

CHAPTER - 3

Design of the study

Bilingualism is the ability to master the use of two languages, although second language acquisition literally refers to learning a language after having acquired a first language.

The use of multiple languages in education may be attributed to numerous factors, such as the linguistic heterogeneity of a country or religion, specific social or religious attitudes or the desire to promote national identity. In addition, innovative language education programmes are often implemented to promote proficiency in international language of wide communication together with proficiency in national and regional languages.

Bilinguals tend to switch from one code to another because certain topics are handled more appropriately in one language than in another in particular bilingual contexts (Krishnaswamy, Verma and Nagarajan, 44). This tendency is so common in several societies, besides the mother tongue and the second language, there exists a widespread inter language which is a mixture of the mother

tongue and the foreign language. The educated speaker of any Indian language uses the English words abundantly when he speaks to another educated person of his own speech community.

The need for research in bilingualism has been felt for a long time. In India there are many languages and dialects spoken by people in different areas and with the introduction of universal, free and compulsory education. Children speaking different languages come to schools. There are bilingual areas and children in some cases suffer from handicaps arising out of bilingualism. Bilingualism for a child exists when the child speaks one language at home and learns in schools through the medium of a different language. The differing languages are the school language and the home language.

There is also another factor which comes into play for differentiating types of bilingualism. This factor is the environmental language. The environment may provide three different situations. In the first situation the languages, the home language and the school language may be spoken with equal frequency in the area. This would be purely a bilingual area. An

illustration may be given of an area where Kannada and Marati are spoken with equal frequency and people know both the languages. Children in the area also know both the languages.

There would be other areas where only one language is spoken in the environment. The language spoken might be the child's school language as the child's home language. The third type would come in when the environmental language and the home language are identical and this language different from the school language.

In all cases of bilingualism, it is obvious that a child has to learn a new language other than the one he speaks at home. In all these cases the process of learning a second language will operate. The two factors, listening and speaking, primarily operate in the process of learning a language. These speech habits are to be brought into use by expression. For this there should be an urge to express ourselves in the new language. In the case of a child, speaking his mother tongue, these two factors operate to the maximum.

When the child learns a second language, these two factors will operate and the environment will supply the necessary materials for listening to and expressing in the second language.

The researcher has mentioned at some length about bilingualism and bilinguals because an understanding of these concepts is crucial to the understanding of concepts such as 'code mixing' and code-switching'. It is obvious that only a bilingual can switch from language to language. It is precisely because such bilingual code-switching is more noticeable than other kinds of socio linguistic variation that it is so commonly examined in socio linguistic theory and research.

Role - relationships play a significant part in code-switching. The role of teacher pupil is normally associated with English, but Hindi is primarily associated with roles realized in the family and secondarily with friendship. It is here that personal needs would demand as immediate and fluent expression, facility in a particular language determining its use.

An informant, thinking ahead to what he is about to say will sometimes anticipate the use of a word that belongs to the

overlapping area which serves as a switch word. Either consciously or unconsciously the anticipation of that word may cause the informant to switch. Sometimes the entire sentence or phrase which has evidently been thought out in advance is adapted to the switch word and is thus uttered in English.

Anticipational switching could be the result of considerable linguistic consciousness, the speaker is so aware that he is dealing with two distinctive speech systems that he changes over to the other language for a sentence rather than mix the two systems.

The investigator, who has some experience in teaching English to the students at U.G. level has found that there are difficulties in learning English as a second language. The investigator intends to find out the frequency in the use of English words by common people as well as the U.G. students who use second language when they speak in their first language.

Though the students and commoners unconsciously use English words in their casual conversation, when it comes to conscious use of the language, there are certain reservation. Hence, her study was taken to find out the concepts which are often

expressed in English and whether informal use of bilingualism could be incorporated into classroom teaching and English learning could become more pleasurable. The objectives are as follows.

Objectives of the study

1. To explore the areas/concepts where bilingualism is frequently used and analyze the reasons for it,
2. to find out whether code-mixing helps the learner to attain fluency in second language,
3. to find the possibilities of developing oral fluency in English through inter language strategies,
4. to find out if there is any difference in the use of bilingualism between the educated the illiterate,
5. to explore the possibilities of evolving suitable teaching methods incorporating different bilingual aspects, and
6. to find out between code mixing and code switching which device is used more frequently.

Since the present study involves spontaneous response from the respondents, the researcher felt that the best method of collecting data would be through observation.

The observation method is the most commonly used method especially in studies relating to behavioral sciences. Observation becomes a scientific tool and the method of data collection for the researcher when it is systematically planned and recorded and controls validity and reliability. Under the observation method, the information is sought by way of investigations direct observation without asking from the respondent.

