

Introduction And Teaching of English in the Educational Institutes of Kerala

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AIM

In this paper entitled, “**Introduction And Teaching Of English In The Educational Institutes Of Kerala**”, looks at how English is introduced and taught in schools and colleges/universities in Kerala as a Secondary discourse.

In Kerala, Malayalam is the primary discourse in the home environment in most of the regions; English is quite often introduced as the second language from the elementary schooling onwards, Hindi is taught as a third language and often after a point of time in schooling and in college is optional and is totally up to the student if they wish to study or not.

We would divide the study conducted for the paper into several levels as, those conducted in the Schools and those in colleges. In Schools it would be again subdivided into Kerala Government Schools, CBSE schools and ICSE schools and its further subdivisions. In the college level we will divide into those in the Professional Colleges and those in the Arts and Science Colleges which would be again subdivided accordingly.

The study is conducted making use of own/self experiences and interviewing others accordingly. The interview is conducted in the form of telephonic discussion. Thus the data source is primary.

The participants in the study includes people/students above the age of 18 and teachers who teach in the schools/colleges/universities accordingly. We have considered only those students who have a minimum 3 years of schooling in a particular school/ college/ university and teachers who have a minimum of 5 years experience.

With the help of the study we have come to the result that the socio-economic class, profession/job/work of the parent, social network of the family, Gender and Sexuality of the student, Religion, Caste and the geographical area involved have a crucial role to play in the development of language skills and the proficiency of the student in the Listening, Speaking, Reading and Writing Skills in the language. The political and ideological viewpoint of the parent and student after some level also influence their need to excel in the language.

OBJECTIVE

- Data set is collected from 10 students and 10 teachers belonging to different levels included in the study.
- Data sets are collected from students keeping in mind the socio-economic, gender and sexuality, job/ profession / work, Religion, Caste and the geographic area of each student to get a more clear picture.
- The political and ideological views of the students and their parents are enquired to know about their idea of studying a foreign language throughout their academic culture as a second language while a language of their country is being taught as third, which is often allowed as a choice subject unlike English which is compulsory

HYPOTHESES

- Unlike Government schools in the CBSE and ICSE schools English would be very strictly taught from the elementary schooling onwards (KG). Hence the students from these schools would show a higher proficiency in the language.
- Among the Government schools, students from the English Medium schools of Kerala Government would show a higher proficiency than that of the Malayalam medium school.
- In the college/ university level students from the Professional Colleges would show a higher competency than that of Arts and Science Colleges.
- In the Arts and Science College, students from the Aided college would be more competent than that of the Government College.
- The socio-economic background, Gender and Sexuality, Religion and Caste, Social network, Job/ profession/ work of the parent and geographical area will have an important role in the proficiency of the language.

- The political viewpoint and the disagreement of Hindi being widely accepted as a “National Language” and the lesser frequency of conversation and environment have strengthened the use and teaching of English.
- The ideological view of English as the “World’s Lingua Franca” have influenced the compulsory teaching and Learning of English until the undergraduate level.

METHODOLOGY

The study for the paper entitled, **Introduction and Teaching Of English In The Educational Institutes Of Kerala**, was done by making use of the Qualitative method of research. The data source was primary collected via the telephonic interview.

The participants involved in the study are 10 students and 10 teachers. The students comprises of different genders (male, female and a transwoman; the transwoman information isn’t included in the appendices) , coming from different socioeconomic backgrounds, Religion and Caste, Parents belonging to different Job categories, and different Geographical area (Rural and Urban).

We have selected a student each for the one’s belonging to Kerala Government English Medium Schools, Kerala Government Malayalam Medium Schools, Kendriya Vidyalaya , CBSE Private School, ICSE schools, Government Professional College (Engineering) , Aided Professional College (Engineering), Government Arts and Science College and Aided Arts and Science College.

The English language teachers were from the Lower Primary (LP), Upper Primary (UP), High School (HS) and Higher Secondary School (HSS) in the set of Kerala Government schools and a teacher each from the CBSE Private School, ICSE Private School, Government Arts and Science College and Aided Arts and Science College.

Along with this we had also interviewed a Hindi language teacher from the High school (HS) and the Government Arts and Science College to know the interest of students in the Hindi language and understanding the political and ideological view of learning English over Hindi , one being a language in the country while the other is a foreign language which still have a **STATUS** in the mind set of people and that which is dominating in the environment of Kerala (among the South Indians as a whole for that matter).

