CHAPTER III
CHALLENGES IN L2 IMPLEMENTATION AT THE UNDERGRADUATE LEVEL

3.1 Affective Factors in Second Language Learning

In the context of formal education affective variables take on a special significance in second language learning. The affective factors related to L2 or foreign language learning are emotions, self esteem, empathy, anxiety, attitude and motivation. L2 or foreign language learning is a complex task that is prone to human anxiety which is associated with frustration, uneasiness and doubt. Speaking a foreign language in front of native speakers is often anxiety provoking. Sometimes when extreme anxiety occurs, students become tongue-tied or are at a loss for words in an unexpected situation which often leads to discouragement and a sense of failure.

Learning English is learning a second language for most undergraduates in India. Learning a second language is different from learning one’s mother tongue. The student needs strong motivation for learning a second language and this could be made possible by relating English lessons to the students’ past experiences, present interest and future needs. With a desire to learn there is almost no limit to what teachers and class can
accomplish. "Without it, the teacher may open doors and provide opportunities for new experience and understanding to no avail.

3.2 Motivation in L2 Learning

Attitudes and motivation function in second language learning as variables independent of aptitude and general intelligence. Among the most important psychological variables the significance of motivation cannot be overlooked. Learning can take place only when the desire to learn springs from the heart of the learner. Motivation to learn a second language may come from external circumstances or an inner yearning. For instance, it may be a requirement for a course of study or a necessary tool in one’s profession. Interest in it may also originate from a desire to enhance one’s status or to know about and communicate with a particular linguistic group.

Lambert (1972) and his colleagues have done great work in investigating the role of attitude and motivation in second language learning and they have developed the concept of integrative and instrumental motivation. Integrative motivation has been defined as the desire of a student to learn about a foreign culture because he is interested in it in an open-minded way. In the case of a second language, the learner must be willing to identify with members of another ethno-linguistic group and to take on very subtle aspects of their behaviour, including their distinctive style of speech.
and their language. Instrumental motivation is simply the desire to study a
language for “the more utilitarian value of linguistic achievement, such as
going ahead in one’s occupation” (Lambert and Gardner 1972 p.3). Lambert
et al opines that a favourable attitude towards another culture and a desire to
know about that culture along with a favourable attitude towards the target
language is more conducive to success in foreign language study than a
purely instrumental motivation. In other words, achievement in a second
language is most significantly related with the desire to be integrated with
the community speaking that language.

Macnamara (1973) is sceptical about the significance of integrative
motivation as a necessary condition of second language learning. He points
out that historically language shifts have generally been accompanied by
unfavourable attitudes to the conquering people and their language. The
main reason why students fail to learn a second language in the classroom as
competently as children learn their mother tongue is that in the classroom
the emphasis is on correctness rather than on communication. “The teacher
believes that language is to be respected and caressed for its own sake, that
one needs to do penance and prepare oneself to capture the fine points of
pronunciation and grammar as Sir Galahad prepared himself to seek the
Holy Grail.” (1973 pp.38-39). In the opinion of Macnamara, the only way to
3.2.1 Language Anxiety

Many learners express their inability and sometimes even acknowledge their failure in learning to speak a second/foreign language. These learners may be good at learning other skills but, when it comes to learning to speak another language, they claim to have a ‘mental block’ against it (Horwitz et al 1986 p.125). Theorists and second language acquisition (SLA) researchers have frequently demonstrated that these feelings of anxiety are specifically associated with learning and speaking a second/foreign language, which distinguishes L2/FL learning from learning other skills or subjects. Both teachers and students are aware and generally feel strongly that anxiety is a major hurdle to be overcome when learning to speak another language. Learning a language itself is “a profoundly unsettling psychological proposition” because it directly threatens an individual’s self-concept and world-view (Guiora 1983 cited in Horwitz et al 1986 p.28).

In general, there are two approaches to the description of language anxiety: (1) Language anxiety in the broader construct of anxiety as a basic human emotion that may be brought on by numerous combinations of situational factors (McIntyre 1995). For example, (a) a shy student may feel
anxious when asked to give a short talk in front of the whole class; (b) Language anxiety as a combination of other anxieties that create a separate form of anxiety intrinsic to language learning (Horwitz et al., 1986 p. 128). The latter approach believes that there is something unique to the language learning experience that makes some individuals nervous. When this nervousness or anxiety is restricted to the language-learning situations, it falls into the category of specific anxiety. Psychologists use the term specific anxiety reacting to differentiate people who are generally anxious in a variety of situations from those who are anxious only in specific situations (1986 p.125). Researchers appear to differ in their views about the definition and construct of language anxiety. Students may feel anxiety in learning other subjects like Mathematics, Statistics, etc. and the fundamental motivations behind being anxious may be similar for learners in various disciplines, but the sources of anxiety will also be a unique experience for each learner.

The intrinsic nature of language anxiety poses an additional challenge to language learners as well as teachers. Several recent approaches to foreign language teaching, such as Communicative Language Teaching (CLT) and Suggestopedia are explicitly directed at reducing learner anxiety. These approaches lay emphasis on pair or group work and learning through
communication in the target language as a way to reduce language anxiety. Conversely, the demand on communication in the modern language classes may enhance students’ anxiety, as there are more chances for their weaknesses to be exposed in front of others. Consideration of learner anxiety in the modern language classroom is deemed highly essential in order to help learners develop their communication skills in the target language.

### 3.2.2 Difference between First and Second/Foreign Language Anxiety

Anxiety and speech communication appear to have a strong bond with each other. Speaking, either in the first (L1) or second/foreign (L2/FL) language in different situations, particularly the situations that demand public speech, tend to trigger anxiety. However, the anxiety experienced when speaking in a second/foreign language seems to be more debilitating than the anxiety experienced when speaking in the first language. Anxiety while communicating in other than L1 goes a step further with the addition of the difficulties associated with learning and speaking a foreign language. In a foreign language, a speaker has to look for suitable lexis, has to construct an appropriate syntactic structure and needs to use a comprehensible accent, plus the demanding tasks of thinking and organizing ideas and expressing them at the same time. Daly (1991) while discussing the reactions to second language learning from the perspective of first
language communication apprehension, expresses that the anxiety experienced by many people while communicating in their first language seem to have many logical ties to second language anxiety. Educators and second language acquisition (SLA) researchers can get insight from the analogy of first language anxiety to cope with second language anxiety.

