7. APPLIED ASPECTS

7.1. Malayalam Affected English

English is a second language to the speakers of Malayalam. Malayali-English is the variety of English spoken by educated Malayalam speakers in Kerala. Since English is a second language it is assumed that the English spoken by them will have the interference of their mother tongue. Many of the foreign teachers of English who were in Kerala earlier were Scotch-men or Irish-men. So people say that Malayali-English has been influenced by Scotch and Irish English. Basically the Malayalam speakers have their own familiar sound system and they transfer their own sounds when they speak English.

Some Malayalam speakers prefix a [ y ] before English vowels [ i ] and [ iː ]. Malayalam speakers fail to recognise the lax [ i ] in English word final position. They use tense [ i ]. English [ i ] is low high front, lax and unrounded. The tongue is in a position just below the position of [ iː ]. The highest part of the tongue arch is slightly back. The final [ i ] of words like [ h æ p i ] 'happy' is pronounced too tense for the English ear. The English sound being laxer is unknown to Malayalam speakers.

The high-mid-front tense and unrounded vowel [ æ ] of English is pronounced with [ y ] onglide in the initial position by the Malayalam speakers.
[a:] or [æ:] or [ y æ:] is pronounced in Malayalam English instead of the high-low-front, lax and unrounded vowel [æ:].

The mid central vowel [ə] is lax in English. The tongue lying almost inert in the floor of the mouth but a slight arch in the centre at the time of the production of this sound. Malayalam speakers use [a] for it. [ʌ] is low-mid back central, lax and unrounded vowel in English. [ə] never occurs in the stressed position while [ʌ] is always stressed. [ə] is brief and [ʌ] has duration. Malayali English has [a] for both [ə] and [ʌ]. For Malayalam speakers there is no difference between English [ʌ] and [ə]. Mid-central tense and unrounded [æ:] is replaced by [ə:] by the Malayalam speakers. English high-low-back lax vowel [a:] is pronounced as [æ:] by Malayalam speakers.

In Malayali English, high-mid-back tense and round vowel [ə] in words like [ə: l] 'all' is pronounced as [o:] or [a:].

Most of the English consonant ending words are pronounced with a vocalic release in an [w] like short, high, back unrounded vowel. In the place of [æ:] a frontal and more centralized vowel [æ:] is used in Malayalai English.

English diphthongs split up into their components and [ y ] or [ v ] glide is used in between. Diphthongs [o u] and [e i] are sometimes pronounced as monophthongs in Malayali English, as in 'hope' and 'play'.

Malayalam speakers pronounce English diphthongs as long monophthongs. [ei] and [ou] are pronounced as
[ei] and [oi].

The first component vowel of a diphthong is pronounced long in Malayali English, eg: [bo:y] for [boi] 'boy'.

Malayalam speakers do not pronounce English [p] and [k] with aspiration when they speak English. Malayalam
aspiration is distinctive and it is used in initial and medial positions. The aspirates and non-aspirates have distinction in
Malayalam. A Malayalam learner of English, though he is familiar with English as it is spoken by the native speakers, may not aspirate
the voiceless [p] as plosive. The native speaker's aspiration may
not attract the attention of a Malayalam speaker. The reason
is that he himself knows the aspirates and non-aspirates of his
own language by a greater degree of aspiration than does a native
English speaker. A Malayalam speaker's unaspirated [p], though
it is a voiceless sound to English ear, is like [b].

Malayalam speakers pronounce English voiceless
alveolar aspirated plosive [t] as voiceless retroflex stop [t].

Voiceless affricate [ts] is pronounced as weakly
voiced palatal fricative stop [c] in Malayali English. Voiced
affricate [dz] is pronounced as voiced palatal stop [j].
In Malayali English voiceless fricative [ f ] is pronounced as voiceless, aspirated bilabial stop [ pʰ ].

Voiceless dental fricative continuant [ θ ] is pronounced as voiceless aspirated dental stop. Voiced dental fricative continuant [ ð ] is pronounced as voiced alveolar stop [ d ].