With the prevailing pandemic situation in the country the study was conducted in a restricted manner owing to many issues like restriction in travel, time constraints, mental and physical health of the participants, online classes for the participants, teachers having other duties in the state pandemic situation. Along with this as the study was conducted in the manner of telephonic interview there were constraints of time taken, as their arose connectivity issues on a general basis and with the climate changing to Rainy in Kerala.

I couldn’t get to include teachers from the Professional College, neither from Government nor Aided, as the Language Faculty there were appointed temporarily and the criterion for a minimum of 5 years weren’t achieved by them.

The study also lacks teachers from the Kendriya Vidyalaya, ICSE School and Unaided Arts and Science College and both students and teachers from Jawahar Navodaya Vidyalaya and Unaided Colleges due to the constraint of time and the prevailing pandemic situation and the worst case scenario in the state of Kerala.

Even with the above said constraints faced, I have done my best to bring out the maximum possible in the study. Each participant in the study were allocated with an at least 2 hours interview time, so that they could share their experience in the teaching-learning process.

I have selected the students and teachers from the districts of Kannur and Kasaragod located in the Northern part of Kerala. The teachers were from different schools and colleges accordingly and different locality to have avoid restriction in the information given. The teachers includes both male and female who had at least 5 years of experience in the relevant field. The student participants were above the age of 18 and had done their academic education in the relevant field for at least 3 years.

Among the teachers participated one among them is a member of the District Research Group of Kerala Government and the President of Kerala Sastra Parishad (People’s Science Movement) , Sreekandapuramarea, Mr. K. Ranjith Kumar.

INTRODUCTION

This study entitled, **Introduction And Teaching Of English In The Educational Institutes Of Kerala**, looks into how English as a Secondary discourse and Second language is introduced and taught in the Schools and Colleges/Universities of Kerala. The study look into the different methods and approaches adopted by the teachers to teach the language and the role played by the socio-economic, gender and sexuality, Religion and Caste, Geographical area of the student along with their parents job; and the political and ideological point of views of individual that strengthens the roots of English in Kerala and those that uproots the Hindi teaching and speaking environment in Kerala.

The study was conducted in the form of telephonic interview. The participants are 9 students and 11 teachers from different categories were included in the study. The students should have completed at least 3 years and teachers with 5 years of experience in each category. Along with the English language teachers , two Hindi language teachers one each from school level and college level is included in the study to know the difference in the teaching of Hindi and English and the Political and Ideological differences in the point of view of students and their parents with the learning of English and Hindi.

The Kerala Syllabus Schools are divided into three according to the **Ownership** of the school.

Fully Government Schools

In these schools the ownership of the school belongs to the Kerala Government. The teachers are recruited via the Kerala Public Service Commission (KPSC).

E.g. Government Boys Vocational Higher Secondary School, Madayi(GBVHSS, Madayi).

Aided Government Schools

The ownership of the school is shared by equal halves between a management and government. The management appoints the teachers while the government gives the salary.

E.g. St. Mary's High School, Payyannur.

Unaided Schools

In these types of schools the ownership completely belongs to a management. They appoints the teachers as well as gives the salary. They are simply the private schools that follows the Kerala Syllabus. Unlike the other two, here the students are supposed to pay all the school fees and other fees.

E.g. Wadihuda Higher Secondary School, Payangadi.

The Kerala Government Schools are of two types according to the **Medium of instruction**.

Malayalam Medium Schools

In these schools the medium of teaching or instruction of all subjects apart from the language subjects (English and Hindi) are in Malayalam. The text books are printed in Malayalam and the teacher gives the notes in Malayalam.

E.g. Government Higher Secondary School, Kunzhimangalam (GHSS, Kunzhimangalam)

English Medium Schools

In these schools the medium of teaching and instruction is in English except for the language subjects, Malayalam and Hindi. The textbooks are in English , the teachers may give note in a bilingual method comprising of both English and Malayalam for the ease of the students. E.g. A Kunzhiraman AdiyodiSmaraka Government Vocational Higher Secondary School, Payyannur. (AKASGVHSS, Payyannur).

Apart from the Kerala Syllabus schools we also have the CBSE and ICSE schools in Kerala.

