Chapter One

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Most Tamilians . . . do not get any opportunity to interact with native speakers of English and I am sure they do not laugh at each other when they use English among themselves. Many native varieties of English contain phonological features which may appear positively funny and peculiar to others.

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1. Introduction

Language is meant for communication. It plays a very important role in controlling our thoughts and directing our actions. It helps to communicate knowledge and makes the mind imaginative. According to Edward Sapir, “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols” (qtd. in Lyons 3). And this speech is totally a human affair. It is the use of language for intercommunication which makes humankind superior over other animals. The more the number of languages a person learns the better he would be in communicating with people of different cultures, in different states and country. Nowadays, it is English which serves as an international language, and which helps a person in having relations with many others. During the British Rule the whole sub-continent that is India, Pakistan, Ceylon and Burma were able to join through the medium of English for the struggle for independence. From then the bond the English language had with the nation is firm and strong, that it now remains mandatory as a second language. Most of the people use English in administrational, educational and governmental affairs and also as a means of communicating between speakers of diverse languages. The growth of English is so rapid that it is found in every continent and India is no exception.
1.1 Status of English in India

India is a country where the linguistic diversity is very rich. Though the national language is Hindi, English together with Hindi enjoys the official status in India. English is the international link language for a vast majority of educated Indians. It is this language which has influenced the lives of the people, of many cultures and continents, since 1930s. Even across cultures, English has been successful in creating a class of people who have greater intellectual power in multiple spheres of language use “than has been held by any single language before, not by Sanskrit during its heyday, not by Latin during its grip on Europe, and not by French during the peak of the colonial period” (Kachru 15).

According to Khubchandani, “it is estimated that over four percent of the total population (about 35 million speakers) knows some kind of English, spread across the country – a virtual three-fold increase from the number of English speakers when the British rule ended in 1947” (77). English has thus continued to be an important source of communication in urban India in most of the societies. There has been a rapid increase of English flowing through the upper-class of the society and trickling to the middle-class and further down to the common level, particularly in urban settings.

Today there are more English schools, more English teachers and students, more Indian English writers, more English newspapers and an efficient English media and enough and more English resources than in the past. The people do not show any resentment towards speaking and learning English. English medium schools are very much sought after by the socially privileged people and even by the unprivileged so that they become privileged through their children.
In ancient times people firmly believed that English would never become a living language in the Indian context. Today, Indians are provided with more opportunities than before to interact among themselves through a sprinkling of English or by a frequent shift from an Indian language to English or vice versa. M. Lachman Khubchandani states that “in many urban situations a minimum acquaintance of English is taken for granted, to the extent that someone not knowing the language is considered to be the ‘odd man out.’ In short, it is regarded as an essential part of the ‘middle class’ baggage” (78). Language communicates experience, and in the process a language of contact like English in the Indian setting has gradually been exceeding the bounds of the culture of its origin.

1.1.1 Multilingualism in India

Multilingualism in India has always been respected with great appreciation. This has never been a social or individual deficiency. On the other hand, educated people speaking more than one language are always respected. This is because they can communicate with speakers of two or more languages to transmit their intellectual and philosophical thoughts. Bilingualism-multilingualism is indeed a social need. People code-switch and code-mix different languages, which causes the influence of one language on the other. The states in India have never been linguistically homogeneous. There has always been some form of multilingualism, between languages or dialects or both. According to J.C Sharma, “there is not a single State or Union Territory that is monolingual.” He cites the example of the State of Haryana which is divided into six or more linguistic or dialectal regions. “Braj is spoken in Faridabad, Mewati is spoken in Gurgaon, Bagri is spoken in Hissar and Sirsa, Bangru is spoken in Rohtak, Bhiwani, and Jind, and Khari Boli is spoken in Ambala and Yamuna Nagar” (sec. 5). Amidst all this diversity in dialects in India, there is Hindi
that is recognized and used as the official language of the state. Thus, in India, each state is multilingual.

1.1.2 English as a Second Language in India

The teaching of English as a second language in India has been less successful because of the restricted variety of linguistic contexts with which students are provided. Students are able to produce formal essays on literary topics but find them ill-equipped in using English for transactional purpose. They struggle to use the right expressions in an Indian context. Their proficiency in English is restricted since their experience of English has been confined to only a very small set of social domains, a very few role-relationships and a limited number of speech functions. The reason is the exposure of English only in classrooms and in the textbooks.

1.1.3 English in Indian Education

In Indian education English plays a prominent role. Even though education in Tamil medium is free at every stage in government schools, the mushrooming of English medium schools makes people ignore the government schools. Despite high fees being charged for English medium classes, there has been a scramble for them. The demand for seats in English medium schools is a fact not limited to Tamil Nadu. It is found in almost every state. According to Nadkarni, this is because “English still continues to be the only sure key to good jobs and careers in the country today.” There are no lucrative jobs and careers open to those who are inadequate in English, no matter how highly and excellently they are educated (131). In India, it is only the poor and the disadvantaged who get educated in their mother tongue. This is indeed a sad state. On the other hand, though there is a rush for English medium schools it is indeed doubtful if teachers of English provide the linguistic competency to learners. The country at present finds it difficult to find competent teachers to teach English as
a subject of study as most of the teachers experience varied difficulties to teach 
English as a foreign language. In this regard Faucett observes that “English has a 
large place to fill in education in India” (qtd. in Alasiar 17).

1.2 The Status of Education in Tamil Nadu

The State of Tamil Nadu is often referred to as a centre of art and learning. 
Tamil Nadu has several reputed schools which act as important centres of learning. 
The schools of Tamil Nadu are known for their patronage of art that has helped in 
discovering several artists and thus gifted several talented brains to the country. The 
students of these schools definitely have an edge over their counterparts in the other 
states of India. The schools provide top rate education programmes, diverse education 
subjects, expert teachers and helpful administrative departments. It also has modern 
infrastructure facilities including physical and human infrastructure. Different 
activities like sports, group discussions on current affairs, event celebrations, 
elocution competition and other general activities are also offered by schools in Tamil 
Nadu.

1.2.1 English Language in the State of Tamil Nadu

The growing use of English is sounding high and the use of English is 
increasing in the State of Tamil Nadu. The interplay and mutual influence of Tamil 
and English in South India is still of primary importance both to government and to 
education. It was Lord Macaulay who introduced English-medium education in India 
through his famous Minutes on Indian Education of February 1835. Thus English 
spread to different states of the country and so to the state of Tamil Nadu. Macaulay 
arrived in Madras on June 10, 1834. He emphasized the use of English as the medium 
of instruction, and the training of English-speaking Indians as teachers. Macaulay 
wrote in his minute: “We must at present do our best to form a class of persons Indian
in blood and colour and English in taste, opinions in morals and in intellect” (Trevelyan 75). At present, an English-speaking or English-knowing person is considered as an elite and he/she would be able to control business, administration, banking and the press in an effective manner.

Knowledge of English gave an advantage to the Tamil clerks and jurists even in the pre-independence period. It is not only the British culture and language that is being adopted in the state but also the English grammar school and the university system. There is the adoption of a school system similar to the British, which offers elementary and secondary education to all. English is now used in administration and as an educational medium in an English type school system throughout the state. The budding of English medium schools in every nook and corner of the rural areas show the craving to learn English among the people of Tamil Nadu. The great demand for admission in English medium schools throughout the country is an evidence to the attraction of English to the people of Tamil Nadu.

1.3 Status of Education in Kanniyakumari District

Education is a necessity, and it is used as a tool for reaching a specific target. The importance of education in society is indispensable and the people of this district are no exception in achieving this target. Different colleges of higher education like arts and science colleges and medical and engineering colleges are found throughout the district. Free and quality education is provided to the poor and disadvantaged. This is done to reflect the fact that “every child is entitled to fundamental human rights and is to be treated with dignity” (“School Education”).

1.3.1 History of Education

The history of education in the South Travancore, the present Kanniyakumari district, dates back to the early days of the nineteenth century when missionaries
founded schools to educate the illiterate common people. The Protestant missionaries who arrived in the nineteenth century were the first to introduce English education in the district. They established schools, seminaries and colleges adjacent to churches and chapels. The missionaries were concerned about the depressed classes and found it essential to take them to higher levels through education.

The founder of the English School in the then Travancore State was Reverend William Tobias Ringletaube, a native of Prussia, the present West Germany. He came to the State in 1806 and devoted his whole life to evangelistic work and upliftment of the poor. He constantly preached, taught and established many schools in many parts of the district. From 1806 to 1816 he laid the foundation for the growth of Christianity and regular English education in the area.