Voiced alveolar fricative [ z ] is pronounced as voiceless blade alveolar fricative [ s ]. Voiceless palato-alveolar fricative [ s ] and its voiced counterpart [ z ] are pronounced as voiceless retroflex fricative [ s ].

English alveolar non-fricative nasal continuant [ n ] is pronounced sometimes as retroflex nasal [ n ] in Malayali English. Velar non-fricative nasal continuant [ n ] is pronounced as velar nasal [ h ] by the Malayalam speakers. Voiced bilateral dental, or alveolar continuant [ l ] is pronounced sometimes as voiced alveolar lateral and voiced retroflex lateral by the Malayalam speakers. In Malayali English syllabic consonants are absent. Malayalam speakers use a vowel before the syllabic consonant.

In Malayali English voiced alveolar flap [ r ] or voiced alveolar trill [ r ] is used for voiced retroflex alveolar continuant [ r ].

Voiced labio-velar non-fricative [ w ] and voiced fricative labio-dental continuant [ v ] are pronounced as voiced labiodental friction-less continuant [ v ]. Malayalam speakers are not conscious of the distinction between English [ v ] and [ w ]. 'wine' and 'vine' have no difference in their English. The Malayalam speaker's [ v ] does not have as much lip rounding as the English [ w ].
Malayalam speakers have no trouble to pronounce a number of consonants if they pronounce each individually. But if they try to combine two or more consonants into a cluster there will be a lot of trouble. A Malayalam speaker may be able to pronounce [s] in [sand] 'sand' [p] in [pain] 'pain' and [r] in [risk] 'risk', but he may have considerable difficulty with the cluster [spr] as in [spring].
7.2. Remedial Measures

It is rather impossible to teach R.P. Pronunciation in Indian Schools. An average Malayalam teacher of English himself is not free from the interference of his own mother-tongue to teach an Oxford accent to the students. We can set up a similar standard of English for Malayalam speakers to learn English by suggesting some remedial measures to correct the mispronunciation so far we have discussed.

In the production of [ iː ] the student must understand that the tongue is high in the mouth, muscles of the tongue are tense and lips have a neutral spreading position. If [ iː ] and [ i ] are pronounced alternately [ iː iː iː iː ] the student can understand the contrast between tense [ iː ] and lax [ i ] of English.5

[ i ] and [ iː ] are pronounced with an enclide [ y ] in Malayali English. It can be cured by practice. The teacher can ask the student to practice a medial [ i ] as in [ k i k ], then the student must be directed to isolate the three sounds [ k ... i ... k ] and gradually drop the two consonants and pronounce [ i ] alone.

The same type of practice of a medial [ e ] as in [ b e d ] is advisable to cure the [ y ] enclide pronounced with [ e ]. The student must try to isolate the three sounds [ b ... e ... d ] and then drop gradually the two sounds [ b ] and [ d ], then he will be able to pronounce [ e ] alone without enclide [ y ].
For teaching the sound [æ], it is advisable to choose a middle variety of [æ]. The students who use [æ:] should be made to keep their mouth wider open when they pronounce the vowel and should be told to modify their sound slightly in the direction of [æ:J in 'father'. The Malayalam speakers who use retracted [a] should be told to make the sound like [æ:]. If the students are asked to produce a sound between [æ:] and [a:] they will get the vowel [æ].

In Malayoli English [a] is substituted for [æ] and [ʌ]. The student can be asked to pronounce [a] and [u] alternately and then try to make a sound between the two. The result will be [ʌ]. The student must be aware of the fact that [ʌ] occurs and [æ] does not occur in stressed position. The teacher can ask the student to pronounce [æ] without lip rounding, thus the student will learn the sound [æ]. It is good for the learners to practise the pronunciation of pairs of words in which [æ] and [ʌ] are contrasted with other sounds. When [æ] is pronounced lips are slightly round, while [ʌ] has no lip rounding [æ] is more lax than [ʌ] because the tongue arch is central instead of back of central part. The student must also understand that [æ] is brief and [ʌ] has a duration comparable to any other vowel in stressed position.