The CBSE (Central Board of Secondary Education) schools of Kerala are of two types according to the **Ownership** of the school.

Central Government Schools

These are schools that are funded by the Central government where education is either free of cost or with minimal fees.

These schools are again divided into two types according to the background of their student intake or in other words which all students can avail education from these and they are the following

Kendriya Vidyalaya

These are Central government schools where transferable Central Government employees including Defence and Para-military personnel's children can avail education.

E.g. Kendriya Vidyalaya, Edat

Jawahar Navodaya Vidyalaya

These are Central Government Schools where a system of central schools are functioning for talented students predominantly from rural background can avail education.

E.g. Jawahar Navodaya Vidyalaya, Periyar.

Private Schools

These schools are run by Private individual or a management. The students are supposed to pay all kinds of fee including Tuition fee, Sports Fee, Arts Fee, Building Fund and many more.

E.g. Ursuline English Medium School, Pariyaram

The **ICSE** (Indian Certificate of Secondary Education) schools are private schools that follows the ICSE syllabus. The school is owned by an individual or a management. They appoints the staffs and teachers and gives the salary. E.g. St. Teresa's Anglo Indian Higher Secondary School, Kannur.

The College/Universities of Kerala are mainly of two types according to the stream of teaching

Professional Colleges

These are Colleges that teach the students in the fields of Medicinal Studies or Engineering. The Medical Institutes do not have a paper/subject of language or communication skills. Only Engineering colleges have a paper in their first year which focus on improving the communication skills of the students. Thus in this study we only look into the Engineering Colleges.

The Engineering Colleges in Kerala comes under KTU or A P J Abdul Kalam Technological University. The Colleges may be of two types according to their Ownership

Government College

These are the state government funded colleges where students study free of cost.

E.g. Government College of Engineering, Kannur (GCE Kannur)

Unaided College

These colleges are owned by individuals or management. Students need to pay various kinds of fees and funds for their studies.

E.g. Sree Narayana Guru College of Engineering and Technology, Korom(SNGCET, Korom)

There are Engineering University/Institute in Kerala that are owned by the Central Government namely the IITs (Indian Institute of Technology) and NITs (National Institute of Technology); but in this particular study we are neglecting these as in the area included for this paper doesn't include any IITs or NITs.

Arts and Science College

Arts and science College as the name suggests teach the arts, humanities and science subjects. Each of these colleges would be under a specific University. In the University campus only post-graduation and above subjects are taught, hence second and third languages aren't taught or are compulsory.

The study that we have conducted in this paper as already mentioned is of Kannur and Kasaragod districts which comes under the Kannur University. Thus the colleges that we talk about would be those under Kannur University.

Colleges in the university are divided into three types according to their Ownership namely

Government College

These colleges are run by the State government. Students study either free of cost or with a minimal fee.

E.g. Krishna Menon Memorial Government Women's College, Kannur (KMM Government College, Kannur).

Aided College

These colleges are owned by both state and individual/management equally. The management appoints the staff and teachers while the government pays the salary. The students comes from both merit and non merit (management quota) admission. The merit students avail free education while the non merit needs to pay fees.

E.g. Payyannur College, Edat

Unaided College

These colleges are owned by private individual or management. The staffs and teachers are appointed by the management and they give the salary. The students have to pay all kinds of fees and funds.

E.g. Wadiah Institute of Research and Advanced Studies, Vilayancode (WIRAS, Vilayancode).

EARLIER WORKS IN THE AREA OR RELATED TO THE TOPIC

The Teaching of English in the Government/Aided Primary Schools in Kerala under DPEP

Written by Sridevi K Nair, this is a discussion paper written under Kerala Research Programme on Local Level Development, which was published in 2004.

The number of Students from Kerala getting selected in the National level examination started deteriorating, thus initiated the study to know why even those who passed in written examination have failed in the interview.

The study had tried to study and analysis the Second Language Acquisition Programme of Kerala Syllabus in depth. The levels language skills via Listening, Speaking, Reading and Writing of the students were also evaluated in this study. Class observations, group and individual interaction were conducted to know whether the Second Language Acquisition Programme (SLAP) was success or failure. In case it had some backdrops to see where, why and how it failed.

In the phase one, it was conducted in the districts of Wayanad and Malapuram. In the phase two, it was extended to the districts of Trivandrum, Idukki and Palakkad.