Anxiety negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education (Horwitz 2001). Psychologists make a distinction between three categories of anxiety: trait anxiety, state anxiety and situation-specific anxiety. Trait anxiety is a relatively stable personality characteristic, "a more permanent predisposition to be anxious" (Scovel 1978 cited in Ellis 1994 p. 479) while state anxiety is a transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test (Spielberger 1983: cited in Horwitz 2001 p.119). The third category, Situation-specific anxiety, refers to the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner 1991 cited in 2001 p.113). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis 1994).
3.2.3 Second or Foreign Language Anxiety

Anxiety has been found to interfere with many types of learning but when it is associated with learning a second foreign language it is termed as 'second/foreign language anxiety'. It is a complex and multidimensional phenomenon (Young 1991). It has been found that the feelings of tension or nervousness centre on the two basic task requirements of foreign language learning: listening and speaking (Horwitz et al 1986) because, in interaction, both the skills can not be separated.

Considering anxiety as a highly influential construct in language learning, SLA researchers have tried to investigate the sources or reasons that language anxiety can stem from within both academic and social contexts, and have suggested a variety of strategies to cope with it. The fact that language anxiety is a psychological construct, it most likely stems from the learner’s own ‘self’, i.e. as an intrinsic motivator. Language anxiety may be a result as well as a cause of insufficient command of the target language. That is to say it may be experienced due to linguistic difficulties L2/FL learners face in learning and using the target language. Within social contexts, language anxiety may be experienced due to different social and cultural environments, particularly the environments where L1 and L2/FL learning takes place. Also, the target language is a representation of another
cultural community; there is a predisposition among some people to experience such anxiety because of their own concerns about ethnicity, foreignness, and the like. Social status of the speaker and the interlocutor, a sense of power relations between them, and gender could also be important factors in causing language anxiety for L2/FL speakers. A further detailed investigation of these factors could potentially assist language teachers to alleviate anxiety in the classroom setting and to make the classroom environment less anxiety-provoking and hence to improve learners' performance in the English language.

3.2.4 The Issue of English Language Anxiety

We live in an educational world where speech is seen as a necessary, positive personal characteristic. Worldwide expansion of the English language has increased this demand to acquire good communication skills in English. However, learners of English language often express a feeling of stress, nervousness or anxiety while learning to speak English language and claim to have, as mentioned above, a ‘mental block’ against learning English. The problem exists among ESL/EFL learners from the beginning to more advanced levels. Even highly advanced ESL/EFL learners feel anxious while learning and particularly speaking English in some situations, both within and out of the classroom settings. These learners wonder why they
cannot speak English well, because their compulsive efforts do not lead to their intended performance. Horwitz and Young (1991 p.16) two well-known researchers in the area of ‘language anxiety’ express: “We have been truly surprised at the number of students who experience anxiety and distress in their language classes”. Similarly, Campbell and Ortiz (1991 p. 159) found language anxiety among University students to be ‘alarming’ and estimated that up to one half of all language students experience debilitating levels of language anxiety. The major purpose of the research is to find out why ESL/EFL learners feel anxious or embarrassed while learning to speak English language and what influence it casts on their communication in the target language. In other words, what are the factors or sources that make speaking English more stressful in some situations than in others. This study seeks to discover the phenomenon of language anxiety from both within and outside of the language classroom setting in a wider social context. This includes considering the factors which originate from the learner’s own sense of self, from the language learning process, or from the situation or social environment he/she is a part of.

The second most important aim of this study is to find out and suggest some strategies for language teachers in order to alleviate language anxiety in the learners. In addition, integrating the findings of this research on
language anxiety regarding its nature, sources, effects and treatment with the existing literature is also an underlying variable related to this study.

The issue of language anxiety is being studied with increasing frequency in recent years because of the influence it can have on second language learning, performance and ultimate achievement. This study will be of considerable interest to language educators and students because of the potentially negative impact of foreign language anxiety, not only on the various domains of language performance, but also on students' attitudes and perceptions of language learning in general. This study is also significant with respect to its implication for foreign or second language pedagogy, particularly in the context where learners come from a wide range of cultural backgrounds. The investigation of the anxiety-producing factors that arise while learning to communicate in the target language will hopefully broaden the insight into the issue of language anxiety and will help language teachers in making the classroom environment less stressful.

3.3 Teaching English – The Bilingual Way

One major source of alleviating English language anxiety is perhaps to teach English using the Bilingual Method. The term bilingual refers to individuals who can function in more than one language. The category of bilinguals is very broad encompassing individuals who are sophisticated
speakers, readers and writers of two or more languages, as well as those who use limited knowledge of second language (L2) for purposes such as work or schooling, and who may be literate in only one language. Because of the consequences of colonization, migration, nation formation, and modernization, some degree of bilingualism is typical of most people in the world. Bilingualism is a feature not just of individuals, but also of societies in which two languages are used regularly or in which more than one language has official status. For example Canada is a bilingual country where both French and English are official languages, though many citizens of Canada are monolingual English speakers. Bilingualism is often a product of second language (L2) learning after the first language (L1) has been acquired through exposures to the language through instruction. Individuals can become bilingual at any age depending on when the need emerges.

Language teaching practice often assumes that most of the difficulties that the learners face in the study of English are a consequence of the degree to which their native language differs from English (a contrastive analysis approach). For example, a native Chinese or Indian may face more problems than a native speaker of Germany because Germany is closely associated with England whereas Chinese or Indian is not. This may be true of any one of any mother tongue setting out to learn another language.
3.3.1 Positive effects of Bilingualism

When children continue to develop their abilities in two or more languages throughout their primary school years, they gain a deeper understanding of language and how to use it effectively. They have more practice in processing language, especially when they develop literacy in both, and they are able to compare and contrast the ways in which their two languages organize reality. Native language instruction also helps to make English comprehensible by providing contextual knowledge that aids on understanding. For example, when children already know something about dinosaurs, a lesson on the subject will make more sense when instruction shifts to English. Not only will they learn more about dinosaurs but they will also acquire more English.

The same principle applies when it comes to acquiring literacy. Teaching in the native language can facilitate the process as linguist Stephen Krashen explains: “We learn to read by reading by making sense of what we see on the page” (1996 p. 80).

Both students and teachers believe in the importance of L1 in explaining new vocabulary, giving instruction, checking for understanding and relaxing the students. Another similar research conducted by Tang (2002) in a Chinese context with 100 students and 20 teachers depicts
similar results. The research shows that limited and judicious use of the mother tongue in the English classroom does not reduce students’ exposure to English, but rather can assist in the teaching and learning processes.

3.4 The Role of First Language in L2 Acquisition

The question whether L1 should be used in the teaching of English as a second language is often a matter of debate. The first language has long been considered villain in the second language learning, the major cause of a learner’s problem with the new language. The first language is no longer an annoying interference in a learner’s effort to acquire a second language, and when an individual becomes bilingual, the availability of both the first and second language is required as an enrichment of the individual’s repertoire. There seem to be two dominant reactions to the use of L1 in ESL classes – the Structuralist Heresy and the Methodological Heresy respectively.