In Malayali English [æ:] is pronounced as [æ:]. The teacher can ask the student to press the tip of his tongue against the bottom teeth and keep it there. He should be told
to make his sound \( \text{a:} \) more like \( \text{a} \) and to lengthen it. Ask the student to pronounce the sound like \( \text{o:} \) without lip rounding.\(^7\)

To pronounce \( \text{a:} \) ask the student to keep the tongue low in the mouth with the lip behind the lower teeth and the highest part arched at the back of the mouth.\(^8\) The glossal muscles are lax and lips are unrounded. Tell the student to spread his lips and to modify his sound in the direction of \( \text{a} \).

Malayalam speakers pronounce \( \text{o} \) and \( \text{o:} \) instead of \( \text{o} \) and \( \text{o:} \). To pronounce \( \text{o} \) ask the student to spread his lips slightly while he pronounces \( \text{o} \), he will soon make the more normal sound. To pronounce \( \text{o:} \) ask the student to spread his lips slightly while he pronounces \( \text{o:} \) and he should pronounce the sound with his mouth widely open.

To learn diphthong \( \text{e i} \) let the pupil make the first element \( \text{e} \), ask him to aim at \( \text{e} \) and then make a slight movement towards \( \text{i} \).\(^9\)

To learn \( \text{i e} \) the teacher may tell the student to begin with a lower tongue position i.e. to aim at \( \text{e} \) and glide gently towards \( \text{i} \).

To know \( \text{a i} \) Malayalam students must keep away from using their onglide \( \text{y} \). For that they should pronounce a long \( \text{a:} \) as long as possible and pass towards \( \text{i} \) i.e. \( \text{a: i} \). Gradually the length of \( \text{a} \) should be reduced and finally the students will reach the normal sound.
[a u] has also an onglide [v] in Malayali English. Tell the student to pronounce long [a:] as long as possible, then without [v] pass towards [u]. Then gradually reduce the space between the first and second elements, let the tongue glide quickly to the [u] position, i.e. [a: : : : : u] \rightarrow [a : : u] \rightarrow [a u].

To learn [o i] tell the student to pronounce long [o:] as long as possible then without [y] pass towards [i], then gradually reduce the space between the first and second elements, let the tongue glide quickly to the [i] position, i.e. [o : : : : i] \rightarrow [o : : i] \rightarrow [o i].
Tell the student to open his mouth more at beginning the sound.
If the student can pronounce [a i] the [o i] can be obtained by asking him to round his lips.

To learn the diphthong [e a] tell the student to pronounce long [e:] as long as possible without [y] onglide and pass towards [a] then gradually reduce the space between the first element and the second element till he reaches [e a].

To learn [o u] ask the learner to make [o] as long possible without [v] onglide and pass towards [u], then gradually reduce the space between the first element and the second element till he reaches [o u].

i.e. [o : : : : u] \rightarrow [o : : u] \rightarrow [o u].
To know [u e] it is necessary to tell the student to isolate the [u] sound as in [put] and make the student glide the tongue from that to [e], there should be no exaggerated lip movement.

Malayalam is one of the most nasalized Indian languages. To cure nasalization the teacher can ask the student to use the consonant [z]. It loses its characteristic 'buzz', if it is nasalized. Let the student practise each vowel with [z], i.e., [zi, zI, ze] etc. The vowels should be practised in isolation afterwards. If the vowels can be pronounced purely oral vowels, they may be used in words.

Aspirated initial consonants are not aspirated in Malayalam-English. The teacher should be aware of the problems with regard to voiceless plosives in the initial position. Firstly words beginning with aspirated plosives should be taught orally. He should point out the aspiration that is required in the pronunciation. The teacher can use the written symbols of the learners language i.e., Malayalam. The student can practise Malayalam aspirated [ph, kh] etc., but the teacher should point out that English aspiration is not so strong as Malayalam aspiration.