The study showed and helped to understand the difference between First Language v/s Second Language Learning and Acquisition.

A Study On English Acquisition In Kerala Primary Schools; Present Scenario; Issues and Concerns.

A study conducted by Rafeeqe Ahmed of Azim Premji University and first published in 2014.

The day to day practices in the primary schools of Kerala was where the study had focused on. It tried to look into the problems faced by the students/ learners in the English language acquisition.

Conducted in the districts of Wayanad and Malapuram, the study mainly focused on the teachers as they were the ones who filled up the questionnaire.

It looks into the different curriculum followed by the NCERT and SCERT and their effectiveness and impacts on the students.

Teaching Of English at the Undergraduate level in Kerala: Problems, Perspectives and Possibilities.

This is a paper written by Dr. Abida Farooqi, Assistant Professor, Department of English, Government Arts and Science College, Kondotty. It got published on September 2015.

The paper discuss about the teaching materials and approaches adopted by the Professors in the English Department of different arts and sciences colleges across Kerala in the Undergraduate level.

The writer begins with the discussion on why English is not fluent and thus what was wrong even after students spending 10-12 years studying English are unable to express themselves in the language. The writer puts down the question, why students have to spend again on money and their time in the Spoken English classes to improve their Listening, Speaking, Reading and Writing Skills even after undergraduate level of compulsory English subjects.

The paper moves on with discussing the problems that are pertaining in the teaching of English in Kerala and the lack of environment and encouragement of conversing in English.

The paper looks into the areas where focus is to be given so as to boost up the confidence of the students and there by encouraging them to speak in English.

The paper gives suggestions, ideas, possibilities and changes to be made that the English Language Teachers could take forward to help the students in improving their language skills at the Undergraduate level.

THE DIVISIONS IN KERALA GOVERNMENT SCHOOLS AND HOW LANGUAGE IS INTRODUCED AND TAUGHT

The Government schools of Kerala are divided into different levels taking into account the level of teaching required. The division is done based on the age categories, teaching requirements, concentration level of the learners, methods and approaches that could be adopted by the teachers to facilitate the teaching-learning process.

Pre School/ KG Classes

The students between the age 4 to 6 attend the pre school. This section has been included recently in the curriculum. Previously children of this age group were sent to the “Anganavadi” centers. Each locality would have an Anganavadi where there would be a teacher and a worker (aaya/ aasha worker). The teacher used to teach the kids alphabets, small rhymes, make them do things in groups, let them play etc. The aaya look into the matter of meals. She cooks the Lunch and evening snacks (upma) for the kids and serve it to them.

The CBSE and ICSE schools have KG classes and the absence of it in Government schools compelled parents to send them to the CBSE/ ICSE schools, thus the government took away the Anganavadi and replaced it with the pre school.

The teachers appointed to the section needs a minimum qualification of matriculation. Female teachers are more preferred and come forward for the job. The aaya is absent as pre school comes along the next section, where an aaya is already present, along with other helpers and peons working in the school.

The Language text books have pictures and alphabets. The teacher helps the children to learn the alphabets and learn few simple words with the alphabets. Teach small rhymes and tell them short stories.

Lower Primary (LP)

Students from an age group 6-10 (11) comes attends this section which comprises of classes from 1st to 4th. Students basic knowledge is taken care of and most of the subjects are taught in Malayalam. Sometimes same teachers teach different subjects. Both male and female teachers are appointed. The minimum education qualification includes 12th pass with a TTC (Teachers Training Certificate).

E.g. Marymatha ALP School, Vilayancode.

Language text books comprises of a lot of pictures. The teacher interact with the class by asking students what / whose picture is it in Malayalam, while each student say a new word or sentence the teacher translates them into English. This technique is known as picture reading. In the next stage the teacher asks describe the picture, called picture description. The described features may be color, shape, size or anything is translated to English. The teacher reads each lesson (Lesson Reading) and also ask the students to read in Group (Group Reading).

A thought leads to words, Words to Sentence, the student gets to know about the alphabets and the teacher ask the student to form new words with the given alphabets.

Grammar Translation Methods, Silent Way, Group work and Computer assisted teaching techniques are used to teach the Language.