Subsequently “Charles Mead, who succeeded him, shifted the schools from Mylaudy to Nagercoil named as Nagercoil seminary where Christian knowledge too was taught . . . . Meanwhile Johanna Mead, the wife of Charles Mead started a boarding school at Nagercoil for girls in 1819” (Alasiar 224). The children admitted in the schools were given useful education. Thus according to Alasiar, the number of schools that “flowered in the nook and corner of Kanyakumari district, catered to the basic educational needs of the day” (225).

1.3.2 Structure of Educational Systems

The structure of education in the state is based on the national level pattern. The national level pattern follows the sixth commission in India known as the Kothari Education Commission. The Five Years Plan, started after independence helped the growth of the country in many areas. According to Kothari Commission’s Report, the educational structure should consist of the following: The first is the pre-school education or pre-primary education for children of one to three years, which is
optional not compulsory. But for children of age five to six years it is necessary to have at least one year of pre-primary education to prepare them for formal school education. Secondly, a ten year period of general education which is divided into a primary stage of seven to eight years and a lower secondary stage of three to two years of general education or one to three years of vocational education. Thirdly, there is the higher secondary stage of two years of general education. This stage forms the preparatory stage for higher education and Professional Education. Higher education stage has three years or more for the first degree which is followed by courses of varying durations for the post-graduate and research degrees. This Report thus paved the way for adopting a uniform pattern of education that is 10+2+3 throughout the country (K. Nagarajan 477).

The age of admission to class one should not be less than six. The first public external education should come at the end of the first ten years of schooling. Streaming of students from class nine is not allowed. No attempt should be made at specialization of subjects till the end of class ten. Secondary schools are of two types: high schools providing a ten year course and higher secondary schools providing a course of twelve years.

1.3.3 Types of Boards in Kanniyakumari District

Three types of Boards are being followed in the district. They are Indian Certificate of Secondary Education (ICSE), Central Board of Secondary Education (CBSE) and Tamil Nadu Board of Secondary Education (TNBSE).

1.3.3.1 Indian Certificate of Secondary Education (ICSE)

The ICSE is run by the Council for the Indian School Certificate Examination (CISE). This is a branch of the Cambridge International General Certificate of Secondary Education (IGCSE). This existed during the British regime and was later
taken over by the Anglo Indian Board. Now it is governed by the CISE. The examination in ICSE is conducted by the Council for the Indian School Certificate Examinations. This is a private non-governmental board of school education in India for class ten. The ICSE syllabus is very difficult and all the subjects that are offered have components of internal assessment that are carried out by schools, on the basis of assignments, practical and coursework (“Indian Certificate of Secondary Education”). There is a balance on the subjects and, focus is equal on language, arts and science. The syllabus of ICSE is quite detailed and requires the student to remember a lot.

1.3.3.2 Central Board of Secondary Education (CBSE)

The Central Board functions under the overall supervision of the Education Secretary, Government of India, Ministry of Human Resource Development. The Board has various sanctioned committees which are advisory in nature. The Governing Body of the Board is constituted as per its rules and regulations. The prime focus of the Board is on innovations in teaching-learning methodologies, and student-centered paradigms. In relation to this K. Nagarajan says that in these schools, “three language formula is followed. Quality textbooks and difficult level of the content are high. As multiple question papers for each subject are prepared and used in examinations conducted by CBSE, the malpractice of copying in examinations is largely eliminated. English or Hindi serves as the medium of instruction” (543). CBSE is recognized by the NCERT (National Council of Educational Research and Training) with the aim to operate a chain of central schools (Kendriya Vidyalaya) that could cater to the government employees who are in transferable jobs. The syllabus prepared by CBSE is more suitable for qualifying in various entrance examinations, including the medical and engineering professional exams. CBSE is extremely
focused on Science and Mathematics with a lot of attention paid to the application of knowledge.

1.3.3.3 Tamil Nadu Board of Secondary Education

The Tamil Nadu State Board schools come directly under the authority of Department of Education, Government of Tamil Nadu, India. Up to the secondary level, that is class ten level, the following streams of education are offered: the Secondary School Leaving Certificate stream, the Anglo-Indian stream, the Oriental School Leaving Certificate stream and the Matriculation stream. A new system of education was introduced for classes one to six in the 2010 academic year known as Samacheer Kalvi or Tamil Nadu Uniform System of School Education. This uniform system of school education was implemented to pave the way for quality education to all children without any discrimination based on their economic, social or cultural background (“Samacheer Kalvi”). The system is now being implemented to other classes too. Now, Samacheer Kalvi is a common syllabus for State Board, Matriculation, OSLC and Anglo-Indian Schools. And for higher secondary, that is classes eleventh and twelfth, there is a single stream leading to the award of the Higher Secondary Certificate. The Board of School Examination evaluates the progress of the students by conducting two Board examinations - one at the end of class ten and the other at the end of class twelve. The syllabus of the State Board is rather easy. The “Tamil Nadu Board of Secondary Education” aims to provide quality education through the framework and implementation of policies. Its functions include “conducting of examinations at the various recognised schools, publication and supply of question papers during the exam, supply of forms to the private candidates, supply of admit cards and monitoring various examination centres.”

Along these lines K. Nagarajan says “most of the high and higher secondary schools
whether Government, aided or self-financing, follow the curriculum and text books approved by the State Board of Secondary Education” (544).

1.3.4 Select Boards taken for the Study

Of the three Boards, only two Boards, the Central Board of Secondary Education and Tamil Nadu Board of Secondary Education, are taken for the study. ICSE schools are very less in number and hence they are not included in the study. There is a general opinion that CBSE students are better than SB students in various factors in the level of education. To see how far this is a reliable hypothesis the study is undertaken with these two types of Boards in its centre i.e, only the schools which follow the CBSE syllabus and SB syllabus are the focus. Moreover, schools with SB syllabus are limited only to Government Aided schools with English as the medium of instruction.

1.4 Nature of the Students

The high school stage, which is selected for the study, is the last but penultimate stage of the five stages, of the twelve years of long school education. Learners are in the age group of around thirteen and seventeen and continue to undergo many physical growths and development related changes and they are in the adolescent stage. According to the educational psychologist Dandapani, adolescence refers to the “behavioural characteristics of the period that are influenced by culture and physical changes” (52). The adolescent period extends from twelve to eighteen years of age. The children are mentally better matured than what they were at the middle school level. They are potentially capable of higher levels of logical and critical thinking and abstract reasoning and problem solving. Piaget calls this period as “the period of Formal Operations” (qtd. in Dandapani 53). That is the learners are able to think purely in abstract terms for the first time as if they are concrete objects.
Languages taught during this stage will be better understood and they might learn the language, understanding its purpose. According to Rivers, “at this age students feel uneasy with what they do not understand about a new language and if deprived of explanation and systematization of the ways the language works, will seek out such explanations in old books, . . . bombard instructors with questions in and out of class” (qtd. in Ritchie 201). Stanley Hall rightly calls it as a “period of stress and strain, storm and strife” because of the restlessness and disturbance due to the nature of development that takes place during the period (qtd. in Sivarajan 85). Adolescence is too inflammable since the feelings and reactions are very strong and vigorous. The span of concentration widens, the depth of understanding increases and functioning of memory sharpens. So it is with better understanding and right attitude one has to deal and guide them.

1.5 Mode of Instruction

The mode of instruction is different in SB and CBSE schools, though the aim of instruction is the same. It is for instructional purpose that teaching is done in these schools. Language is taught formally where the instructional system is organized with the system providing certificate at the end of the learning programme, and informally where language is not taught for grammar but for communication.

But while teaching, teachers use the method of lecturing most of the time and thus students are just passive receivers of pre-digested content. The main reason behind this is examinations. In the Indian context examinations are extremely important, and the lives and future career of students are dependent on performance in the tests. Therefore, teaching is done for examinations. These examinations often test the rote memory of the learners. They recall the content of what is read and understood. They learn to reproduce answers to expected questions. This method of
teaching eventually does not result in real learning, because of the lack of language
skills. The non-directive teaching method advocated by Carl Rogers is mostly not
followed in Indian classroom situation. Here the teacher gives up the traditional
decision-making role, and takes the role of a facilitator who focuses on student
feelings. Such a teacher is patient and does not aim at forcing immediate results from
the students. Subsequently Rogers notes that “the hard part of figuring out how to
teach is learning when to keep your mouth closed, which is most of the time” (295).

1.6 Review of Literature

Review of Literature explores all the subareas or studies related to Second
Language Acquisition (SLA) in general and phonological studies in particular. It
offers a comprehensive overview of the field of SLA. It also provides background
information on related areas besides an historical overview of the research carried out
in this domain. According to James Dean Brown and S. Theodore Rodgers, “Any
research study typically stands on the shoulders of studies that preceded it. In order to
acknowledge that debt to previous studies and show where the new study fits into the
field, the study often begins with a literature review. It shows why there is a need for
the study about to be reported” (157).