To learn the initial [t] the student must be told to take the help of a long vowel. He should begin the word with long vowel, then gradually drop the vowel, i.e., [a: ti] > [ti].
To learn [ tf ], ask the student to place his tongue in the position for [ t ] i.e., with the sides in contact with the upper molars, the tip in contact with alveolar ridge, and the velum should be closed. Then move the tongue in the position of [ f ] i.e. with the blade elevated nearly to the hard palate. A Malayalam speaker can take the help of [ t ] with his weakly voiced fricative [ c ]. Try to pronounce [ t ] and glide towards [ c ] making [ c ] voiceless. To know [ dz ] ask the student to place his tongue in the position of [ d ] and pass towards the position of Malayalam [ j ]. [ dz ] can be achieved by pronouncing [ d ] + [ j ].

[ f ] can be understood by aspirated bilabial plosive [ ph ] in Malayalam. The student must understand that [ f ] is a labio-dental fricative. The student should be told to bring the upper teeth and the lower lip into slight contact and not to allow to pass the air in plosion. The breath stream should pass through the constricted spaces between the teeth and the lip.

To learn [ th ] the learner can practise it with Malayalam aspirated [ th ]. The student should be told to place the tip of the tongue in light contact with back surfaces of the upper teeth and passing the air stream through the constricted spaces between teeth and tongue.

To achieve [ z ] ask the student to use voiced [ s ] sound.
To learn [z] tell the student to use a fronted voiceless palatal fricative [ç] and voice it gradually.

The student who cannot roll [r] should practise the following exercise:
[tɛdɑ:]. When these sounds are said very quickly, one tap - [r] takes the place of [d]. This can be developed gradually into a fully rolled [r].

To learn the difference between [v] and [w] the student may be told to pronounce [v] with a slight lip rounding. Repeated exercises of minimal pairs will help him to understand the distinction.

eg: [weɪn] and [vẽn] 'wane' and 'vain'

The teacher must know what clusters occur in the particular language he is teaching. He should keep a list of such clusters. He can find out what are the clusters difficult for his students. He should keep a list of clusters of his students' own language. It will be good if he can compare them. Before learning the clusters the students should be able to pronounce the English consonants when they are not in clusters. Let the students say the clusters orally.
7.3. **English Affected Malayalam**

Malayalam is a foreign language to the speakers of English. There will be the interference of their own mothertongue English when they speak Malayalam. We have seen that there are many differences in the two sound systems, hence English speakers transfer their own familiar sounds when they speak Malayalam.

Malayalam [i] and [i:] have an onglide [y] which is absent in the Malayalam spoken by the English people. The final [i] is made into a lax vowel by them.

In the initial position English people pronounce Malayalam [e] and [e:] without onglide [y].

English speakers are not aware of the changes with the vowel in the first syllable of a word in Malayalam.

English speakers pronounce [o] and [o:] for [o] and [o:] in Malayalam.

Malayalam vowel [u] is not at all pronounced in the word final position by the English speakers because in their language, consonants can be pronounced in the final position.

Initial [u] is replaced by [ju] because [u] does not occur initially in English. Finally [u] is replaced by [u:].
The characteristic \([ v ]\) onglide is not used by
the English people with \([ o ]\) and \([ u ]\) because in their
language such onglides are absent.

In English there are many diphthongs. The English
speakers pronounce monophthongs as diphthongs when they speak
Malayalam.

Though Malayalam has no vowel sequences English
people pronounce them in their Malayalam as they have vowel
sequences in their native language.

In English, initial voiceless stops are pronounced
with aspiration. So when English speakers speak Malayalam the
initial voiceless plosives in that language are aspirated.
Malayalam aspirated \([ p^h, t^h, c^h ]\) and \([ t^h ]\) are distinctive.
English people substitute \([ f, θ ]\) for \([ p^h ]\) and \([ t^h ]\)
respectively. \([ t^s ]\) is substituted for \([ c ]\) and \([ c^h ]\).
\([ t ]\) is substituted for \([ t^h ]\).