The Structuralist Heresy has its roots in the tradition of the Structural linguists of the Bloomfieldian variety. They believe that no two languages are alike either structurally or semantically. The Methodological Heresy is an offshoot of the Structuralist and Behaviourlist orientation. They believe that in trying to learn the second language with native like proficiency, the learner’s LI would only interfere with the promotion of the goals. These
heresies combined brought about the Direct Method where the use of L1 was totally forbidden in the classroom (Dodson 1967 pp. 44-60).

Dodson proposed a by lane between the promoters of the Direct Method and the stern educationalists which he called the Bilingual Method. The novelty of the Bilingual Method lies in the limited freedom given to the teachers in using the L1 for transactional and instructional purposes in the classroom. L1 use in an English classroom will have a soothing effect on an anxiety driven learner.

3.5 Use of Mother Tongue in Second Language Classrooms

The mother tongue is the window into students’ understanding of the concepts being taught. It can be used to ensure that students have correctly understood a particular concept. According to Phillipson (1989) mother tongue can mean the following:

- The language learned from the mother.
- The first language (L1) learned, irrespective of from whom.
- The stronger language at any time of life.
- The mother tongue of the area or country.
- The language most used by a person.
- The language to which a person has the more positive attitude and affection.
Controversy continues to surround the use of the mother tongue in second language classrooms. While some argue that learning a second language is like learning the first, and that the mother tongue therefore has no place, others claim it has an important and positive role to play. Steven Krashen, with his National Approach to language acquisition, proposed that students learn their second language much in the same way that they learn their first, and L2 is best learned through massive amounts of exposure to the language with limited time spent using L1 (Tang 2002). However in recent years, focus has been shifting towards inclusion of L1 in the language classroom. Research has shown that the occasional use of L1 by both students and teachers increases both comprehension and learning of L2 (Cook 2001). Educators and policy makers feel that the resources of a nation are maximized when the cultural, linguistic and economic resources are protected. Therefore to squander the linguistic resources of a nation by discouraging children from developing their mother tongue is unintelligent from the point of view of national self interest and also is a violation of the rights of a child (Garret et al 1994).

Swain ranks mother tongue use or what she calls the principle of ‘first things first’ as one of the three hallmarks of good practice in bilingual education. She gives two reasons: first, that mother tongue use signals to the
child the value of self, home and community, and second that if mother
tongue is used as a medium of instruction, comprehension is improved.

The UNESCO has rightly proclaimed that ‘it is axiomatic that the best
medium for teaching a child is his mother tongue’ (UNESCO, 1953 p.11).
Within the context of second language (L2) classrooms, the debate regarding
the use of the mother tongue often focuses on affective factors and effects on
L2 proficiency. Any sensible educator will agree that schools should build
on experiences and knowledge children bring to the classroom, and
instruction should also promote children’s abilities and talents. When
children’s language is destroyed it ruptures their relationship with parents
and grandparents.

Learning a second language in English as a Second Language (ESL)
context requires both students and teachers to cooperate efficiently and
resourcefully. By referring to the current theories of second language
acquisition and reviewing the recent literature, it can be seen that the first
language of learners (L1) has a necessary and facilitating role in all aspects
of language instruction. This indicates that the ‘Bilingual Approach’ is
gaining more support by incorporating the students’ L1 as a learning tool
and also as a facilitator for efficient communication Therefore the question
whether mother tongue should be used in the teaching of English as a
second language has often been discussed. At the same time, support for an English only policy has been declining.

Nowadays it is common for ESL/EFL teachers to use the students’ mother tongue as a tool for conveying meaning, as a means of interaction, both in English language institutes and in the classroom. Research shows that complete deletion of L1 in L2 situation is not appropriate. When used appropriately, the use of L1 can be very beneficial. Brown (2000 p.68) claims that the “first language can be a facilitating factor and not just an interfering factor”, and encourages teachers to incorporate the native language into lessons to influence the classroom dynamics, and suggests that “starting with L1 provides a sense of security and validates the learners’ lived experiences, allowing them to express themselves”.

Most EFL teachers insist on running their classes on the bases of a ‘monolingual approach’ where only L2 is used within the framework of their classrooms. One main problem is the idea that exposure to language leads to learning. “Excluding the students’ L1 for the sake of maximizing students’ exposure to the L2 is not necessarily productive” (Dujmovic 2007p.91). On the other hand, ESL teachers ask this question: “Is it acceptable or helpful to use the L1 in our English classes or not?” To provide an answer to this question, it is necessary to seek clarifications from literature. For instance,
various factors have to be taken into consideration when teachers need to consider whether to use L1 for L2 instruction. They need to consider the learners' first language, age, level of understanding, learning purposes, educational background of the learner and the context in which the teaching of L2 is taking place.

3.6 Teacher Use of L1

Teachers often use L1 in the beginning of classes to:

- Give instructions
- Explain meanings of words
- Explain complex ideas
- Explain complex grammar points (Tang 2002.)

Many teachers find that the use of some L1 provides more time to practice L2 because understanding is achieved much more rapidly. The key with teacher use of L1 is that it be used for clarification purposes, after an attempt has been made to communicate ideas in L2 and students will appear to be confused. The idea is that L1 serves a supportive and facilitating role in the classroom and not that it is the primary language of communication (Tang 2002). L1 use also allows students to become more aware of the similarities and differences between cultures and linguistic structures, and thus may improve the accuracy of translations. Finding cognates and
similarities between languages builds up “interlinked L1 and L2 knowledge in the students’ minds” (Cook 2001).

A number of studies have considered the attitudes and perceptions toward the L1 use in the classroom. They can be classified into two categories: Those which only investigate the attitudes of language learners, and those which explore the attitudes of both language learners and teachers. The attitudes of the students show that at higher levels of study they had a negative attitude towards the use of L1 in their classroom. But students of the lower level of proficiency were in favour of the use of the mother tongue for L2 teaching for they believed it speeded up learning.

3.7 Student Use of L1

Students often use L1 when doing pair work to construct solutions to linguistic tasks and evaluate written language. The use of L1 allows them to work within their zone of proximal development, as proposed by Vygotsky (Wells 1999). By working in pairs and using L1 intermittently with L2, students may be cognitively processing at a higher level with regard to linguistic tasks than if they were limited only to communicating in the language they are trying to learn. L1 vocabulary allows learners to use language which they may not yet process in L2 in order to process ideas and reach higher levels of understanding. This applies both to social talk.
between partners and private talk intended for the learner alone. Social talk, as the name implies, is talk between peers for the purpose of conversing. Private talk is when learners talk about themselves through a learning process.