Several studies reviewed in the present study address the issue of how
bilingual speakers use different languages in their repertoire. These speakers mix the
phonological, morphological, grammatical and syntactic features of different
languages while speaking their mother tongue and transfer these features while
speaking English. This results in unintelligible speech because these deviant features
are manifested at the phonological level in oral communication. Hence, there is the
need for the present study.
1.6.1 Phonological Studies – Native

Several studies in India have been done in the second language acquisition phonology or in the backdrop, among which a few are reviewed relating it to the content of the present study. It includes not only studies related to the acquisition of English by Tamil speakers but also studies about the influence of other first languages of the different states of India. The present study examines and studies the phonological features of the English words used by Tamil learners in their speech.

1.6.1.1 Segmental and Non-Segmental Studies

Segmental studies include studies on either vowels or consonants and non-segmental include supra-segmental studies about stress and intonation. The reviews reveal that it is either the influence of mother tongue or interference or ignorance of rules or teachers is the root cause of the problems. Studies have been done contrasting the source and the target language.

1.6.1.1.1 Interference

Learning becomes unsuccessful most of the times because of interference, that is, when one language system will intrude into the speech of the other language. Beardsmore suggests that many of the difficulties a second language learner has with the phonology, vocabulary and grammar of L2 are due to the interference of habits from L1. The formal elements of L1 are used within the context of L2, resulting in errors in L2, as the structures of the languages, L1 and L2 are different (qtd. in Gupta 265).

Previous research that has already been done in this area has proved that the features of the native language interferes the target language. Pitchai, in the eighties, made a study on the “Word Accent in Tamilian English.” The study reveals the accentual pattern of the speakers, the deviation from the RP of English and the extent
of L1 (Tamil) interference with regard to word accent. The findings reveal that the
general tendency on the part of the speakers is to place the primary accent on the first
syllable of the English words. A list of variations is seen in accenting words of four or
five syllables. Primary accent is placed on the first syllable of all the words consisting
of two or three syllables. No variation in the accentual pattern is noticed in words
ending with the suffix –ion. All the –tion words provided in the text are of three or
more syllables. Tonic accent is placed at the beginning of the abbreviations with
regard to noun phrases. The majority of the speakers place the tonic accent on the
head-word which generally comes at the end in the non-abbreviated form of a noun.

In yet another study “English Spoken in Tamil Nadu” a study on the
segmental and non-segmental features of English spoken by educated Tamilians,
Pitchai, illustrates the English spoken by educated Tamil speakers in Tamil Nadu,
drawn from different professions and districts. Comparing it with RP he draws the
conclusion that:

- Tamilian English has a seventeen vowel system /iː, i, eː, æ, aɪ, ɔ, ɑː,
  uː, u, ə, əː, ai, ɔɪ, au, ɪə, ʊə/, and has twenty-two consonant system
  /p, b, t, d, tʃ, k, g, ʤ, f, s, z, h, m, n, ɲ, l, r, ʋ, j, w, ʃ, h, ɹ, ɾ, ɽ, ɻ, ʒ, ʃ, h, ɹ, ɾ, ɽ, ɻ, ʒ, ʃ/,.
- There is a general tendency to place the primary accent on the first syllable of
  English words. Eg. employee /emplɪˈriː/ as /ˈemplɪriː/.
- Many speakers place the tonic accent at the beginning of the abbreviations
  with regard to noun phrases, and they place the tonic accent on the head-word
  which generally comes at the end in the non-abbreviated form of a noun
  phrase (157-159).

This emphasizes the fact that these non-native speakers of English are moving
away from native-like targets only because their interference is much higher.
A detailed study of phonology reveals how the supra-segmental features of the first language interfere with the English language. Nagalakshmi, in her “Attitudinal Meaning of Intonation,” aims at examining the intonation patterns used to convey different attitudes by Telugu speakers of English. The study also examines how these patterns are received by a set of listeners belonging to different categories and to what extent these patterns differ from those used by the speakers of RP. It is found that in certain cases Telugu speakers have a tendency to deviate from RP with regard to tonicity. With regard to attitudes like polite requests and commands/orders the tone used by Telugu speakers conforms to the RP pattern. Attitudes like encouraging invitations and assertion/finality/decisiveness are rendered with low rising or high falling tones by the Telugu speakers. A lot of confusion seems to exist with regard to attitudes expressing sarcasm and sympathy/concern when compared to RP. This study claims to have evidence that the errors mentioned reflect the attempts of the second language learners who applies a word or construction inappropriately from his/her first language when using the second language because of interference.

Chidambaram, in his study on the “Learning Process of English by Higher Secondary Students,” brings in the claim that learners adopt the strategy of inter-lingual transfer when the second language is different from the first. Such strategies are phonological interference, diminishing diphthong, vowel lengthening, avoidance of initial consonant cluster, addition of vowel at the end position of word and gemination of consonants. In addition to this, Tamil speakers also lengthen the word-final vowels and also insert vowel between consonants. These inter-lingual strategies are seen among the speakers because of interference of the first language.

“A Phonetic Study of the Segmental Features and Word Accent of English” by Beedam helps us to understand the speech patterns of African students which are
always miscommunicated because of the wrongly pronounced words and incorrect stress patterns of English spoken by these students. The findings of the study reveal that the African students in Hyderabad replace the affricates /tʃ, dʒ/ with the post alveolar fricatives /ʃ, z/. The dental fricatives /ð, θ/ are divergent to dental plosives /t, d/, the alveolar voiced affricate /z/ is voiceless in the final position of words, diphthongs /eɪ/ is replaced with /e/, /əʊ/ with /oʊ/, plural markers /z/ and /ɪz/ are pronounced as /s/ and /es/, past tense marker /d/ is pronounced as /ed/. The first syllable of the two syllable words are stressed and the second syllable of the three and four syllable words are stressed and the third syllable of five syllable words are stressed. Thus the findings of the study reveal the implication of interference of mother tongue while learning English as a Second Language. The studies disclose, among other issues, that the knowledge and structure of the First Language ought to foster the learning of the Second Language. Language teachers ought to understand this in order to structure the preparation and presentation of their lesson.

1.6.1.1.2 Influence

The influence of mother tongue or any other language that a child knows will have greater influence in the second language that the child learns later. This is what the following studies reveal.

Nagarajan in her “Phonetic Features of Tamilian English” explores the significant areas of difficulty for a Tamil learner whose second language is English. The functioning of the system of Tamilian English is interpreted in terms of how much it is influenced by Tamil and consequently how it differs from the native English. According to Nagarajan, “Tamilian English is the type of English coloured
by the phonology of Tamil” (6). A broad description of certain phonological and phonetic features of Tamil is dealt with. The segmental features and the supra-segmental features have been studied here. The findings reveal that certain features are carried over from the source to the target language like the following:

- The substitution of retroflex consonants for the alveolar sounds.
- Gemination in intervocalic single consonants.
- Replacement of the labio-dental, dental, palato-alveolar fricatives /v, ð, ə/ by the closest sounds in Tamil.
- Aspiration of /p, t, k/ in the initial position of accented syllables is not found in Tamil English as it is absent in Tamil.
- /əː/ is used instead of the /ɔː/ and /ʊː/.
- The semi-vowel /j/ or /w/ is inserted between the two elements of the diphthongs /ɪ/ and /ʊ/.
- Allophonic variations of length of vowels as in RP are not found in Tamil English as they are not available in the Tamil language.

In addition to these features Nagarajan adds that certain features alien to Tamil are acquired from English. And there are areas in which English patterns are kept distinct from Tamil patterns (139-141).

The purpose of Sinha’s study also highlights this concept of influence of the mother tongue while using English. His study “A Contrastive Phonological Study of Magahi and English” is to examine the phonology of English spoken by educated Magahi speakers who are University graduates. The study aims at interpreting the description of Magahi, a non-native variety of English in terms of the influence of the source language (Magahi) on the target language (English). The findings reveal that some features are carried out from the source language to the target language. Some
features not characteristic of Magahi are acquired from English. In some areas, the characteristic features of English that are kept distinct from the features of Magahi English are: /ð/ and /θ/ are pronounced as /tʰ/ and /dʰ/ and /e/ as /ε/; the sounds /f, ə, ɪə, uə/ are not found in Magahi; in Magahi the length of vowel (except a, ə:) is not phonemic, but in the English of Magahi speakers the length is always phonemic; there is no difference between /v/ and /w/; /ei, øu, ɔi/ are not acquired by the speakers; /p,t,k/ are not always aspirated in the beginning of stressed syllable; /t,d/ are not acquired, instead the retroflex /ʈ, ɖ/ are used; /g/ is introduced after /ŋ/; dark /tʃ/ is not used appropriately and a qualitative difference between /iː/ and /i/ and /u/ and /uː/ are not maintained. Analysis is done entirely on the intuition and observations of the researcher, a native speaker of Magahi and the findings are based mostly on his auditory impressions.

