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Nativization of the English Language using an Indian model

There are many students who learn English either as a second language or a foreign language for communicative purposes. In spoken English, pronunciation plays a major role in the process of learning, as using it correctly plays an important role in speaking. Pronunciation is difficult for many learners in Sri Lanka as the sound system of English contains new phones that are not found in either Sinhala or Tamil. As the native languages have a very strong impact on the learners, they find it difficult to develop the ability to differentiate the sound system of English using their mother tongue. There is also the question about the variety of English to be chosen for speech. There are also social, geographical and political factors that determine the existence of a variety of English to be taught in a Spoken English class. In order to remedy this problem, the government of Sri Lanka has decided to make English a Life skill and it chose an Indian model in this endeavour as India is said to be a center to teach English to non- English speakers.

Also, despite the existence of a standard variety of English, there are many varieties of English that are spoken in India in different parts of the country. These varieties of English are also accepted as English is said to be a skill and not a dominant ideology in India. Therefore, when learning to speak in English, it is essential to learn a variety that encompasses the features of the native languages and at the same time which enables the speaker/ listener to make meaning to a wide range of listeners/speakers in a native as well as an international setting. Thus, an Indian model of teaching/learning can be more appropriate as Indian English has evolved encompassing native elements, and has existed as a distinct variety of English.

Keywords: English pronunciation, Spoken English, The sound system of English, ‘English as a Life Skill’, ‘Indian Model’, Indian English