Students use L1 while speaking in order to:

- Ask each other clarifying questions
- Express frustrations concerning their lack of understanding
- Clarify meaning of words in L2
- Find new words in L2 which correspond to already known words in L1
- Use language to process complex concepts
- Build shared meaning while evaluating written tasks through shared discussion
- To joke and pun

3.8 Approaches to the Use of L1 in L2 Context

Some ESL teachers strongly believe that they should never use even a single word from the mother tongue in the classroom. These teachers are followers of the so-called Monolingual Approach, and others who are somehow sceptical about the use of L1 or use it wisely in their classes are the supporters of The Bilingual approach. In addition to these two
approaches, Nation (2003) introduces another approach called a Balanced Approach. He believes teachers need to show respect for learners’ L1 and need to avoid doing things that make the L1 seem inferior to English, at the same time, it is the English teacher’s job to help learners develop their proficiency in English. The teachers who favour the monolingual approach are of the opinion that:

- The learning of an L2 should model the learning of an L1 (through maximizing the exposure to the L2).
- Successful learning involves the separation and distinction of L1 and L2.
- Students should be shown the importance of L2 through its continual use.

However, the monolingual approach is not without its criticisms. The monolingual approach is criticized in the following ways:

- It is impractical
- All English teachers need not be the best teachers
- Exposure alone is not sufficient for learning.
3.9 Role of L1 in Teaching Methodology

By exploring the role of students’ L1 in English language classrooms, one of the fundamental principles is the method by which ESL teachers manage the process of language instruction in their classrooms. The aim is to first categorize different language teaching methods and then discuss the role and use of L1 in each of them briefly. A common classification of methods is: Traditional, Alternative and Current Communicative Methods.

In the field of English language teaching (ELT) traditional methods of teaching a language are: Grammar Translation Method, Direct Method, and Audio lingual method. Examples for alternative methods are Silent Way, Suggestopedia, Total Physical Response, and Community Language Learning. Furthermore, communicative approaches are Communicative Language Teaching, and Natural Approach. Grammar translation method known as “GTM” is the method in which nearly all phases of the lesson employ the use of students’ L1 and translation techniques. Later on a modified version of GTM called Functional-Translation method was believed to be a better one. It was functional in the sense that it helped the learners understand the meaning conveyed to them and a translation method because it makes unashamed use of the student’s first language in accomplishing his goals.
The emphasis while using L1 is of a systematic, selective and judicious use. A haphazard use of the mother tongue may be an unwanted side-effect of monolingualism, often employed today by disaffected teachers (Butzcamm 2003). A very concise description of L1 role in EFL context is presented by Larsen-Freeman (2000). She supports the role of the mother tongue in the classroom procedures and summarizes the role of L1 in various ELT methods:

- **Grammar Translation Method:** The meaning of the target language is made clear by translating it into the students’ native language. The language that is used in the class is mostly the students’ native language (p. 18).

- **Direct Method and Audio lingual Method:** The students’ native language should not be used in the classroom because it is thought that it will interfere with the students’ attempts to master the target language (pp. 30 and 47).

- **Silent way:** The students’ native language can, however, be used to give instructions when necessary, and to help a student improve his or her pronunciation. The native language is also used (at least at beginning levels of proficiency) during feedback sessions (p. 67).
➤ **Suggestopedia**: Native-language translation is used to make the meaning of the dialogue clear. The teacher also uses the native language in class when necessary. As the course proceeds, the teacher uses the native language less and less (p.83).

➤ **Community Language learning**: Students’ security is initially enhanced by using their native language. The purpose of L1 is to provide a bridge from the familiar to the unfamiliar. Also, directions in class and sessions during which students express their feelings and are understood are conducted in their L1 (pp.101-102).

➤ **Total Physical Response**: This method is usually introduced initially in the students’ native language. After the introduction of the lesson rarely would the native language be used. Meaning is made clear through body movements (p.115).

➤ **Communicative Language Teaching**: Judicious use of the students’ native language is permitted in communicative language teaching (p.132).

### 3.10 The L2 Situation at the Tertiary Level in India: An Overview

British English has played a major role in the development of communication in India, where it has become widely used in government, courts of law, education, media and other public domains of communication.
Due to the desire to accelerate the needs of the global world, a desire to master the linguistic properties of English is on the rise prompting subjection of importance to a deep study and analysis of this language for a number of reasons.

The English language is a practical subject which requires dynamic and flexible teaching. The recent trend in English curriculum shows a departure from past practices that emphasized grammatical mastery to functional, communicative oriented teaching approach which emphasises the development of students’ listening and speaking skills. This will give the learners the aptitude and general knowledge that will enable them to use the language fluently and favourably with the native and other speakers of the language. At a later stage, this will involve them into making positive linguistic contributions, in the guise of analyzing, understanding, appreciating, criticizing and linguistically driving more authority into the English language.

Due to the competence that exists in the global world today, as far as communication is concerned, students in secondary schools need to be taught all the concepts of the English language. Failure to do so in any case makes them quite incompetent in many skills. It is necessary that teachers
and language instructors devise fertile techniques and methods in teaching
the language in order to affect the global competence of the learners.

It is generally assumed that the average English educated Indian is
reasonably comfortable and fluent in his English language use. To be
educated by Indian standards is to be English literate and that alone speaks
volumes for the prominence of English as a language of mental and
intellectual supremacy.

There has obviously been a resurgence in the usefulness of English that
India probably is the third largest English using country after the US and
Great Britain. The Indians’ keenness for acquiring competence in English is
to get well-paying professional jobs, for establishing professional credibility
and achieving social and economic success thereby laying emphasis on the
utilitarian aspect of education i.e. education ought to be job-oriented, need­
based and production centred. The same attitude and eagerness to master the
language is reflected well in social and educational circles in Kerala.

3.11 The English Language Teaching Scenario in Kerala

Kerala lies in the southwest coast of the Indian peninsula, stretching
360 miles along the Malabar Coast. Its area of 15000 square miles comprises
just over one percent of the total land area of India, though its 29 million
population accounts for 3.5 % of the Indian population. The state is bordered
by Karnataka to the north and Tamil Nadu to the east, but Kerala is physically separated from the neighbouring states by the Western Ghats mountain range. This feature isolated Kerala from other Indian cultures for many years and as a result, allowed it to develop into a society in which foreign culture is actively more evident than the Indian influence.