Sundar’s study “Vowel Length in Tamil and English” attempts to examine the influence of Tamil vowels with that of English. It is found that in Tamil and English, the contrast between short and long vowel is phonetic as well as phonological (though in English, a few short vowels /e/, /æ/, /ʊ/ do not have corresponding long vowels). But the ratio of length between short and long vowels varies between Tamil and English. The length of a vowel is related to the height of the tongue. An open vowel is longer than a close one. This study has brought out the duration of vowel in Tamil as affected by the adjacent sounds as in English. The length of a vowel, in the word-final position is greater than it is in either medial or initial position in Tamil. The length of a vowel is conditioned by the number of syllables it contains. The
conclusions of this study indicate that these are the factors that influence the duration of a vowel in Tamil as it does in English.

In another study “Phonological Study of Segmental Features” conducted by Das, the basic reasons as to why Oriya speakers of English are not able to speak like the natives are identified. This is because:

- Vowel length is not distinctive in Oriya.
- The central vowels of English /ɪ, ə, ɔ/ and centring diphthongs /iə, uə, eə/ and /au, ai, ei/ are absent in Oriya.
- With regard to the consonant system, seven fricatives of English, /f, v, ð, θ, z, ʃ, ʒ/ are not found in Oriya.
- Palatal-alveolar affricates /tʃ/ and /dʒ/ are realized as plosives /tʃ, dʒ/.
- /f/ and /v/ is substituted by /pʰ/ and /bʰ/ in Oriya.
- /ʃ/ and /ʒ/ are substituted by /s/ and /zdʒ/, /ð/ and /θ/ by /θʰ/ and /dθʰ/ and /z/ by /zdʒ/ and /ʒ/; ə, ø / by /ɔ/ in Oriya.

In addition to these problems, the findings of Das’ study indicate that in Oriya, spelling and pronunciation correspond to each other, unlike English. So Oriya learners are misled by the spelling in pronouncing English. Moreover, words end with open syllable structure in Oriya. But English words are with open and closed syllable structure. Thus most of the problems are rooted in the influence of mother tongue and ignorance of English pronunciation. If teachers and students are made aware of the difference between Oriya and English problems can be overcome. As a result, Oriya speakers will be well understood at the national and international level, according to Das.

The same aspect of influence of mother tongue is focused in the study of Wiltshire and Harnsberger, “The Influence of Gujarati and Tamil L1s on Indian
English.” English in India has developed distinct sound patterns in terms of both segmental and prosodic characteristics. Investigation is done to find the differences between two groups varying in native language (Gujarati, Tamil) and to evaluate to what extent Indian English accents are based on a single target phonological-phonetic system, i.e. GIE, or vary due to transfer from the native language. Consonants, vowels and intonation patterns from five Gujarati English and five Tamil English speakers of IE were transcribed and acoustically analyzed. The results showed transfer effects in Gujarati English back vowels. The effect of the GIE model was evident in the front vowels of both Gujarati English and Tamil English and in the presence of initial voiced stops in the Tamil English. Thus, the data reveal “both phonetic and phonological influences which IE speakers’ native languages have on their accent in IE, even in proficient speakers. These influences appear to supersede IE norms and can be found in both the segmental and supra-segmental properties of their speech” (91).

Influence of mother tongue in multilingual children is what Tarai and Reddy’s, study on “Language Acquisition” attempts to examine. It focuses on the rules of phonology of English words that have spontaneously been acquired by Oriya bilingual/multilingual children, while speaking Oriya. Oriya-English bilingual/multilingual children aged between three and four years were selected for the study. The study shows that “there is not much difference between the phonological features of English words that have been used in the isolated context and in continuous speech, except for the insertion of vowels at the end of the words that end in consonants . . . .” The English words used by the Oriya multilingual children have shown “some phonological structures and features that differ from the phonological features of British English.” The findings show that the production of
English words has been partly influenced by Oriya phonology. This suggests that Oriya children acquire English words just as they acquire Oriya words at an early stage of language development, without being aware of the distinction between Oriya and English words. This study thus “suggests that children acquire languages spontaneously without perceiving a distinction between two languages” (476).

Kumar Sarma in his study “Aspects of Phonology” explores basically the various fricative phonotactics of Assamese at segmental as well as at syllabic level and how vowel deletion is linked with the fricative phonotactics of one of the dialects of Assamese. Two major dialects of Assamese, the Standard Assamese and Barpetia Dialect were chosen. The study aims at the influence of these dominant phonological traits of Assamese in Assamese English. From the findings it is known that, Assamese English replaces the fricative sounds of English which are absent in Assamese with familiar sounds of Assamese. Standard Assamese has clusters and Standard Assamese English speakers are well educated and they can produce English clusters without any simplification. But Barpetian Dialect English users have to adopt simplification strategy since it is a clusterless language. Thus people need to expand the knowledge of language and understand the system of the English language.

Along these lines, it is understood that strong mother tongue influence occurs because the sounds of the native language have not yet been replaced with the sounds of the second language and also because of the effect of mother tongue influence on second language speech perception and production. Newmark argues that influence of first language is simply the result of the performer being expected to “perform before he has learned the new ‘behavior.’ The result is ‘padding,’ using old knowledge, and supplying what is known to make up for what is not known.” Newmark also adds that the “cure for interference is simply the cure for ignorance: learning” (qtd. in
Muthukumar). But it is to be noted that the first language is but one of the several sources of error and other sources need to be considered.

1.6.1.1.3 Teachers

The challenge of teaching English pronunciation lies with teachers. In India, where learners speak more than two Indian languages, the teacher should need a well-rounded concept of the phonology of both the languages. A typical Tamil speaker, who lives in the border area for instance, will simultaneously know his mother tongue (Tamil), the language of the state of Kerala (Malayalam) and English. Hence, it is the teachers who should shape the language environment accordingly. The following reviews identify that it is teachers who should play an important role in building a phonetic knowledge among their students.

Behera in his “Variety of English Spoken by Oriya Speakers” states that teachers are not equipped to teach English to their students. Moreover as only one period is devoted to the teaching of English, learners force the teachers to use mother tongue in the language classroom. The learners are being exposed to incorrect English in the class and not to Standard English. This is what Kumari also highlights in her “A Phonetic Study of the English Spoken by Teachers.” The researcher has made a phonetic study of the English spoken by the teachers of Andhra Pradesh Social Welfare Residential Schools whose mother tongue is Telugu. The study examines whether the teachers of English in these schools used the basic English sounds in their speech, and to see how good their English stress patterns were on individual sound. Kumari concludes that the majority of the teachers found it difficult to produce a few diphthongs. The other findings are:

- /eə/ and /ei/ were pronounced as /eɪ/, /əu/ was pronounced as /oʊ/,
  voiceless plosives /p, t, k/ were always aspirated by a majority of speakers.
• Instead of the dental stops /θ, ð/, /tʃ, ɹʃ/ were used.
• Voiced labio-dental fricative /v/ was pronounced as /u/.
• Majority teachers did not drop /r/ in the word-final position and also when preceded by a vowel and followed by a consonant.
• All words ending in a plosive were audibly released.
• There is no much difference between stressed and unstressed syllables in their speech.
• The teachers had spelling based pronunciation. They tend to accentuate the first syllable.
• /ə/ occurrence was very common in stressed syllable, and thus there was divergence from RP. The general tendency was to stress the first syllable. They tend to find location of stress in polysyllabic words at random.

Muthukumar, in her “Tackling First Language Interference” focuses on the challenges faced by the teacher while teaching spoken English to students. She also points out how pronunciation can be improved by using the Devnagari script in the teaching of English pronunciation. Interference occurs only because the learners are unaware and not habituated to utter words in Standard English or accepted English. Training and conscious effort on the part of the teachers can easily sort out the problems. For this the teacher must have a clear understanding of concepts like syllable, stress, primary stress and length of the syllable which can make a lot of difference. An understanding of English phonology and how it necessarily differs from native Indian languages also helps the teacher. Using a portable tape recorder in the classroom and making the student speak into it and playing it back, points out problems and helps a great deal.
In another study by Al-Shuaibi on the “Phonological Analysis of English Phonotactics,” some pedagogical implications in the pronunciation of the target language, English are stated. The study is conducted on Yemeni speakers of English who have come to Malaysia to pursue their higher studies in University Science Malaysia (USM). The target subjects of the study chosen had difficulties in pronunciation particularly in the production of syllable-initial consonant clusters and the syllable-final consonant clusters. Hence, there is a need to consider teaching, at least a section of pronunciation. Consequently, it would be advantageous to include a pronunciation unit within curricula to be taught to students. The researcher argues that the remedial measures are in the hands of the teachers with taking into considerations the dissimilarities between the two language systems. Teachers would be capable of preparing remedial drills to teach the pronunciation of English to the learners who learn English as a foreign language. Taking this into account, the students will receive accurate pronunciation and attain fluency in English.