Malayalam geminated consonants are pronounced
either as single consonants or as clusters.
\(eg:\) \([ k^h u t i ]\) for \([ k u t i ] \) 'child'
\([ m a n g e ]\) for \([ m a h a ] \) 'mango'

Intervocalic \([ y ]\) and \([ v ]\) are removed and pronounced either
as part of diphthongs or as part of vowel sequences by English
speakers.

In English, consonants and consonant clusters can
exist in the final position, hence Malayalam consonants with
vocalic release in the final position are pronounced without
the help of vowels.

In English, consonants [l, m, n] are syllabic. So English speakers when they speak Malayalam sometimes
pronounce [l, m, n] as if they were syllabic by omitting the
vowel occurring before them.

English [w] occurs medially and finally with its
characteristic lip rounding. So English speakers substitute
[w] for Malayalam [v] in the medial and final positions.

[s] and [l] do not exist in English, hence
they substitute [ʃ] and [j] respectively.

[r] is not pronounced in the final position in
English so when English speakers speak Malayalam they do not
pronounce Malayalam final [r].
7.4. Remedial Measures

It is not an easy job for a Malayalam teacher to teach the Malayalam sound system to an English speaker. However, as a Malayalam teacher is so familiar with the sound system and free from any other influence, it is not so hard for him to teach the language sounds in a systematic manner. Teachers can set up a similar standard of Malayalam for English speakers to learn it by suggesting remedial measures to correct the mispronunciations done by the English speakers.

To learn the Malayalam [i] with onglide [y] the English student should be asked to pronounce it with [j] i.e. [ji] in the initial position. By practicing [ji] he can achieve the Malayalam initial [yi]. If the student can keep muscles of the tongue tense when [i] is pronounced finally, there will not be the difference of tense and lax [i] when he speaks Malayalam.

To teach [ei] to an English student it is well to begin with the diphthong [ei]. The student probably pronounces a front [e] as the first element. The first element should be lengthened [e:i] and the second element is gradually dropped. If the resulting sound is too close, it is not difficult to teach a more open variety. Most people can make [i] well forward and then try to get the same quality of frontness into [e] and [ei]. To teach the [e] with onglide [y] in the initial position, advise the student to practise initial [e] with [j], i.e. [je].
To know the vowel changes in Malayalam the student should be taught the rules regarding them mentioned in the preceding sections.

To teach Malayalam [o] ask the student to practise with the help of diphthong [ou]. Ask him to lengthen the first element as [oo:u] and drop the [u] sound, then ask him to reduce the length till it becomes short [o]. To teach [oi] tell the student to pronounce English [o: ] and raise the tongue in the direction of [uu] and stop in the middle.

To teach initial [u] tell the student to practise with his initial [ju]. It is advisable to drop the first element [j] and pronounce [u] separately.

To teach Malayalam initial [o] and [u] with onglide [v], ask the student to take the help of [w] with both vowels as [wo] and [wuu].

To learn [a] and [a] the student may practise with the diphthong [ai]. The first element should be lengthened as [a:i] and the second element is to be dropped; he will achieve [ai]. Then ask him to reduce the length till he reaches [a].

To learn [u] ask the student to make a vowel almost like English [e] or tell him to pronounce a sound between [a] and [u]. The sound will be [u].
To avoid vowel sequence and diphthong, the student should be told to isolate the elements of a vowel sequence or a diphthong and ask him to use [j] or [w] in between the vowels. For example, the Malayalam word [p o: y i] is pronounced with a diphthong by the English speaker [p o i] 'went'. Ask him to isolate the two elements and lengthen the first element, then use [j] in between [p o: j i] > [p o: y i].

An English student must understand that Malayalam is not a stress language. Syllabic prominence depends on vowel duration in Malayalam. Some students may not observe the differences in length. Such speech can be improved by making the people move quickly to the second element.

To teach Malayalam unaspirated voiceless plosives [p, t, t', k] it is better to ask the student to practise with a medial plosive, as in [o u p o n]. Then gradually the initial vowel or diphthong should be dropped.