Upper Primary (UP)

Students around the age group of 10 to 12(13) attend the section which comprises of classes from 5th to 7th. The knowledge level is advanced with a strict division between the subjects. The language courses starts to be taught in Translation method while the rest are in mother tongue. There are almost fixed subject teachers. The minimum education qualification includes degree in any discipline and TTC with 10 years of experience or a BEd (Bachelor of Education). Both male and female teachers are appointed.

E.g. Government UP School, Pilathara

The Language text books in this section has more of small poems or prose. The initial stage in class is the Processing Stage where the teacher asks in the class some interactive questions, to which the students response. After which the teacher starts reading the text and explaining the text in bilingual method. The teacher does code mixing and code switching. The teacher asks yes/no questions, small wh questions etc.

Bilingual method, audio lingual method, suggestopedia, total physical response, computer assisted learning techniques etc. are made use of to teach the Language.

High School (HS)

Classes from 8th to 10th standard are included with students between the age group of 12-15(16). The subjects starts to go in depth. Social and Science subjects are separated and again sub divided to its lower disciplines. The language classes starts to be in Bilingual method. The Students have a total of 10 subjects with IT included. Malayalam becomes the First language, English and Hindi Second and third respectively. All the three languages are compulsory till 10th.

The English Medium section starts from the High school. English starts taking prominence especially if the medium is English. All subjects except language starts to be introduced in English.

The minimum education qualification includes a bachelor's degree in the respective subject with a BEd and KTET exam qualification. Both male and female teachers are appointed.

E.g. Government Boys Vocational Higher secondary school, Madayi (English Medium)
Government Higher Secondary school, Kadannappally (Malayalam Medium).

The teacher asks the students to read the prose or poem by themselves and ask them to mark the unknown words or phrases. After which the teacher reads out the lessons and help the students to know and understand the difficult marked words or phrases.

The teacher explains the lessons in simple English.

Bilingual method, Direct method, community language learning, suggestopedia, cooperative learning, audio lingual method, computer assisted language teaching etc. are made use of by the teachers.

Higher Secondary School (HSS)

These are the 11th and 12th classes comprising of students from an age group of 15-17 (18). This is again subdivided according to the stream chosen by the students. The stream includes the subjects to be specialised and taught later on. The stream decides the job opportunity that the students can later on look upto.

Science Stream / Computer Science Stream

Majority of the students take this stream. The students who take up the stream are meritorious students. Here the students choose either Biology Science or Computer Science and related subjects

Commerce Stream

Students in this stream study commerce subjects. The students are of mixed category in terms of their academic performance. There would be good, average and below average.

Humanities Stream

Students from this stream study humanities and arts subjects. The students tend to be more lazy, either average or below average in their academic performance.

E.g. Government Girls Higher Secondary School , Madayi (GGHSS, Madayi)

Vocational Higher Secondary School (VHSS)

This is very similar to the HSS, they also have the Science (Biology and Computer), Commerce and Humanities stream. The difference is that the VHSS focus on more practical experience and make students to work in the related job of their stream as part of their internship which holds marks and value in their academic education.

The students are of age group 15-17 (18) and it comprises of classes 11th and 12th.

E.g. A KunzhiramanAdiyodiSmaraka Government Vocational Higher secondary school, Payyannur. (AKASGVHSS, Payyannur)

The teachers of HSS and VHSS have the same educational qualification. Postgraduate degree in the respective subject, Bed and Qualification in the SET (State Eligibility Test) exam.

All the subjects in science stream are taught in English, in the direct method. The subjects of commerce are taught in a mixture of English and Malayalam in a Bilingual manner, while that of Humanities it's Grammar Translation Method.

In the HSS and VHSS, it comprises of different streams even though the Language text books are the same for all three streams. The students in each of the stream have different academic and Language Competence. Hence the class is a

mixture of Bilingual and Direct method of teaching. Apart from these the teacher also make use of the community language learning, suggestopedia, cooperative learning, audio lingual method, computer assisted teaching etc. Since in this level the core subjects are given more importance the time for language subjects are very less.

DIFFERENCE AND PRIORITY AMONG ENGLISH AND HINDI

Both English and Hindi are compulsory subjects from LP to HS, but in the HSS and VHSS students are given a province to choose between Malayalam or Hindi according to their wish.