Mishra in his “Methodology and Teaching of English” states that every time a teacher is in the classroom, he/she has to adopt certain new techniques and bring variation in the methodology to face the challenges in the classroom. To achieve the effectiveness in teaching, it is the teacher who has to bring variation in the methods of teaching which lies in developing linguistic competence in the learners.

Shine in his “Second Language Learning and First Language Acquisition” explores the differences between the first language acquisition and the second language learning and its limitations. The researcher also discusses a few language teaching methods and techniques that may impart insights to the teachers to adopt various methods in the classroom to enable the learners to master competency in the target language. It is suggested that, the language teachers should break the traditional
classroom environment and make second language teaching very innovative, interactive and interesting for the learners to acquire proficiency in L2 as learning of L2 is the outcome of continuous effort and practice in real context.

“English Language Teaching” is a study carried out by Goyal making a random survey in ten representative colleges across the state. The views and opinions of the teachers on variables inside and outside the classroom, and the response of the students to classroom teaching, syllabus, examination systems, efficacy of English teaching, and methods in their academic and professional needs are discussed. The analysis reveals that though students are eager to learn, they face difficulties in learning English. Similarly teachers are found to be less enthusiastic in executing innovative techniques in practical exams. The environmental factors make English language teaching more complex and difficult in Haryana. The study brings in the fact that it is the duty of a teacher to create an atmosphere to liberate the learners from self-conscious and stressful situations.

Accordingly, to tackle all the linguistic difficulties of the learners the teachers need to understand the students from different backgrounds, different interests and different personalities. By understanding their linguistic handicaps, a teacher can extend help and support to his students in learning a second language.

1.6.1.1.4 Learners

Learners face problems in learning a language other than the mother tongue. Children might acquire the language easily because the plasticity of the brain is high in them unlike adults. There might be adults who acquire native-like pronunciation. On the other hand, all adults cannot learn a second language so easily and hence they face many difficulties.
Abrahamsson and Hyltenstam in their study “The Robustness of Aptitude Effects” investigate the L2 proficiency and language aptitude of forty-two near-native L2 speakers of Swedish. The results reveal that aptitude plays a significant role in the acquisition of a second language. The study concludes that rare native like adult learners would all turn out to be exceptionally talented language learners with an unusual ability to compensate for maturational effects. Two of the learners were exceptional in exhibiting native like fluency and it could be “accounted for by their unusual interest in and devotion to language structure and language learning” (502).

“Perception and Production of a New Vowel Category,” is a study conducted by Bohn and Flege using native Germans. It was found from this study that “given extensive foreign language experience, adults can learn to produce and perceive a new vowel category in a way similar to native speakers of the L2. Secondly, L2 experience seems to have a more profound impact on the production than on the perception of a new vowel category.” The study suggests that a “critical period for learning new sounds do not exist . . .” (67).

Sultana in her study on “The Role of Motivation,” aims to find if motivation is a significant factor in making learning in language classes effective or not. The study was conducted in schools in Bangladesh. The study concludes with the fact that proper motivational strategies must be employed to enhance effective language learning.

Flege in another study, “Effects of Equivalence Classification,” examined the ability of adult L2 learners to produce two kinds of L2 sounds. The first is the new sounds which are not present in the mother tongue and the next is the similar sounds which are acoustically different from L1. The study was conducted with four groups of subjects with different language backgrounds. Most of them were native speakers of French with the mean of age of twenty-two to thirty-eight. The study concludes
that adults can acquire new sounds in a foreign language. They can also modify their production with respect to the target language. The important difference between children acquiring their mother tongue and adults learning a foreign language is that adults “have developed central phonetic representations for L1 speech sounds by the time L2 learning commences. They appear to interpret L2 sounds in terms of sound categories established during L1 acquisition” (Flege 34). This is what Flege calls as “equivalence classification” where L2 sounds which are similar sounds in L1 are identified with L1 sounds. As a result, L1 influenced sounds are produced in L2. Hence, equivalence classification is one of the causes for the “persistent foreign accent of many adult L2 learners” (34).

Bongaerts in his “Ultimate Attainment in L2 Pronunciation,” reports three studies, two with Dutch learners of English and one with Dutch learners of French. The aim of the study was to find out “whether or not some learners could be identified who, in spite of a late start, had attained such a good pronunciation of an L2 that native listeners would judge them to be native speakers of the language.” It was identified that some speakers who were able to attain native-like pronunciation unlike what is said by Lenneberg in his Critical Period Hypothesis. And these subjects have succeeded in acquiring a good accent because of “high motivation, continuous access to massive L2 input, and intensive training in the perception and production of L2 speech sounds” (154).

Thus with proper motivation from teachers, enough and more input and continuous effort made by learners with an intention to grow and develop, learners can become successful speakers of English.
1.6.1.1.5 Ignorance of Rules

Yet another reason for committing errors is ignorance of rules by the learners. Perfection in pronunciation is attained when the learners are sure and confident of the rules they use while speaking.

Seetha, in her “A Phonological Study of English Spoken in Pondicherry” states incomplete mastery of rules as one of the problems in defective pronunciation. The place chosen for the study is a microcosm of India with linguistic variability. The corpus was postgraduates who had their education in Tamil and English medium schools and who spoke English fluently. Tamil is the dominant L1 of the people, but they use English in their profession. Seetha has given a description of segmental features of English spoken in Pondicherry and Karaikal.

- It was hypothesized as the system has 15 pure vowels /iː, ɨ, eː, æ, ø, øː, aː, oː, uː/, five diphthongs /ʌɪ, ɔɪ, ʌu, ɪə, ʊə/ and has twenty-three consonants /p, b, tʃ, dʒ, t, d, k, g, tʃ, dʒ, m, n, ɳ, f, s, z, j, h, l, ɾ, w/.  
- It used aspirated plosives in the final positions.  
- Sometimes unreleased stops were used because of the influence of mother tongue, and a reduced vowel /ə/ was introduced when plosives occurred finally. This introduction of the vowel was extended to fricatives too, occasionally.  
- The voiced palato-alveolar fricative /ʒ/ was substituted with /ʃ/ and /dʒ/.  
- Dental alveolar fricative /ð/ and /θ/ was pronounced as /tʃ, dʃ/. This is found in other varieties of Indian English. Instead of /v/ and /w/ the labio-dental frictionless continuant /u/ was used.  
- The Tamil speakers tend to retroflex the consonants /t, d, n, l/ when preceded or followed by the plosives or back vowels.
The study identifies the reasons as to why errors were committed. The researcher claims that the learning strategies, usage of orthography to master pronunciation, using what the learners learnt in L1, an ingenious combination of the orthography of L2 and the sounds of L1 and incomplete mastery of the rules lead to errors in pronunciation.

Yet another study which also falls on the same line, and which focuses on the problems of pronunciation at the segmental level is Singh’s “A Contrastive Phonological Study of Angika and English.” It exposes the differences between the two systems Angika and English. Angika has phonemic distinction of the consonants and vowels. It is found that:

- Though Angika has aspirated /p/, /t/, /k/, they do not use them in the initial position of stressed syllables in English words.
- Pronunciation also differs as words are read by their spelling.
  
  Eg. /mɛsɛ:dʒ/ for message.

- They are unaware of the plural and past forms of English sound system.
- The structure of English consonant clusters (CCC-) and (-CCCC) are used in place of restricted Angika structure of (CC-) and (-CC).
- Geminated sounds are used word medially. Eg. Butter, happy.

Singh thus states that individual mistakes occur possibly because the learners ignore certain rules.

Dash in his “Intonation Patterns” compares and contrasts the tones of Bangla English with RP. The study supports an acoustic analysis of recordings with the help of PRAAT, a prominent software program used in the area of acoustic phonetics. The findings reveal that there is little difference between marked tonicity and unmarked
tonicity in Bangla English. Intonation is opposed to RP pronunciation. Standard usage of falling tone, rising tone, and falling-rising tone are not prevalent in Bangla English intonation. Instead level tone is used. This entire phenomenon is the result of lack of pitch change which is of great importance. Bangla English speakers are thus unaware of tonality rules. Moreover, the non-natives concentrate only on segmental and supra-segmental features and they ignore certain rules which they feel are not essential.

But when a conscious understanding of the target language system is necessary for learners to produce correct forms and use them appropriately, learning certain rules are indeed necessary. In this view, errors which are the result of not knowing the rules of the target language or forgetting them, or not paying attention to should not be ignored.