Though English is spoken widely in Kerala, Malayalam is by far the principal language. It is spoken by a full 96% of the population of Kerala as well as 4% of the population of India. Malayalam ranks eighth among the fifteen major Indian languages in total number of speakers. The language originated from Sanskrit and Tamil but has evolved greatly with the influx of various foreign cultures and languages into Kerala society. Malayalam now includes literally hundreds of words and idiomatic expressions borrowed from such languages as English, Syrian, Arabic, Latin and Portuguese. The state boasts a literary rate between 90% to 100%, possibly higher than any other state in the world. The Malayalees are essentially a Dravidian people with an Indo-Aryan sense of history and identity. Demographically, Kerala has a much higher proportion of Muslims (24%) and Christians (20%) participating closely in all public spheres of activity. It is perhaps the only place where temples, mosques, and churches co-exist peacefully though situated within a stone’s throw from each other. It is
likely that all the above ethno-social-cultural features have contributed to the educational achievement of Kerala. The coming of the Christian missionaries to Kerala helped in the growth of a number of English medium institutions which even to this day stand as motivators for other organizations to follow.

English is more active in urban than in rural areas, more accessible to the upper classes, more valued in the South than in the North and is still generally a symbol of power, prestige, and social mobility. With reference to the teaching of English, it is still treated and taught as a subject in the school curriculum rather than as a serious communicative tool. The teaching of English is not really to develop any kind of ability or competence in the language but merely to fulfill the academic requirement of enabling the students to obtain passing grades in the centrally set examinations. Though there are no statistics available for English literacy it is assumed that it should be the highest in India considering the alarming rate of Malayalee migration to urban areas outside the state as well as overseas for better prospects.

Kerala, the state with the highest literacy ironically has the highest rate of unemployment. Naturally a sizable number of migrants relocate themselves to different parts of the world to eke out a living. Therefore the
The need for communicating intelligibly in English is strongly felt among the Malayalees, who have ardently begun to improve their spoken English skills.

Kerala has been hailed as the most ardent follower of the three language system in India. In schools and colleges in Kerala, English has been ordained a status on par with Malayalam at all educational levels from the primary to the undergraduate level. Kerala introduces English in its curriculum as the second language in the fourth grade in regional medium schools and continues up to the second year at the undergraduate level. The situation is otherwise in English medium schools where English is introduced from the pre-primary. The CBSE and ICSE streams follow a similar pattern. The table given below clearly illustrates the due importance and weightage given to English from the lower primary to the first and second year degree courses.
Table 3.1
General Information of the Weightage Given to English in the School and College Curriculum of Kerala

<table>
<thead>
<tr>
<th>Level</th>
<th>Duration of the course (in years)</th>
<th>No: of periods allotted to English per week</th>
<th>Total hours/periods per week</th>
<th>% of instructional hours allotted to English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower primary (Grade IV only)</td>
<td>1</td>
<td>4</td>
<td>35</td>
<td>11</td>
</tr>
<tr>
<td>Upper primary (Grade V-VII)</td>
<td>3</td>
<td>5</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td>Secondary (VII-X)</td>
<td>3</td>
<td>6</td>
<td>35</td>
<td>17</td>
</tr>
<tr>
<td>Higher Secondary (XI-XII)</td>
<td>2</td>
<td>12</td>
<td>48</td>
<td>25</td>
</tr>
<tr>
<td>Under-graduation (First and second year degree class)</td>
<td>2</td>
<td>12</td>
<td>48</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>42</td>
<td>205</td>
<td>100</td>
</tr>
</tbody>
</table>

(Source: Government Model Higher Secondary School for Girls, Thrissur)

- It is well evident from the table of the increase in time allotted to English from the primary level to the under-graduate level. The time extends from 11% at the lower primary level to 32% at the under-graduate level. Up to class X instructional hours for English is given more weightage than other elements in the curriculum. From the higher secondary onwards the medium of instruction is English. The vernacular is relegated to the background and is made optional. The
higher education permits only English as the medium of instruction but at the same time permits the students of humanities to write their university examination in Malayalam. This option is denied in the case of science subjects as English is the only door open to the world of science and technology.

In comparison to other states of India, Kerala has given great importance for English in the curriculum. This trend can be traced to the advent of the missionaries and their work in spreading the language even to the remotest part of the state. Moreover unlike other states of India, Kerala was progressing towards secular education. Ever since Vasco Da Gama’s arrival in 1498, Christian missionaries had established mission schools all over the southern states. Mass conversion from Hinduism to Christianity faced stiff resistance from Hindu fundamentalists. They started parallel educational ventures to overcome the threat of large scale religious conversion. The Muslims of India too were reawakened which resulted in the formation of the Muslim educational society which was instrumental in spreading education to the weaker section of the Muslim community.

Kerala has always accepted educational policies without raising controversies or objections over the implementation of English at all levels of education. At the college level all Indian languages occupy the status of a
second language. English for the Keralites is a sure passport to better job employment within and outside the state. Since the rate of unemployment has been drastically high, there is a strong motivation for gaining proficiency in English.

The teaching of English at the under-graduate level is far from satisfactory. After seven years of learning English as a subject at school and two years of compulsory English at college, an average under-graduate cannot speak a correct sentence in English, write his curriculum vitae, or even read English daily.

Students at the college level are expected to analyze an argument, write an expository essay and interpret work of literature. Their superficial mastery of English language and its value system was ruthlessly and suddenly exposed with the advent of globalization and technological development. English became a necessary tool of international communication in many areas such as education, business, politics, commerce, science and technology throughout the world (Kachru and Nelson 1996).

The need for communicating in English has played an important role in curriculum restructuring not only for secondary school English but also at the college level.
In Kerala, English is a required course from the primary school through the first and second year in college at the under-graduate level. Basically, before entering a college or university, students will have studied English for at least seven years. In spite of this lengthy experience in English, students’ low level of English proficiency has raised many concerns about English education in Kerala and a lot of attempts have been made to improve English teaching instruction to promote better communicative competence in students both for general communication and in their specific fields of study at the University level. Presently many students at the college level want to study English for communicative purposes. The students’ need for more communicative language skills brought a radical change in the perception of effective English instruction and means to achieve them.

Therefore, English education in Kerala is undergoing a paradigm shift from a focus on receptive skills and knowledge, such as grammar and reading comprehension, to emphasis on productive skills, such as speaking and writing. Moreover, the major English language teaching methodology is shifting from the traditional grammar translation approach to communicative based English teaching to enhance students’ English proficiency.
3.12 The General English Curriculum

The study advocates a new college English curriculum designed to help under-graduate students improve their English language skills in an attempt to explore relevant means for further college education. The ESL curriculum design and instructional development are also concerns of this study. It shows how the regular under-graduate students and their English teachers perceive a communicative based English instruction in the current general English situation in Kerala.

A cursory examination of the literary selections in a number of textbooks currently prescribed for the first and second year degree students reveal that they are still studying the same authors popular in past colonial times. Oscar Wilde, H.G Wells, A.G. Gardiner, Shakespeare, Milton, Keats, Wordsworth still occupy a pride of place in the degree syllabus. The following randomly chosen questions from the recent Part 1 English University examination of Kerala demonstrates how English syllabi are still dominated by selections from literary classics taught in the days of yore.

