈaɪlən
Brush	brʌʃ	Bruch	brʌtʃ
Spray	spreɪ	Chplay	tʃpleɪ

In shirt and spray, interdental /s/ was backed to affricate /tʃ/ and in the whole set of five /r/ sound was changed into /l/.

T14: One, Two, Three, Four, Five

Original Words	Transcription	Produced words	Transcription
One	wʌn	One	wʌn
Two	ˈtuː	Tuː	ˈθuː
Three	θriː	Thlee	θliː
Four	fɔː	Fol	fɔː
Five	faɪv	Fi	faɪ

One was all okay and in two and three, alveolar /t/ was changed into interdental voiceless /θ/. In four and five final sound created disturbance; /r/ was changed into /l/ and final /v/ in five was missing.

T15: Party, Diary, Feeder, Sit, Stand

Original Words	Transcription	Produced words	Transcription
Party	ˈpɑː.ti	Palty	ˈpɑːl.ti
Diary	ˈdaɪə.ri	Dialy	ðaɪ.li
Feeder	ˈfiː.də	Feeldel	ˈfiː.ðə
Sit	sɪt	Chit	sɪθ
Stand	stænd	Chatand	tʃθanð

In party and dairy, /r/ was replaced by /l/ and in sit and feeder /r/ and /t/ was completer disappeared. The word stand was very interesting with many shifts as interdental /s/ into affricate /tʃ/, alveolar /t/ and /d/ into interdental voiceless and voiced /θ/ and /ð/ respectively.

T16: Angry, Girl, Fire, Letter, House,

Original Words	Transcription	Produced words	Transcription
Angry	ˈæŋ.gri	Angry	ˈæg.li
Fire	ˈfaɪə	File	ˈˈfaɪəl
Letter	ˈle.tə	Lattel	ˈlæ.təl
Girl	gɜːl	Girl	g?l
House	ˈhaʊs	Houch	ˈhaʊtʃ

In angry, fire, letter and girl, alveolar /r/ sound was change into approximant /l/ and in girl it was mixed with glottal stop /? /. In the final word 'house', interdental fricative /s/ was backed to affricate /tʃ/.

T17: Farmer, Giraffe Snake, Drink, Dress

Original Words	Transcription	Produced words	Transcription
Farmer	ˈfɑː.mə	Falmal	ˈfɑl.məl
Giraffe	dʒɪ.ˈrɑːf	Gilagffe	dʒɪ.ˈlɑːf
Snake	sneɪk	Chanake	tʃneɪk
Drink	drɪŋk	Dlink	ðlɪŋk
Dress	dres	Dlech	ðetʃ

In farmer, giraffe, drink and dress /r/ was sound replace with approximant /l/. In snake and dress interdental fricative voiceless /s/ was replaced with voiceless affricate /tʃ/.

T18: Red, Green, Purple, White, Brown

Original Words	Transcription	Produced words	Transcription
Red	red	Led	ləð / leð
Green	ˈgriːn	Gleen	ˈgliːn
Purple	ˈpɜːp.l̩	Pulpul	ˈpəlp.l̩
Orange	ˈɒ.rɪndʒ	Olinge	ˈɒ.lɪndʒ
Colour	ˈkʌ.lə	Colel	ˈkʌ.ləl

In the whole set of five alveolar trill /r/ sound replaced with approximant /l/. In red and green alveolar voiced sound /d/ and double glided /i:/ was replaced with / ð / and short vowel /i/ respectively.

T19: Night, News, Stars, Darkness, Maroon

Original Words	Transcription	Produced words	Transcription
Night	naɪt	Night	naɪθ
News	njuːz	Neuge	nuːdz / njuːdz
Stars	stɑːz	Chatalge	tʃtɑːldʒ
Darkness	ˈdɑːk.nəs	Dalknech	ˈðɑːlk.nətʃ
Maroon	mə.ˈruːn	Mloon	mə.ˈluːn

In night final /t/ was altered with /θ/ and in news and stars final voiced /s/ was interchanged with voiced affricate /dz/. In maroon and darkness, /r/ sound was turned to /l/.

T20: Monday, Tuesday, Wednesday, Thursday, Friday

Original Words	Transcription	Produced words	Transcription
Monday	ˈmʌnd.eɪ	Monday	ˈmʌnðɪ
Tuesday	ˈʧjuːz.di	Tujeday	ˈtuːz.ðɪ
Wednesday	ˈwenz.deɪ	Wenjday	ˈwendʒ.ðɪ
Thursday	ˈθɜːz.deɪ	Thulchday	ˈθɜːdʒ.ðɪ / ˈθɜːtʃ. ðɪ
Friday	ˈfraɪ.deɪ	Fliday	ˈflaɪ. ðɪ

In all the five-word set final double glide /eɪ/ and alveolar /d/ sounds were interchanged with interdental voiced / ð / and pure short vowel /i/ correspondingly. In Tuesday, Wednesday and Thursday voiced and voiceless interdental fricative /s/ was swapped with voiced and voiceless affricate /dʒ / and /tʃ/ respectively.

T21: Heat, Summer, Spring, Autumn, Kite

Original Words	Transcription	Produced words	Transcription
Heat	hiːt	Heat	hiːθ
Summer	ˈsʌ.mə	Chamal	ˈtʃʌ.məl
Spring	sprɪŋ	Chpring	tʃprɪŋ
Autumn	ˈɔː.təm	Autumn	ˈɔː.θəm
Kite	kaɪt	Kite	kaɪθ

In heat, autumn and kite alveolar /t/ sound was transformed to voiceless interdental /θ/and in summer and spring /r/ was changed to /l/.