1.6.1.2 Other Studies

Apart from the factors above mentioned the reviews which are indirectly related to the study follow:

Attempt has been made by Seetha in her study “The System of Vowels in English,” to correlate the articulator based description of vowels with the acoustically based description of vowels and also to examine whether vowels can be better described in acoustic terms. A cross sectional study was conducted among the undergraduate students in Pondicherry city. The results as auditorily perceived show that: the difference between the vowels /iː/ and /ɪ/, /eː/ and /e/, /ɔ/ and /ɔː/ is more quantitative than qualitative; the difference in the height regarding the vowels, /ʌ/, /ə/ and /əː/ is confirmed; the quantitative difference between /ʊ/ and /uː/ is not pronounced as perceived; the slight centralization of /ʊ/ and /oː/ could not be
perceived; the greater frontness of /e:/ was not found; there is no pronounced
difference in the duration of the sounds /o/ and /o:/; the claim that /ɪə/ does not
exist in the English spoken in Pondicherry and that it constitutes two syllables is
disproved. Thus Seetha’s study stresses that vowels can be as effectively described
having articulatory parameters as can be done with acoustic parameters for there is a
good correlation between the two. It thus becomes imperative to examine the vowels
in the non-native varieties.

Krishnamoorthy describes the linguistic process involved in the transliteration
of English words into Tamil in his study “The Problems of Pronunciation Caused by
Transliteration.” He also discloses how bad transliteration of English words affects
English pronunciation and develops a new system of transliteration to neutralize the
adverse effects of the present system of transliteration. Descriptions from Tamil
periodicals, sign-boards, bill boards, self-instructional materials as practised by people
in general and students in particular were analyzed. Responses were elicited from fifty
informants. The effects of transliteration on pronunciation are:

- Though some near approximate representations are possible they are not
  practised in transliteration. E.g. Tamil /n/ and /l/; but in certain words /ŋ/ and
  /ʃ/ are used for RP in transliteration.

- The lack of some sounds in Tamil, approximate to RP sounds, makes
  transliteration defective. E.g. /æ, ð, z, w/.

- Some sounds are existent in Tamil approximate to English sounds but they are
  allophones and hence have no letter representation in the traditional Tamil
  alphabet. E.g. [ɾʊ, əɾ, ɾʊn, ɾʊj] representing /s, ʃ, h, ɾ]/ and innovations
like /g/ for /f/ are not widely used by people. The defective transliteration is believed to affect the pronunciation of English words.

Acknowledging the view that there is a unique variety called Indian English, the researcher, Prakash in her study “English Spoken in South India,” tries to bring together the differences of the sub-regional varieties under a common banner called South Indian English (SIE). The researcher observes pronunciation and discourse features. The conversation of twenty educated South Indian speakers was recorded, taking each from the states of Kerala and Karnataka and six each from the states of Andhra Pradesh and Tamil Nadu. The recordings were transcribed and analyzed and it is concluded that retroflexion is a dominant trait in South Indian English. The other findings are:

- A distinction between /s/ and /z/ is not consistently maintained.
- A word starting with a front vowel is prefixed by /j/ and one starting with a back vowel is prefixed by /u/.
- Palatalization is one more unique feature of South Indian English.
- The characteristic segmental features are: Telugu speakers use /sʌbdʒekt/ for subject /sʌbʤekt/, /kɔlʤi/ for college /kɔlʤi/, /z/ as /dʒi/ in /dʒiːro/ for zero /ziɑ̃iʊ/, /imæzin/ for imagine /imædzɪn/, /zʊlozi/ for Zoology /zəʊɒlədʒi/; Kannada speakers now and then add glottal stop /ʔ/ to the word no when said emphatically. Eg. /nəʊ/ as [no], nothing /nəʊɪŋ/ as [nəʊɪŋ]; Tamilians pronounce /eə/ as /æ/ in /pærənts/ for parents /pærənts/, /ˈweər/ for where /weə/. 
Feature of voicing after a nasal is a strong index of Malayalam English:
\[ /egzæmb\] for example \[ /ɪɡzaːmpl\] and \[ /sevendeen\] for seventeen \[ /sevntiːn\].

The aim of yet another thesis, “Phonological Rules,” by Nayaki, is to analyze the data from a non-configurational language like Tamil from a generative phonologist’s point of view. Scope is restricted to syntax sensitive phonological rules which apply to the syntactic sub-module of post lexical module within the theory of lexical phonology. The findings reveal that:

- Tamil does not care so much for intonation and tone groups whereas the melody and beauty of the English language depend more upon its pitch variations.
- Resyllabification is common to both Tamil and English. In Tamil and English, it is the sonorant \[ /m, n, l, r\] which restructure the syllables when they occur word-finally before words beginning with vowels.
- Syllabic consonant and syllable reduction are unknown to Tamil. Hence learners of English find it difficult to understand the syllabicity of sonorant in word-final position and insert a schwa \[ /ə\].

“The Phonetics and Phonology of Primary Prominence” by Ashatamurthy, is a typological investigation of primary prominence facts in two closely related Dravidian languages – Malayalam and Tamil in the Optimality Theory framework. In non-derived words, the only difference lies in the way initial closed syllables are handled by the language. While Malayalam retains prominence on initial closed syllables, Tamil shifts prominence to the second syllable when it has a long vowel. For instance, the word mandaaram (a flower) in Malayalam has initial prominence, but
the word *mandaari* (name of a raga) in Tamil, has prominence on the second syllable. To explain the change in the prominence on closed syllables, the morphologically complex words are studied and it shows that both languages require prefixes and left stems to be sufficiently heavy to retain prominence on the initial morpheme. It was found that prominence in Tamil is sensitive to morphological structure and Malayalam relies solely on phonological structure. Thus the direction of change is towards phonological transparency in Malayalam.

The main aim of Sharma is to investigate the natural order of development of phonological awareness along emergent literacy and among normally progressing children belonging to English as a Second Language (ESL) setting through his study, “Phonological Awareness in ESL Reading.” Phonological awareness was examined in terms of three levels of linguistic complexity such as syllables, intra-syllabic units-rimes and phonemes across two to five levels of task complexity like isolation, blending, segmentation, deletion, and substitution. A set of twenty-five children were interviewed to represent pre-school segment. The cross sectional study with ninety-six children showed that in the case of ESL learners the development of phonological awareness follows a large unit to small unit past. It was also found that phoneme awareness increases with literacy and shows a strong positive correlation with reading. The children showed a comparative ease in segmented compound word and found blending syllables and phonemes easier than segmenting them. Children in grade two also showed that it is easier to manipulate word-initial and final consonants than manipulated medial consonants in a consonant cluster. The researcher concludes that the phonological awareness and reading ability correlate and phonemic awareness is a late entrant and therefore a predictor of reading ability.
Soundararaj (2011) in his “Pronunciation of Educated Indian Speakers” finds the need of a neutral English accent, modeled on the pronunciation of educated Indian speakers of English PREISE, for short. He compares GIE and PREISE phonetic and phonological systems. He sets up a standard dialect of Indian English that conforms to the speech of educated Indians represented by professional groups involved in active communication. He also adds that a holistic approach that includes both segmental and prosodic neutralization which helps in fluency and intelligibility is essential.

1.6.2 Phonological Studies – Non-Native

Studies related to phonology have been done in other countries apart from India. A few non-native studies are stated below.

Flege conducted a study on “The English Vowel Productions by Dutch Speakers.” The study examined production of the English vowels /i/, /æ/, /ɨ/, /u/, /ı/, and /u/ by fifty Dutch university students. The success of Dutch students in learning English vowels were assessed primarily by determining how often each vowel was identified by native English-speaking listeners. The Speech Learning Model leads to the prediction that the Dutch subjects would be more successful in learning new than similar English words.

Pickering and Wiltshire, made a study on the “Pitch Accent in Indian-English Teaching Discourse.” According to Pickering, the phonetic correlates of accent/stress distinguish Indian English (IE) from American dialects. Realization of IE accent was studied by comparing it to American English. The study was conducted among six male teaching assistants at an American University. Bengali, Tamil and Hindi-Urdu were the mother tongues of these IE speakers. In teaching discourse it was found that a lexically accented syllable is often realized in IE with a relative drop in frequency
and without a reliable increase in amplitude. The study ends with the claim that IE acts as a pitch-accent language rather than as a stress-accent language like American English. The similarity of the results for three different L1 suggests that the phonetic correlates of accent in IE are common to Indian languages.