Example:

1) Give an account of the pastoral element in Thomas Gray’s poem, Elegy written in a country churchyard.

2) Sketch the character of Ulysses.
3) Consider: ‘La Belle Dame Sans Merci’ as a romantic poem.

Another aspect detrimental to English instruction in Kerala is that “the content of literature based textbooks is often unrelated to the lives and experiences of students studying them, resulting in the students’ feeling of cultural dissonance between themselves and the topics portrayed in the literature and feelings of alienation from texts with overly western themes” (Ramanathan 1999 p.25).

English textbooks now include selections from Indian authors such as Gandhi, Tagore, Nehru, R.K. Narayanan etc. and the University examinations include language based questions such as the comprehension of unseen reading passages and questions on vocabulary, grammar and communication skills. But the literary questions on prescribed texts are typical collection of fiction, non-fiction and poetry which the students find simply unappealing.

The lack of any changes in the English language curriculum, teaching methodology and the examination system, and the Herculean task of teaching English in very large classes are truly intimidating. But students’ willingness to put sufficient effort in mastering English is undoubtedly rooted in their desire to succeed in the cut throat competition in the job market, where many a successful career is strongly tied to the job seekers’
proficiency in English. Besides in multi-lingual India, where educated Indians communicate in two or more languages, college students somehow seem to take the learning of another language in their stride.

3.13 The Teaching and Learning of English in Kerala

In Kerala, English education begins either in the kindergarten, standard I or IV variously at different levels. It is taught as a compulsory subject (from Class I to 2nd year B.A/B.Sc/B.Com) mainly using the grammar-translation method. But the learner’s mastery of the English language is much below the expected standard. The situation is much better in private schools and in the urban areas but far below standard in government schools where the bulk of the student community lie.

The educational system of schools in Kerala up to the Plus Two is divided into lower primary, upper primary, secondary and higher secondary levels. There are schools and colleges run by both public and private sectors. The public sector schools teach mainly through Malayalam but introduce English in class four. The schools in the private sector have English as a medium of instruction as well as a subject. Therefore all the children will have been exposed to English at least as a subject for six years before they leave school after class ten and eight years before they leave the University.
3.14 Difficulties in Teaching English at the Under-Graduate Level

The teaching of English at the college level in Kerala is still fraught with a multitude of difficulties and obstacles. General English is taught as a compulsory subject till the second year of the three year degree course. Class size in General English classes is most often very large comprising between 100-150 students as a result of combining two or more classes for administrative benefits. Over centralization of educational policies and impractical practices stifle innovative and creative ideas of educators. It curbs the enthusiasm and interest of the teachers who finally submit with passive resignation to the conservative educational system. Teachers have little say in designing the curriculum, choosing materials and text books or developing examination techniques all of which are controlled by Boards of studies. The study of literature is still considered the better approach to learn the language.

The student therefore is only apprehensive of passing the year end examination administered by another body. Students cram answers to likely questions which can easily be found in guides and tutorial colleges which mushroom year after year. Many students solely rely on notes dictated by teachers in class. Students, especially from regional medium schools insist
that they find the study guides more useful as they have meanings and summaries in the vernacular.

A majority of the students in these general English classes find it difficult to understand the substance of the prescribed literary selections. The typical method of teaching consists of the teacher’s reading of the text in small portions, explaining its meaning and allusions and figures of speech in simplified English or in the regional language and an occasional discussion of grammatical points and exercises with a question or two thrown in. The teaching is never student centred, and most students have neither the chance nor the motivation to actively participate in classroom discussions. English is taught as an academic subject and not as a medium or mode of constructive communication.

A considerable amount of classroom teaching of English is driven by the external examinations conducted by the University. Students who come from vernacular medium schools consider English as a difficult subject and are often taught through the grammar translation method which ignore spoken English. They speak what could be termed ‘survival’ English. This camouflages their inability to use or cope with more subtle or complex written and oral language. They often lack competence in their mother tongue as well. Because of difficulties in both languages, they may miss out
on acquiring certain concepts. Their inability to cope with classroom language can lead to motivation or behaviour problems. A negative self image, reinforced by frequent categorisation as a remedial student compounds the problem.

A state which claims to have complete literacy, it’s achievement in the educational scenario is only confined to the primary and secondary level of school education. At the same time, its higher education including technical education is still in the most backward level as compared to that of the rest of India. The numbers of Malayalee students who have been selected in the national level examinations have been diminishing consistently. Even those who pass the written examinations fail to make it at the interview. The issue received much public attention in the past few years and several educationalists have tried to probe into the problem. Many students identified lack of proficiency in the usage of English as a major impediment. Improving the general standard of English thus became a priority area in the field of education in Kerala.

A few case studies conducted in prefectures in Kerala investigated students’ perceived adjustment difficulties in the new learning environment in colleges where content courses are taught mainly in English. The study explored the extent to which their difficulties stemmed from their previous
experiences in high school English classes. Activities that prompted creative
expression and speaking skills were not assessed in class. Teachers also
reported using Malayalam in the majority of class hours. Because of the
translation habit, the students struggled with expressing their ideas in
English spontaneously. When writing they expressed difficulty in thinking in
English and locating the right expressions to symbolise their thoughts. Due
to limited exposure to English in high schools, the students were not
prepared in oral skills when they entered colleges and so lacked adequate
listening ability to follow class instructions in English.

In comparison to many other states in India, the educational climate of
Kerala seems to be more pleasant. A majority of students reach colleges and
it is expected that their motivation to learn, to prepare for a career and to
succeed is fairly high.

Of late, there has been a spurt of professional colleges in Kerala. A
majority of high achievers prefer engineering or medical streams in the
government or private sector leaving the lower achievers to join
undergraduate courses in Arts, Science and Commerce, though there are few
cases where the option is born out of genuine interest. Barring a few
exceptions, the students in these colleges are disoriented, apathetic and
deeply frustrated.
The reasons for such a state of affairs are not difficult to seek. Firstly a large number of students entering college are not ready for the sort of independent, intellectual work, tertiary level education requires of them. By the time the students enter college they have become accustomed to the traditional classroom structure in schools where they sit motionless, take notes, while the teacher lectures, and speak only when they are spoken to. After many years in such a setting, students rely on the teacher directly making it very difficult to get the students to participate in classroom activities. Then our university education system, a legacy of the colonial era, is outdated and not suited to the needs of the modern world. The courses in Humanities and Social Sciences do not equip the students for any specific occupation and owing to widespread unemployment in the state, students are perpetually anxious about their future.