T22: Carrot, Radish, Potato, Tomato, Lady-finger

Original Words	Transcription	Produced words	Transcription
Carrot	ˈkæ.rət	Callet	ˈkæ.lət
Radish	ˈræ.dɪʃ	Radich	ˈlæ.dɪtʃ
Potato	pə.ˈteɪ.təʊ	Potato	pə.ˈθɒ.θʊ
Tomato	tə.ˈmɑː.təʊ	Tomato	θə.ˈmɑː.θəʊ
Ginger	ˈdʒɪn.dʒə	Gingel	ˈdʒɪn.dʒəl

In carrot, radish and ginger /r/ sound was converted to /l/ and in carrot, potato and tomato voiceless alveolar /t/ was fronted with voiceless interdental /θ/. In radish voiced alveolar /d/ was replaced with voiced /ð/.

T23: Pear, Coconut, Pomegranate, Water-melon, Straw-berry

Original Words	Transcription	Produced words	Transcription
Pear	peə peəl	Peal	peəl
Coconut	ˈkəʊk.ə.nʌt	Coconut	ˈkʊk.ə.nʌθ
Pomegranate	ˈpɒ.mɪ.græ.nɪt	Pomglanit	ˈpɒ.mɪ.glæ.nɪθ
Water-melon	fruːt fluːθ	Water-melel	fluːθ
Straw-berry	ˈstrɔː.bri	Chaθa-bly	ˈstrɔː. bli / ˈʧtrɔː.bli

In pear, pomegranate water-melon and straw-berry, /r/ was changed with /l/ and /t/ was interchanged with voiceless interdental / θ /.

T24: T.V, Drama, Remote, Bridal, Room, Groom

Original Words	Transcription	Produced words	Transcription
Drama	ˈdrɑː.mə	Dlama	ˈðlɑː.mə
Remote	rɪ.ˈməʊt	Lemote	lɪ.ˈmʊt

Bridal	ˈbraɪd.l̩	Blidal	ˈblaɪd.l̩
Room	ruːm	Loom	luːm
Groom	gruːm	Gloom	gluːm

In the activity. all words trill /r/ sound was interchanged with approximate /l/ and drama and bridal interdental voiced /d/ sound was transformed to interdental voiced /ð/.

T25: Chair, Table, Bread, Juice, Teacher

Original Words	Transcription	Produced words	Transcription
Chair	tʃeə	Chail	tʃeəl
Table	ˈteɪb.l̩	Table	ˈθeɪb.l̩
Bread	bred	Bled	Bleð
Juice	dʒuːs	Jooch	dʒuːtʃ
Teacher	ˈtiː.tʃə	Teachel	ˈθiː.tʃəl

In the final set of words; chair, table and teacher were also treated by T25 same as the rest of the toddlers. In these words, voiceless alveolar /t/ was transformed was replaced with voiceless interdental /θ/. In chair, bread and teacher trill /r/ sound was equated with approximant /l/. In juice, final syllable with interdental voiceless /s/ was replace with voices affricate /. tʃ/

9. Discussion

In the present study, the perception of 125 words containing alveolar sounds was made on twenty-five understudies. Every tot was given five words to pronounce at the top of his voice. Every word was to pronounce five times in a row making good use of articulators. It was found out that the toddlers articulated alveolar sounds /s/, /z/, /t/ and /d/ with difficulty. Many substitutions in the consonant sounds as proposed by Burnthal and Rankson (2004) were adopted by the tots for their own facility. Interdental sounds /s/ and /z/ were altered by / θ/ or / ð / and /tʃ/ or /dʒ/. Palatal /t/ and /d/ phonemes are changed into backing sounds /k/ and /g/ respectively in English context, but in Pakistani context these sounds were turned manipulated as /θ/ and /ð/. Though /r/ and diphthongs were not the cynosure of the study, these sounds too were observed during the activities. The tots were unable to enunciate /r/ sound with ease, and they mixed it with /l/ sound and reduced the double glide sound into pure vowel sound.

10. Conclusion

The present study was to describe alveolar sounds in International Phonetic Alphabet and to explore the shift of alveolar sounds in Toddlers' single-word production. Toddlers imply no hard and fast rules for modification of consonant alveolar sounds /s/, /z/, /t/ and /d/. They adopt it unconsciously at their own convenience. The process of modification varies from child to child with varying age differences. They bother little whether to make a shift from interdental consonants to affrication or velar or palatal to dental or interdentals. Anyhow, the shift in consonant sound may be because of tots' habit of sucking thumb or any other disability. The act of lisping in the early childhood 2-3 years old is a common phenomenon. It should not be equated with permanent disability of children to speak. It can be and is normally covered in a more or less very short period of two or three years excessive and repeated practice of speaking. Although the children's speech is lacking in clarity and fluency, it is understandable by the keen listeners. The study has a few limitations due to the nature of research questions and feasibility of the time i.e it was delimited to twenty-five toddlers aging 2-3 years old and only 125 words. The age and the count of the toddlers could be enhanced for more generalized results; this left a research gap for other researchers who can extend the Canvas of the study. The study also suggests that speaking drills are necessary to reduce any kind of lackness in fluency and spoken disability.

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