The study on “Developmental Sequences in the Acquisition of English” by Hansen, examines the acquisition of English syllable codas by two native speakers of Vietnamese. Data were collected at three intervals over one year. Results indicate that a developmental sequence may exist and that this sequence may not be linear with some longer codas emerging before some singleton codas. Furthermore, it was found that production type (e.g., with epenthesis of feature change) differed significantly by coda type and was indicative of acquisition processes. Finally, linguistic environment and grammatical conditioning were found to significantly affect coda production and development.

Another study “Release Bursts in English Word-Final Voiceless Stops” by Tsukada aims at evaluating the acquisition of statistical properties of a Second Language. Stop consonants are permitted in word-final position in both English and Korean but they are invariably released in English and invariably unreleased in Korean. Native Korean adults and children living in North America and age-matched native English speakers, repeated English words ending in released tokens of /t/ and /k/ two times separated by 1.2 years. The judgments of English speaking listeners were used to determine if the stimuli were repeated with audible release bursts. The results suggest that non-contrastive properties of an L2 can be learned by children and to a somewhat lesser extent by adults.
Senel in his “Beautifying the Pronunciation” stresses the importance of the spoken form of the language. The factors affecting the pronunciation of EFL learners in Turkey, both in language learning and teaching process are presented. Users of Turkish language, have difficulty in some English words and sounds which are not found in their native language. For example, /θ/ and /d/ sounds do not exist in Turkish. Hence Turkish learners encounter pronunciation difficulties with the words that include those sounds. A native-like accent is not obtained as the sounds are produced under the influence of their mother tongue. Since Turkish is not a tonic language, Turkish students also have problems with stress, intonation and rhythm. The overall rhythm and melody of the native language is transferred to the target language. The other problem is that English allows consonant sound/clusters while Turkish does not have clusters such as /spl-/, /st-/, /str-/ and so on.

In foreign language learning, the influence of the native language is inevitable; this happens to be a malady of language teachers. A well-trained English teacher in phonetics and phonology can diminish the negative transfers of sounds to a greater extent. So, the teacher should use specially prepared pronunciation teaching techniques.

Trofimovich, Gatbonton and Segalowitz in their “Dynamic Look at L2 Phonological Learning,” investigates whether second language (L2) phonological learning can be characterized as a gradual and systematically pattern replacement of non-native segments by native segments in the speech of the learners, conforming to a two-stage implicational scale. A dynamic approach to language variation based on Gatbonton’s gradual diffusion framework was adopted. Forty Quebec Francophones of different English proficiency levels who produced eighty tokens of English /ð/ in
eight phonetic contexts were selected as participants. The results derived, support and extend Gatbonton’s framework, which indicates that L2 phonological learning progresses gradually conform to an implicational scale, perceive cross-language similarity and lexical frequency.

Narayan in his study, “The Acoustic-Perceptual Salience of Nasal Place Contrasts” examined the perception of the typologically frequent /m/-/n/ contrast and the less common /n/-/ŋ/ contrast in syllable-onset position. In an acoustic study of [ma], [na], and [ŋa] tokens as spoken by three native speakers of Filipino, both static and dynamic measures showed that [na] tokens are more similar to [ŋa] than to [ma]. To test whether the acoustic similarity led to corresponding perceptual effects, native English and Filipino listeners were presented Filipino [ma]–[na] and [na]–[ŋa] pairs in a discrimination test. English listeners showed a non-native effect, accurately discriminating the [ma]–[na] distinction while performing at chance on [na]–[ŋa]. Filipino listeners showed the same pattern of performance, albeit at a more moderate level. The results are suggestive of a role for acoustic-perceptual salience in the distribution of nasal place contrasts in the world’s languages, reflecting acoustically robust and perceptually distinctive contrasts over those that are acoustically similar and perceptually confusable.

As many phonetic and phonological processes resemble one another, some researchers suggest that phonetics and phonology are essentially the same. Hence, Pycha conducted a study “Lengthened Affricates as Test Case for the Phonetics” which compares phonetic and phonological processes of consonant lengthening by
analyzing duration measurements collected from Hungarian speakers. Affricates, which crucially possess a two part structure, were placed in target positions. Results show that affricates regularly undergo phonetic lengthening at phrase boundaries, and the affected portion of the affricate is always that which lies closer to the boundary. Affricates also regularly undergo phonological lengthening when occurs next to a geminating suffix, but the affected portion of the affricate is always the stop closure. Thus, while phonetic lengthening observes a strict respect for locality, phonological lengthening does not, and it is to be concluded that the two processes are in fact quite different from one another.

1.6.3 Second Language Instruction

Language mastery is not often the outcome of phonology alone. Second language acquisition will be completely successful when language is acquired with other components including phonology. Very few L2 learners appear to be fully successful in that way. The evidence for this deficiency is second language instruction as a whole, which is reviewed below.

Kumar in his study “Strategies for Efficient L2 Acquisition” sets out to conduct an investigation into the problems faced by those students at the pre-degree level of the University of Kerala whose academic achievement falls short of expectations, on account of lack of facility in using English as the medium for reading, to master the content of their subject of specialization. The study concludes that repetitive drills and other habit forming exercise are a sound means for mastering a language. Conveying personal thoughts involve more purposeful expression of meaning. It can be said that the acquisition of the whole phenomenon of language behaviour is a process of acquiring a skill which forms the basis.
Jana in his study “Vocabulary” aims to find out whether students acquire measurable knowledge about unfamiliar words while reading authentic texts. The findings make the important demonstration that learning from context does take place for all the subjects, irrespective of their prior knowledge of vocabulary. The marks of students in English at the class tenth Board examination was compared with their computed overall scores in the tests and also with their checklist test scores and their computed gains. The results show that, there exists no correlation between the previous academic performance of students in English and their performance in experimental tasks. Previous academic performance does not stand as a factor determining success or failure in the acquisition of vocabulary from context. Learning of individual word meaning is not an all or none affair but it proceeds in terms of small increments.

Jangi’s study on “A Whole Language Approach to Second Language Instruction” is an attempt from the perspective of a teacher in the direction of translating current research understanding and theoretical knowledge into classroom realities in teaching English as a second language to young learners. A sizeable proportion of children in India have to learn English not only as one of the languages in school but also as a medium to learn all other content subjects. It is a fact that the learners in the English medium schools that cater to the middle classes and below are thus doubly handicapped. Jangi argues that it is possible, using the insights of the Whole Language Philosophy, to provide these children, the rich learning environment of the privileged Public schools, by the simple method of a systematic programme of story reading.

Benny K.V. conducted a study on “Reading Skills and Teaching of English.” The study brings out the difficulties and challenges faced by the students in the
process of acquiring reading skills with reference to English language education. It suggests that the government schools should give importance to impart knowledge in various language skills and provide teachers, who are specialized in English language education. Moreover, teachers must be well equipped and they should be provided with regular in-service training.

Thus these studies help to find out the perceptions of the learners and also of the teachers. Unless each one commits oneself to take an active part in learning English it would remain a hard task to accomplish the goal.

1.6.4 Case Studies

Language acquisition is a process of natural assimilation, which involves intuition and subconscious learning. It occurs from real interactions between people where the learner is an active participant. Teaching and learning are viewed as activities that happen in a personal psychological plane. The acquisition approach develops self-confidence in the learner. It is for this purpose that certain studies are conducted through case study approach. A few such studies are cited here.

The study by Amaliraj, “Bilingual Education and the Teaching of English as a Second Language in India” attempts to investigate the conditions under which English is learnt as a second language in Kendriya Vidyalayas, the well known bilingual medium schools in India. The study is done in order to give a comprehensive picture of language proficiency of the learners in these schools. By using ethnographic case study approach, the performance of students from Kendriya Vidyalaya and regular English medium schools on a general proficiency test is compared. The findings reveal that, learning of English in Kendriya Vidyalaya is promoted by language learning opportunities made available through the use of English at home, attitude and motivation, and input in classroom. In Kendriya Vidyalayas the language performance
of learners from socially under-privileged backgrounds was almost as good as that of learners from more privileged backgrounds. As SLA is facilitated by bilingual education and as students from different social classes succeed in acquiring the second language, bilingual education seem to reduce the gap between the different social classes.

DeCondappa’s study “Language Instruction at the Primary Level” attempts to examine the teaching techniques used in a specific context (i.e. Pondicherry) to promote languages in the formal second language classes at the primary level. The method used here is the case study approach. Classroom observations, teacher questionnaire, and informal interviews with the teachers were collected and analyzed to identify the teaching techniques followed by teachers, at the primary level. The findings reveal that the environment of the school and the teaching techniques used by the teachers play a significant role in promoting language learning. It is found that the various teaching techniques used in the context maximized meaningful interaction and comprehensible input to develop language learning.