Teaching English is a herculean task for the language teachers as there is no Language speaking environment in the school. Still the teacher tries to motivate the class by making them realise the importance of English. English being the World's Lingua Franca, the students are made aware of it and then taught. On the contrary in the case of Hindi students show very less concern. Even the school doesn't stress a lot in the teaching of the Language due to the political indifference towards the Language, as the South Indians are commonly against the notion of Hindi being a National Language.

Hindi is almost always taught via the Grammar Translation Method, very rarely if the teacher incharge shows interest Bilingual and Direct methods are introduced but becomes unsuccessful because of the weak response from the students.

LANGUAGE TEACHING IN CBSE AND ICSE SCHOOLS

In the CBSE and ICSE schools, there is an English Language Environment which initially gives stress to the students but later on helps the students to improve their language. All the subjects and classroom interaction happens in English which helps the students to develop their vocabulary and makes them competent.

The teachers starts from the Grammar Translation Method in the initial elementary classes and moves forward with the Bilingual and as the students reach almost in class 5th they become much more fluent in the language. From 5th onwards the Introduction of Direct method, community Language learning, suggestopedia, Silent way, cooperative learning, audio lingual method etc. are made use of by the teachers. All the classes are equipped with technology hence Computer assisted Language learning is also very common.

The evaluation of the students here is done by 4 Formative Assessments and 2 Summative Assessments. The Summative Assessments are exams while Formative Assessments looks into class performances, assignment, projects etc. Thus during the Language classes students are encouraged to do role plays, give speech during the morning assembly etc.

TEACHING OF HINDI IN CBSE AND ICSE SCHOOLS

In the CBSE and ICSE schools Hindi is seen as a third Language and is given equal importance. All the Language teaching methods that is made use of in English are also followed in the teaching of Hindi.

Hindi Diwas is celebrated in schools and students are encouraged to speak in Hindi for the whole day apart from the core subject classes.

The weak point in the case of Hindi is that unlike Kerala Syllabus schools, Hindi is compulsory only till 7th. From 8th onwards students have choices between Hindi, Malayalam, French, Sanskrit, German etc. according to the school. Thus the vocabulary isn't that well formed and students tend to forget the Language due to lack of language environment.

RELIGIOUS IDEOLOGIES IN PRIVATE CBSE AND ICSE SCHOOLS

Most of the private CBSE and ICSE schools are managed by some religious authority may be Christian, Hindu or Muslim. Thus according to the management the prayer songs in the school and the moral education subjects are changed. For instance,

In Christian Management Schools English is asked to be conversed through out the day in the school very strictly, if not punishments are given to students including fines and physical beatings. In the second language choice they are given with Malayalam, French, German, Latin and Hindi. The prayer songs mainly are addressing Jesus Christ and the moral education stories are taken from Holy Bible.

In Hindu Management Schools, the attention is also given to the teaching of Sanskrit and Hindi even though English is of primary importance. The second language choices are Malayalam, Sanskrit and Hindi. The prayer songs are either in Sanskrit or Hindi, and address to Goddess Saraswati. The moral education stories are from Hindu Religious Texts.

In Muslim Management Schools, the attention is given to Arabic language with English given supreme importance. The prayer songs are in Arabic or Urdu addressing to Allah. The second language choice includes Malayalam, Arabic, Urdu and Hindi. The moral education is mainly religious teaching of Holy Quran.

ENGLISH LANGUAGE TEACHING IN COLLEGES/ UNIVERSITIES

Professional Colleges

In the Engineering Colleges there isn't any English language teaching or a subject called English. What they have is a subject called "Communication and Interactive Skills" which are often taken by an English Teacher.

The teacher helps the student in their Communicative English and tips to perform confidently in the interviews.

The classes are taken in Direct method along with which cooperative learning techniques are made use of as in helping each other in their language skills

Arts and Science Colleges

In Arts and Science Colleges there is a course in English BA English, apart from it all the students in the college in their first 2 years of undergraduate study have to do courses in Communicative English and English Literature.

In the communicative English subject the students are given training to converse in English, improve their grammar skills, Spellings, Linguistics, Phonetics and Pronunciation.

In the English Literature subject they are taught prose and poems, it's interpretation and analyzing developing their critical appreciation skills.

Both the subjects are taught in direct method, along with it the teacher make use of the community language learning, suggestopedia, cooperative learning, silent way, audio lingual method etc.