Further, there is little communication between teachers and students, the method of teaching continue to be authoritarian and tend to discourage independent thinking. The ELT situation in Kerala is still unsatisfactory. At the graduate level it does not produce the desired results. The general English classes are overcrowded, conducive learning conditions are missing, traditional teaching methodology is followed which permit no innovation and the evaluation system is faulty. Strict adherence to rigid curriculum-
limited hours and low motivation for English learning are grave impediments. Even at the undergraduate level the pass percentage is raised by granting liberal marks as moderation. Over centralisation of educational policies, and impractical practices stifle innovative ideas on education. Literary content is still favoured above functional English. The student is only apprehensive of passing the year end examination administered by the university. A degree, rather than the knowledge or skills to which the degree should testify is the object to be pursued. The majority of students cram answers to likely questions which can easily be found in guides or from notes dictated by teachers. Students from the vernacular medium find the "bazaar notes" more useful as they get explanations in the vernacular. They consider English as a difficult subject and are often taught through grammar-translation methods which ignore spoken English.

The methodology of the English syllabus and content has to be revised to cater to the needs of the learners. There is too much stress on the content of literature. However knowledge of literature is not necessary to become a good communicator. The root cause of the shortcomings in the prevailing system of teaching English is due to our refusal to deviate from the system introduced by Lord Macaulay, the main objectives of which were promotion of European literature and science among the natives of India. "All funds
appropriate for the purpose of education would be employed on education alone.” (Macualay 1835 p. 21).

Attitudinal changes in students need to be handled wisely by the English teacher. Students of late are prone to concentrate on their core subjects giving little weightage to English. The English periods begin and end the day’s schedule, thereby encouraging absenteeism in English classes. A few consider English classes, an intermission between hardcore optional subjects, far removed from scientific facts and made to understand that his optional subjects are what matters in the long run. Lack of skill in communication, poor reading habits, limited exposure to the language, and hesitation to use the language gives them a feeling of insecurity in an English class. Meanwhile he feels totally secure in a Malayalam language class where the mother tongue acquisition is always an unconscious activity.

The English language enjoys great importance in the curriculum, high status in society and sufficient facilities for training of English teachers in Kerala. It is a fact that the standard of spoken English has deteriorated in spite of the long period of time spent for learning English. The student is left helpless even at the degree level when he is to communicate in English and if he does so, his pronunciation is not sufficiently intelligible and acceptable.
Reasons for the sorry state of affairs are many. To begin with, the method of teaching English in schools in Kerala is a matter of grave concern. The method adopted is highly in favour of the written medium. In the primary, upper primary and secondary classes emphasis is mainly on written English. No attempt is made to test spoken English either in the class tests or final exams. In attempting to impart training in written English, spoken English is relegated to the background.

Spoken English has been incorporated into the English text books at the school level recently. But it is only nominal and it is done by teachers who are inadequately trained for giving training in spoken English. Consequently pupils do not get a chance to hear and imitate an acceptable standard of pronunciation during their school education, a period which is more conducive for learners to pick up second language speech sounds as stated by specialists in language acquisitions.

It is a fact that in the learning of a second language the habits already acquired in connection with one’s first language stand in one’s way. Each language is a different system with its own structure and in foreign language learning one tends to hear and speak on the basis of the system of one’s own language. In other words, the influence of the source language (Malayalam) on the target language (English) poses a major problem for learners to pick
up an acceptable pronunciation of English. In the English spoken by Malayalee speakers, the phonetic interference of the source language is felt to be high. Pronunciation of English by the teachers of English and their students is highly characterised by the phonemic structure of Malayalam, the source language.

The difficulties which arise in teaching General English are mainly due to three strands of students in the higher education sector who find entry into colleges:

A majority of students graduate from regional language medium schools with some bookish or rote knowledge but little communicative ability in English. They then enter English medium institutions of higher education and struggle with varying degrees of success to cope with the English language requirements of higher education.

A small segment having graduated from English medium schools i.e. convent schools or expensive private schools enter college with a glib fluency and enjoy an initial advantage as well as some social power over their peers. Perhaps many of these students have acquired their English proficiency at the cost of alienation from their native language and culture.
As for the much larger group of students from regional language schools where all subjects are taught in the regional language and where English is only one of the subjects, go through college with very little understanding of English and end up pursuing careers with very little use of English. These students, as many of them candidly admit, develop an inferiority complex. They also have limited nation-wide career mobility and are so largely confined to the boundaries of their native language.

The under-graduate students of Kerala, for example, have been criticized because their communicative competence in English is substantially very limited. The majority of college students still shows many difficulties in employing this language to freely express themselves in everyday situations or even conduct a simple conversation in English. It has been suggested that the poor performance is closely related to the fact that the English testing practice most primary and secondary state level high school students in Kerala are faced with, is firmly rooted in discrete routine methods heavily based on the out dated grammar - translation method rather than on communicative objectives based on communicative language teaching. Unfortunately the high school curriculum is linked to such
practice, because the school’s rating and the teacher’s reputation lie in the students’ performance at the year end examination.

Gladly, efforts have been made to address this problem in college teaching programmes, most of which are purposed to be anchored on the principles of CLT approach. The present study is an investigation into such practices and its effects on the learners’ development of communicative competence. The purpose is to examine and discuss from the data based on students’ feedback and general observation, what the second language teacher may need to pay close attention to, while teaching this indispensable language.

Therefore motivating the student in an English class is of supreme importance. Teachers should create opportunities for interaction, better classroom climate which helps boost the students’ self-esteem. A refocus in teaching strategies with greater emphasis on oral communication is warranted. The learner, highly inhibited in English classes need to be coaxed to shed off his shyness and fear of committing grammatical errors which might be laughed at by peers. True to Chomsky’s words, “The learner has the language in him, i.e. he has internalized the requisite language structure, but for some reason lacks the capacity to use it.” (Chomsky 1953)
Yet the students’ willingness to put sufficient effort in mastering English is undoubtedly embedded in their desire to succeed in the job market where proficiency in English is a great advantage. English continues to be the chief lingua franca of the Internet. Globalization will still increase the popularity of English for there is no other language with such an international profile to emerge as a competitor.

3.15 The Phonological Characteristics of English Spoken by Malayalees

Most Keralites seem to be comfortable in conversing with one or two other Indian languages other than their native language Malayalam. Tamil and Hindi are the most common languages in which they have interactive ability. At the same time they would have studied at least three languages at some point in their school education. Most Keralites have enough communicative ability in English but it is more passive than active and is seen more in writing than speaking. The English of most Malayalees has a distinct feature which is quite different from many other versions of Indian English. All post-nasals are likely to be voiced and the difference between pairs like ankle/angle, ample/amble, ante/andy is never noted. There is a total absence of the phoneme /z/ and total absence of word stress. There is no weakening of syllables and all words are pronounced as they would be if they were written in Malayalam. The spoken English of Kerala is criticised.
for its peculiar rhythm which affects even pan-Indian intelligibility. The rhythm, flow and intonation of the Malayalees’ spoken English make it a difficult language to be understood by an outsider.