Thus, the review of literature brings in the various studies undertaken by various scholars at different levels. Through the analysis of various reviews it is revealed that emphasize ought to be given in phonetic training for both teachers and learners to improve their English. All the reviews describe careful empirical research, which will be of great interest to anyone working, or intending to work, in the specific field of second language phonological acquisition. As speech production and perception are highly complex skills, the present study will be relevant to those with a broader interest in language learning.
1.7 Statement of the Problem

Learning English is a formal affair in Kanniyakumari district, the district chosen for the study. Here children are either bilingual or multilingual as they are exposed to two or three languages, Tamil and Malayalam by the majority and English by a few. Generally in India school-going children often acquire some English words along with their mother tongue as they would have heard their teachers and parents speaking both English and mother tongue. Students are even taught English before they go to school because English is either a medium of instruction or a compulsory subject in school. Hence native-like fluency in more than one language is rare. One language will be dominant and it often interferes with the other language and children tend to transfer the articulatory habits of one language to another. In spite of the difficulties the learners face in learning English, the students try to acquire it to reach their target career which is nowadays possible only through English. Hence the language is on high demand. The students are at their best to use code-mixed variety containing linguistic elements from the two languages. But the sad thing is that it is not acquired in the right manner. The language being exposed only in a classroom situation in a limited duration, say forty-five minutes, children learn the language with various errors. One particular area is phonology where errors occur in the use of the language.

It is known that spoken language is important for communication. That too, the language spoken should be accurate or else there is chance for the listener to misunderstand. Words mispronounced will result in lopsided communication which is of no use. Hence, accurate performance of second language is very important. But teachers more often neglect the teaching of pronunciation because they seem to be oblivious of the role of pronunciation in language. Krishnaswamy puts it in this way:
“Indian teachers of English have always taught their own brand of English and educated Indians have developed their own brand of English because of these complex factors” (222).

After considering this state of affairs, an attempt has been made in this study to conduct an investigation into the acquisition of English with particular reference to phonology and also to identify the factors which influence their speech with the appropriate research techniques and analytical tools. The focus of this research is a comparative analysis of the phonological acquisition of the Central and State Board English medium students in using English as the second language with particular reference to the segmental phonemes. This study seeks to examine whether children with Tamil as their mother tongue and who acquire English and Tamil simultaneously, acquire the correct English pronunciation. It examines certain phonological features of the English words taken for the study.

The geographical area chosen for this study is Kanniyakumari district. The district has the highest literacy rate in the State of Tamil Nadu and is considered the best educated district in the Indian state of Tamil Nadu by the Human Resource Development Ministry (“Kanyakumari”).

1.8 Rationale of the Study

The study focuses on the interference of L1 phonological rules in the speaking of L2, with specific reference to the interference of Tamil (L1) in English (L2). This study seeks to find out the sounds of the L1 phonology that the Tamil students use interchangeably in L2, namely English. It further seeks to find out the phonological components that dominate the interlanguage phonology. While teaching English to some Tamil students, it has been decided to embark on this study, when it is found that these students always have the tendency to answer English questions in Tamil.
When the students really try to answer in English, they usually resort to English words with Tamil pronunciation. Thus, whenever the learners do this, their answers are heavily influenced by their mother tongue, phonologically. This is the problem of the Tamil students of the English medium schools in Kanniyakumari district and this problem has not been addressed adequately. This observation is based on the researcher’s intuition as a multilingual speaker who has had experience, in terms of mother tongue interference, while speaking English at college level. Therefore, a thorough study in this area is pivotal. This study will address the issues stated above.

The study is vital and justified as it is concerned with the above-mentioned aspects of probing beneath the segmental features. Its primary focus is to identify the problems of pronunciation of learners while using the English language. Acquisition of speech should usually occur prior to reading and writing. It is here that learners encounter several performance issues firsthand. The study also examines the underlying factors which influence the speech of the learners when faced with such problems. Such an effort will result in an intelligent understanding of the paradigms beneath the acquisition of segmental features and also will edify consciousness of the teachers about the dynamics of phonology that impacts the life of the learners to a significant extent while choosing their career. This study is particularly timely with discussions on following the standard accent of English.

1.9 Aims and Objectives of the Study

The aim of the research is to find out the deviant structures in the pronunciation of CBSE and SB students and to find out the root cause of the problems. Given the unexplored nature of the defined field, the thesis will explore the problem areas and examine the factors which create such problems. This process will emerge from a discussion of findings and mapping it with appropriate theories and
context. In addition, the problem will also be analyzed and the reason of occurrence will be identified. The study also aims to suggest remedial measures and stresses the fact that to get rid of problems in pronunciation every teacher of English should be well aware of phonetics.

1.9.1 Primary Objective

The primary objective of the study is to identify and compare if students of both CBSE and SB English medium schools have acquired the sounds of speech accurately and to find out which students are better in their production.

1.9.2 Secondary Objectives

a) To find out to what extent the patterns of errors differ from those used by the speakers of RP.

b) To investigate the cause behind the errors the students produce while articulating the monophthongs, diphthongs and consonants.

c) To find out why the students are not able to produce the sounds that are not in their L1.

1.10 Hypotheses of the Study

The following are the research hypotheses of the study:

1. The means of the production of segmental variables of two populations namely, Central Board students and State Board students of Kaniyakumari district are the same.

2. There is no significant difference between the different age groups in the production accuracy of sounds.

3. There is no significant difference between the income of the parents of students of the Central Board and State Board and the production accuracy of sounds.
4. There is no statistically significant association, between the Central and State Board school students, in the usage of mother tongue in the English language classroom.

5. There is no statistically significant association, between Central and State Board school students, in the teaching methodologies experienced in the English language classroom.

6. There is no statistically significant directional relationship between self-evaluations of students and the performance of the three phonological variables.

7. The means of the two populations namely, Central Board students and State Board students of Kanniyakumari district being influenced by spelling of a word or having spelling-pronunciation of segmental variables are the same.

8. The means of the two populations namely, Central Board students and State Board students in using the phonological processes like, epenthesis, metathesis, and apocope, syncope are the same.

1.11 Chapterisation

The first chapter, Introduction, deals with the context of the study. After bringing forth the problems of the study, the reviews of the literature available in the area are highlighted. It is elucidated, how the present study is an attempt to fill any gap highlighted, by examining the existing studies. The aims, objectives and the hypotheses of the study are also focused in this chapter.

The second chapter titled, Role of Phonology in Language, brings in the significance of language in communication and the origin of sounds patterns. In addition to this, the theories and all the other relevant aspects of the study like the
need for phonological acquisition and the problems in teaching and acquisition of second language phonology provide the conceptual framework for the thesis.

The third chapter with the title *Methodology*, discusses the overall typology of research and the data collection methods. The size of pupils from which the sample was drawn and the sampling methods adopted are described in this section. Furthermore, when and how the fieldwork was conducted, and the method adopted for data processing is outlined. Apart from methodology, the description about the profile variables are brought under discussion in this chapter.

The fourth chapter, *Data Analysis and Interpretation*, is an organized presentation of the findings and analysis of the obtained data. The results obtained after testing the hypotheses of the study are categorized elaborately. Deviant pronunciations of the students are also discussed in this chapter. It is further subdivided into smaller sections based on the objectives of the study.

The findings of the study are discussed in chapter five, *Summing Up*. The summary of the thesis and also the summary of the results that are derived after testing the hypotheses are presented. The remedial measures and suggestions for future research are also laid out in order. Explicit statements of limitations are also briefed.

### 1.12 Summation

Language is an essential need of all human beings. The more the number of languages a person learns the better he/she can communicate with people of different cultures. Today, it is English, the global language which serves this purpose. The status of English is evident from the transactions in academic, technological, commercial and administrative sectors and the like. Learning English is so important that one can see mushrooming of English medium schools. But the question is, if the
language is learnt properly at schools. There are different Boards followed by the state of Tamil Nadu to educate the students. The select Boards considered for the study are CBSE and SB. The geographical area chosen for this study is Kanniyakumari district. An attempt has been made in this study to conduct an investigation into the acquisition of English with particular reference to the segmental features of phonology and also to identify the factors which influence their speech with appropriate research techniques and analytical tools. The aim of the research is to find out the deviant structures in the pronunciation of CBSE and SB students and to find out the root cause of the problems. The primary objective of the study is to identify and compare if students of both CBSE and SB English medium schools have acquired the sounds of speech accurately and to find out which students are better in their production. The review of literature given provides background information on related areas besides a historical overview of the research carried out in this domain. The review includes not only studies related to the acquisition of English by Tamil speakers but also by the speakers of other first languages of the different states of India. The present study examines and studies the phonological features of the English words used by Tamil learners in their speech. As long as people crave for English, no substantial growth can take place unless there is intelligibility in speech. Hence, the phonology of English should be learned correctly and it is also essential to know the role of phonology in language learning.