ROLES PLAYED BY THE SOCIO-ECONOMIC, GENDER, RELIGION, AREA etc. IN THE LANGUAGE LEARNING PROCESS OF STUDENTS

Social Class

Students from the Upper middle class and Upper class of the society tends to attend CBSE or ICSE school while those from the Lower middle class and Lower class attend Kerala Syllabus schools. Thus the former tend to have more affluent in English than the latter's.

Economic Background

Students from a good economic background attends the CBSE and ICSE schools while others attend the Kerala Syllabus schools. Thus the former can afford to English news papers, magazine etc. that could help the student while the latter fails to do so.

Job/ Work/ Profession of Parent/Parents

Students whose parents are in state or Central government jobs attend KV schools. Students whose parents are Doctors, Engineers, NRI, Advocates etc. attend the CBSE and ICSE schools and thus show a good communication skills while the working class society's children study in Kerala Syllabus and are less competent in English.

Social Network

Children with a good social network like gatherings say sports and arts clubs where they could communicate in English develop their language skills proficiently.

Sexuality

Even though Kerala is progressing in viewing their boy and girl child equally there are still cases in Middle class families where the boy child is send to CBSE or ICSE schools while the girl child goes to Kerala Syllabus schools. The boy child is provided with the necessary goods to develop his language proficiency even sending them to extra spoken English classes while the girl isn't that competent due to the lack of sufficient environment.

Gender

Though Kerala is starting to accept the fact that Gender is not binary and appreciating and encouraging the LGBTQ+ community, there are still families who restrict the education of their child if they come to know that they are from the LGBTQ+. Thus they are facing issues in language competency due to the lack environment and resources.

Religion

Though not everyone show this tendency, there are families that prefer their children to study in the management schools that are run by their religious people and restrict themselves from attending the other religious schools. As the different management gives importance to different languages and even to English in itself the competency of the student also varies accordingly.

Caste

Students from the SC and ST caste and some OBC attends the Kerala Syllabus schools while the others the CBSE or ICSE schools. Thus their competency varies according to the school they are attending to.

Geographical Area (Rural/Urban)

Students from rural areas are less competent in Language as compared to those from urban. This difference is due to lack of English medium schools, English speaking environment in the form social network etc.

IDEOLOGICAL AND POLITICAL VIEWPOINT IN LEARNING OF LANGUAGE

English is seen and accepted as a World's Lingua Franca and hence even in the State government schools and colleges English is taught as a compulsory Subject and more Kerala Syllabus English Medium Schools are built. On the contrary even though government do promote the teaching and learning of Hindi by it's Three Language Policy till matriculation, students and their parents show very less interest. One reason could be the grudge against Hindi being a National Language. The other could be the less employment status in India and hence studying Hindi doesn't benefit in any way according to their view point.

CONCLUSION

In this study entitled **Introduction and Teaching Of English In The Educational Institutes Of Kerala**, I have looked into how the secondary discourse English is being introduced in the Schools and Colleges in Kerala. The role played by the socio-economic class, social network, Gender, Sexuality, Religion, Caste, Area and the work of their parents influence the competency of the children are also analyzed. The Ideological and Political Viewpoints of the students, parents and the educational institutes, even that of the state government in the teaching and learning of English has been looked into.

The study happened in the form of telephonic interview collecting information from 10 students (one among them is a transwoman whose details hasn't been included) and 10 teachers have been interviewed.

Language being a medium of communication, every language has its own importance. The preference of one language over the other due to ones Ideological, Political, Religious view points should be discouraged.

APPENDICES

INTERVIEW QUESTION

Teacher

- Did any of your student ever face any problem/ issues/ discrimination in school/College due to their socioeconomic, Political, Gender, Religion or Caste?
- What are the different teaching methods that you make use of during the teaching learning process?
- What is your Ideological or political viewpoint on introducing and teaching the secondary discourse (English/Hindi) in the school/ college?
- Are you confident in the competency of your student in conversing in the Secondary discourse?

Students

- What were the Teaching methods that your teacher has made use of in your school/college days?
- Did you face any problem/ discrimination in the school/college because of your socio-economic, Political, Gender, Religion or Caste?

- What is your individual view point whether Ideological or political on the introducing and teaching of a secondary discourse in school/ college?
- Are you confident enough to speak in a public platform in your secondary discourse?

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