RP vowels /æ/, /o/, /ɔː/ /ɔː/, /ɜː/, do not occur in Malayalam and hence students who are native speakers of Malayalam find it difficult to articulate them. They are likely to use the nearest corresponding sound in Malayalam. Such deviations from RP, seen in MP are listed here.

Example:

<table>
<thead>
<tr>
<th>Word</th>
<th>RP</th>
<th>MP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ox</td>
<td>/oks/</td>
<td>/oks/o:ks/</td>
</tr>
<tr>
<td>All</td>
<td>/ɔːl/</td>
<td>/o:l/ /a:l/</td>
</tr>
<tr>
<td>Earn</td>
<td>/ɜːn/</td>
<td>/e:n/</td>
</tr>
<tr>
<td>Apple</td>
<td>/æpl/</td>
<td>/a:pl/</td>
</tr>
<tr>
<td>Apply</td>
<td>/əplə/</td>
<td>/aplə/</td>
</tr>
</tbody>
</table>

Examples of elision of syllables

Sometimes one or more syllables are elicited altogether by Malayalee speakers.

Institute - /instjuː t/ 
Assistant - /əstənt/ 
Hereditary - /herditri/ 
University - /unisti/ 
Government - /gənmrnt/
The important difference between the vowels systems of British Received Pronunciation and Indian English as follows.

1. Indian English has monophthongs /e:/ and /o:/ in place of RP diphthongs /ei/ and /ɔu/.

2. Indian English has only one phoneme /ɔ/ corresponding to RP /ʌ/, /ɔː/ and /ɔ/.

3. Indian English has one phoneme /ɒ/ corresponding to RP /ɔ/ and /ɔː/.

4. The qualities of some of the Indian English sometimes differ from that in the RP.

5. The distribution of vowels in Indian English sometimes differs from that in RP.

3.16 Mother Tongue Interference in the English Spoken by Malayalees

A revival of English by using the mother tongue in English classrooms is stipulated by necessity to improve language fluency and clarity. All speakers of English or any language carry over the linguistic habits from their mother tongue to the target language. Hence there is strong mother tongue influence in L2 acquisition. But the question remains as to why the English of Malayalees alone is targeted and put to ridicule. The obvious reason is that Kerala has greater literacy than any other state and exports more personnel to other parts of India. Only a negligible percentage has received education in elite schools and colleges. The bulk comes from
government schools and the vernacular medium. Unlike other states where English medium and convent schools have large presence in the cities, Kerala has very few such institutions. It is to the credit of the Malayalees that the under exposure to spoken English has not deterred the Malayalee from seeking his fortunes outside the state or overseas.

It is an interesting fact that the Malayalees are tongue tied when it comes to speaking in English. He suffers from a terrible Anglo phobia that mounts to attitudinal problems. Unfortunately the Malayalee believes unlike others that to speak English like a native is the ultimate achievement in life. However it is remarkable to note that the English language has always been embedded within the Malayalee psyche. He cannot refrain from switching back and forth between English and Malayalam in the course of a conversation.

Phonological deviations occur in the English of Malayalees and students too who are native speakers of Malayalam are no exception. As RP is taken as the accepted standard of pronunciation deviations from RP is always noted as false pronunciation.
Some of the common deviations of MP from RP are the following.

<table>
<thead>
<tr>
<th>Word</th>
<th>RP</th>
<th>MP</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>/ɔːl/</td>
<td>/aːl/</td>
</tr>
<tr>
<td>Ass</td>
<td>/æs/</td>
<td>/aːs/</td>
</tr>
<tr>
<td>Bus</td>
<td>/bʌs/</td>
<td>/bes/</td>
</tr>
<tr>
<td>Man</td>
<td>/mæn/</td>
<td>/maːn/</td>
</tr>
<tr>
<td>Cat</td>
<td>/kæt/</td>
<td>/kyaːt/</td>
</tr>
<tr>
<td>Age</td>
<td>/eɪdʒ/</td>
<td>/eyij/</td>
</tr>
<tr>
<td>Boys</td>
<td>/boɪs/</td>
<td>/boɪs/</td>
</tr>
</tbody>
</table>

In English the voiced bi-labial plosive /b/ is not always pronounced. But Malayalees tend to pronounce it.

<table>
<thead>
<tr>
<th>Word</th>
<th>RP</th>
<th>MP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtle</td>
<td>/ sʌtl/</td>
<td>/sabtl/</td>
</tr>
<tr>
<td>Tomb</td>
<td>/tuːm/</td>
<td>/tomb/</td>
</tr>
</tbody>
</table>

/p/ is pronounced as /b/

Example: Temple becomes /tembl/

The /t/ becomes /d/

Canteen becomes /kændiːn/
Voiceless sounds become voiced in the speech.

The /k/ is pronounced as /g/

Uncle becomes /Angl/

/z/ becomes /s/

Malayalam does not have /z/ sound so /s/ is used instead of /z/

Example: Zoo becomes /su:/

Both voiced bilabial approximant /w/ and voiced labio- dental fricative /v/ in English is pronounced as /v/ by Malayalees

Winner becomes /vinnar/

In English the letter /r/ is not pronounced in word final positions. It is silent when it occurs before stops. But Malayalees pronounce /r/ wherever it occurs

Example: Car /ka:/ becomes /ka:r/ 
Star /sta:/ becomes /sta:r/

Consonant clusters

In Malayalam the initial consonant cluster /sk/ is rare so in order to make pronunciation easier there is a tendency to add /u/ or /i/ in the beginning

Example: i/usku:/ for school
/kw/ initial consonant cluster is pronounced as /kyu/ by Malayalees

Example: Queen /kwi:n/ becomes /kyu:n/
Quiz /kwiz/ becomes /kyus/

Though the English of Malayalees is replete with many such deviations only a few characteristic samples are cited here as this feature is not the main concern of this research study. Elaborate study on deviations of this manner will provide ample scope for further research.

3.17 Summary of Difficulties in Implementing CLT: Source and Difficulty

Teacher

➢ Deficiency in spoken English
➢ Deficiency in strategic and sociolinguistic competence
➢ Lack of training in CLT
➢ Few opportunities for retraining in CLT
➢ Misconceptions about CLT
➢ Little time for developing materials for communicative classes

Students

➢ Low English proficiency
➢ Lack of motivation for developing communicative competence
➢ Resistance to class participation
Educational system

- Large classes
- Grammar-based examination
- Insufficient funding
- Lack of support

CLT

- Inadequate account of EFL teaching
- Lack of effective and efficient assessment instruments