The purpose of observation is to describe behavioral patterns in verified settings, It provides information relating to different types of behavior found under study in different situational and also helps in the selection of research problems and hypothesis.

The main advantage of this method is that subjective bias is eliminated, if observation is done accurately. Secondly, the information obtained under this method relates to what is currently happening; it is not complicated by either the past behavior or

future intentions. Thirdly, this method is independent of respondents willingness to respond and it is part of respondents.

If the observation is characterized by a careful definition of the units to be observed, the style of recording the observed information, standardized conditions of observation and the selection of pertinent data of observation, then the observation is called as structured observation. When the observation is to take place without these characteristics to be thought of in advance is termed as unstructured observation.

There are two types of observations such as participant and non-participant observation in the context of studies, particularly of social sciences. This distinction depends upon the observers' sharing or not sharing the life of the group he is observing, if the observer observes by making himself a member of the group he is observing so that he can experience what the members of the group experience, the observation is called as the participant observation.

But when the observer as a detached emissary without any attempt on his part to experience through participation what others

feel, the observation of this type is often termed as non-participant observation.

There are controlled and uncontrolled observations. If the observation takes place in the natural setting, it may be termed as uncontrolled observation. But where observation takes place according to definite pre-arranged plans, involving experimental procedure, the same is termed controlled observation.

Once it was decided that the data would be collected through observation method, the researcher carefully chose the sample population. The study was undertaken based on the hypothesis that bilingualism in Tamil conversation is prevalent among college students as well as commoners, literates as well as illiterates. Hence the researcher chose college students and the public for her study. Totally 800 samples were chosen for her study. The researcher chose 2 colleges, one from Madurai, one from Dindigul to conduct her study.

From Madurai NMS Sermathai Vasan College for women was chosen mainly for its accessibility. The researcher had been working in the same college for 8 years. The researcher was able to

collect data from students through controlled, participatory, structured, observation method. 200 girl students were chosen from undergraduate course from various disciplines of arts and science. Everyday after the college hours, the researcher met the student constantly for 10 days and made them converse with each other on different situations. The researcher also participated and collected the related words pertaining to the different situation from the conversation. The conversations were duly recorded and later on transcribed. The concepts were classified and the frequency of use calculated.

About Sermathai Vasan College for Women

Sermathai Yasan College is the eighteenth educational institution formulated by the Nadar Mahajana Sangam. This unaided self financing college was named after the industrious patrons Smt. Sermathai Vasan and Sri V.G. Vasan. This college is situated in the outskirts of Madurai and most of the students studying here come from urban areas. This college has the distinction of being the only educational institution for women

situated in the southern bank of river Vaigai. Founded in the year 1993, this college has a strength of 800 students and 58 teaching staff. Various courses such as B.Com., B.Sc., (Maths), Physics, Computer Science, Information Technology are offered. Post Graduate courses in Commerce, Maths, Computer Science and Information Technology are also offered.

For the present study students from under graduate courses were selected at random - totally 400-200 boys and 200 girls, who represent all the undergraduate courses.

Similar process was repeated with the U.G men students belonging to various discipline from G.T.N. Arts college Dindigul. The researcher met professionals like teachers, doctors and lawyers in and around Madurai and Dindigul and conversed with them by giving different situations, she also recorded related conversation pertaining to different concepts.

The data collected from students, both boys and girls and the professionals were through controlled, participatory, structured observation.

The third category of respondents labeled as others comprised people whom the researcher came across in places like bus stand, railway station, market and hospital. The data collected were through non participatory, unstructured and uncontrolled observation. The researcher visited the above mentioned places and listened to the conversation and made a note of it. The researcher some times had to have conversation with these respondents and veer the conversation towards desired responses to collect necessary data. She was able to collect necessary data. She was able to collect responses from 200 respondents this way.

The data collected were converted to graphs diagrams and tables and analyzed. The analysis and interpretation are given in the following chapter.

Scope of the study

This study is limited to students of two colleges and common people selected at random. There is further scope for structured, controlled, participatory, observation study on people from urban and rural areas and comparing them. The same study

can be conducted on boys and girls to find the difference in the use of bilingualism on a larger level.

Structure of the Study's

This thesis is structured into five chapters.

The first chapter is the Introduction which deals with the importance of language, functions of language, the importance of learning English as first language and so on.

The second chapter gives a brief overview of the concept bilingualism followed by a comprehensive account of earlier researches carried out in this area.

The third chapter is Design of the Study which gives the objectives of the study, methodology and scope of the study.

The fourth chapter is analysis of data. The researcher has analyzed the data which she collected from different sources and categories has presented them in tables, graphs and diagrams. The investigator has also given her suggestion for using bilingualism as a strategy in the classroom based on the analysis of data.

The fifth chapter summarises the study.