To know the Malayalam aspirated [pʰ, kʰ, tʰ, tʰ, cʰ] tell the student to put an [h] after the consonants [p, k, t, t', c].

Malayalam has the following geminated consonants [pʰ, tʰ, kʰ, cʰ, bʰ, dʰ, qʰ, gʰ, jʰ, mʰ, nʰ, n', n', n', hʰ, ū, lʰ, lʰ, sʰ, sʰ]. If the English speakers are asked to geminate Malayalam consonants there is a chance that they may
pronounce them with aspiration rather than gemination. To avoid this mistake ask them to articulate the consonant like an aspirated sound but not to release the breath stream with force. If the air is released with greater force the sound will be aspirated. So ask the student to simply double the consonant.

English speakers should know that in Malayalam very few number of consonants and no clusters exist in the final position. So it is better for them to pronounce consonants with a vowel release in that position. Tell the students to add an $[\mu]$ after the consonant. Or let them practise consonants $+$ $[\alpha]$.

To cure the use of syllabic consonants by the English speakers when they speak Malayalam tell them to pronounce a vowel before the consonants. Let them practise, for example $[\iota]$ as $[\iota \iota, \iota \iota, \iota \iota]$ etc.

To learn $[\nu]$ tell the student to pronounce $[\nu]$ without lip rounding.

To know the consonant $[\tilde{t}]$ ask the English student to articulate the sound like English $[t]$ firmly pressing the tip of the tongue against the back of the upper teeth like in the articulation of $[\theta]$.

To get the sound $[\tilde{c}]$ ask the student to place the tongue in broad and firm contact with the hard palate. The margin of the tongue should be in contact with the teeth and gums laterally. Air should be released with plosion.
To learn the sound [s] ask the student to begin the articulation like that of English [s] and keep the sides of the tongue in firm contact with the teeth and gum preventing the lateral escape of the air.

To learn Malayalam [ʃ] ask the student to begin the articulation like the English [ʃ] and curl back the tip of the tongue to reach towards the palate making a partial closure. Allow the air to pass through the sides as well as over the tongue.

To learn Malayalam [j] ask the student to begin the articulation like that of English [j] and keep the tip of the tongue firmly pressing against the alveolar ridge to block the air passage.

To learn Malayalam [ɲ] ask the student to begin the articulation like that of English [ɲ] and curl back the tip of the tongue to touch the palate to close the air passage.

To learn [n] ask the student to begin the articulation like that of [n] and touch the mid part of the tongue to the hard palate to block the air passage.

Such intensive pronunciation drills in the classroom would help the pupil to perceive and reproduce new speech sounds.
7.5. Conclusion

Linguists have the opinion that pronunciation should be taught scientifically. The problem of studying a language other than the native language is always a difficult task. The learner may not be able to pronounce certain sounds which his teacher wishes him to make. The most suitable method should be applied to learn a sound system by analysing pronunciation difficulties. This work can be done only by a phonetically trained teacher. Such a teacher can point out what is the right sound and what is the wrong sound the students are using. He can explain the relationship of the two sounds, To help the students to get rid of the wrong sounds and to help them produce the right sounds some exercises should be prepared. Only a learned language teacher can do this job.

The students of Kerala may know how to read, write and understand English. But they do not know how to speak acceptable English due to the lack of correct speech habits. So the primary aim of the English teacher is to make the student understand the importance of pronunciation.

Pronunciation should be given more emphasis because there will be mother tongue interference even in the early childhood. Drills are to be designed to make the students acquire the correct sounds. More emphasis is necessary on comprehension. A comparative study of the native language with the second language is a necessity. The most important point to be
remembered in language learning is that the background of the learner's mother tongue interferes with the language he is learning. Even when an English learner of Malayalam is familiar with Malayalam as is spoken by the native speakers, he may aspirate the initial voiceless plosives. And even when a Malayalam learner of English is familiar with English as is spoken by the native speakers he may not aspirate the initial voiceless plosives.

A Malayalam speaker may distinguish the aspirates and non-aspirates of his own language by a greater degree of aspiration than does a native speaker of English. The aspiration put into aspirated sounds of Malayalam by English speakers is not sufficient. It can be improved when it is pointed out to them. The first step would be to teach the words orally. Where it is not possible he should point out the aspiration that is required in the pronunciation of words with initial [ p, t, k ]. This may be taught by putting an [ h ] after the letter.

The foreign script and spelling conventions in learning a foreign language may cause interference. The native script and spelling conventions may also interfere. The native script i.e. Malayalam has different symbols for aspirated and unaspirated stops, the difference is distinctive. English does not have different symbols for aspirated and unaspirated stops.
The students must understand the construction of the speech organs and how they are used in the formation of speech sounds. One sound in one language may be two or more sounds in another language. We cannot expect that the whole speech habits of the students should be changed by a lesson within a limited time. Students must be able to recognise wrong sounds when they hear. They must be able to make them. This is a matter of mouth exercise. Mouth exercise will help him to use his speech organs. This kind of training includes practice in making speech sounds of all kinds. The students will be able to reproduce the correct sounds and will know how they are made. Misplacing of existing sounds is not a serious mistake. It is done by the students only because of false analogy with other words. He is accustomed to hear and use these pronunciations.

A language teacher must be a linguist. The features of English and Malayalam sounds vary from one another. Only a linguist can differentiate the features of English from those of Malayalam. The foreign language teacher has to introduce the statements of the system of sounds and later on he has to compare these systems with one another. The teacher needs an understanding of how the vocal organs work and how sounds are analysed and described for teaching purposes.

A teacher cannot realise or correct mistakes if he has no scientific training. The teacher should have undergone an ear training. The students must listen to sounds
in systematic exercises devised for the purpose. A good phonetician can give such practice. The Malayalam teacher shall know how the sounds of English are made. The English teacher shall know how the sounds of Malayalam are made, i.e. the position of the organs of speech in making all the sounds of the language. This can be obtained from books. But books may only describe certain types of mistakes and suggest some methods to deal with them. The teacher must analyse himself the pronunciation of the pupil by the help of his own trained ear. Knowledge of the formation of correct sound, the ability to recognise wrong sound, and the capacity to make it are the qualifications of a good language teacher.

The teacher can draw the attention of the students to the variants of each sounds, their distribution also can be explained. When the students come to understand the differences they would make an effort to use the correct sounds in their proper place. The teacher can watch how the students use these sounds in their speech. He can make the corrections wherever necessary.

The students must be careful in
(a) Correct articulation of sounds
(b) Correct distribution of sounds
(c) Correct location of the syllable nucleus, and
(d) Correct use of length and stress. 21

The language teacher should teach the phonetic symbols. Practice should be given in those sounds where the
students find difficulty. The teacher should train the English stress on the right syllables in words of more than one syllable. The correct length of vowels should be maintained in Malayalam. The correct distribution of English consonants and vowels should be learnt by the constant use of pronouncing dictionary. The consonants should be clearly articulated, particularly final consonants. In Malayalam most of the consonants shall be pronounced with vocalic release in the final position. The English vowels and diphthongs should be given correct length.

The Malayalam students should be trained to use English [ z ]. The English consonants [ θ, ð, v, w ] should be acquired. Malayalam [ t, τ, ɡ, j, ŋ ] should be acquired. English voiceless plosives [ p, t, k ] should be aspirated initially. Malayalam voiceless plosives should not be aspirated in the initial position. But the Malayalam aspirated plosives should be acquired. Malayalam gemination should be achieved.

A model English and Malayalam pronunciation must be frequently presented to the students with the help of tape recorder. Test may be conducted on conversational ability, speed in reading with clarity, etc. Repeated exercises will help. The distinction between partially similar sounds may be brought out by using a taperecorder.

It is hoped that the teachers of spoken English in Kerala will help to maintain certain minimum standards of English. It may contribute to more efficient communication. Such an improvement in linguistic communication will help for
better understanding among people who speak English as the second language.
Reference

10. Ibid, p. 126.