

CHAPTER - 4

ANALYSIS OF DATA

The researcher had gathered relevant data from three sets of people. The first group comprised of students of Sermathai Vasan College, Madurai and G.T.N. Aits College, Dindigul; the second set of sample comprised Professionals like doctors, teachers, lawyers in and around Madurai and the third set the public whom the researcher met in common places like market, bus stand and railway station. The data were collected both by participatory and non participatory observation. Some of the conversation was recorded and later transcribed. The data collected were classified under the headings Events, Place, Time,. Transport, Relationship, Mass Media and Communication, Common Objects, Profession, Colour, Food materials, Emotive Words. These major categories were then sub divided. The frequency of usage was then calculated and tabulated. The tables and graphs representing the category of people who used the concepts and the frequency of the category of concepts used by the samples are presented in this chapter. Interpretation of the tables/graphs and the inference follow.

It is inferred that code switching has taken place in four major ways shown here under:

1. Tag switching in which tags and certain set phrases in one language are inserted into an utterance otherwise in another as when a Tamil - English bilingual says “this programme is nice, illaya?” (illaya - isn't it).
2. Intra - sentential code switching in which switches occur within a clause or sentence boundary as when a Tamil - English bilingual says “Inda function nallave illai”.
3. Inter sentential code switching in which a change of language occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other as when a Tamil - English bilingual says “Almost all the programmes nallave irundadu”.
4. Intra - ward switching in which a change occurs within a word boundary, such as in ‘programmgal’ (English programme and Tamil plural ending)

The analysis of data has been done in three stages - 1.

Presentation of tables showing category of samples and the

frequency of concepts used, 2. Interpretation of the figures in the table, and 3. Inference pertaining to the mode of switching.

Necessary data were collected from various sources such as colleges, public places and from professionals. These were classified into various categories to facilitate analysis. The categories were 1) Functions and ceremonies 2) Sports 3) Public places 4) Post and courier services 5) Calendar words 6) Vegetables 7) Fruits 8) Pet animals 9) Mass media and communication 10) Conveyance 11) Relationship 12) Feelings and emotions 13) Education and teaching aids.

The samples were collected at random through initiating the people into situational conversation as well as through non participatory observation and recording. Sentences thus collected were then categorized on the basis of frequency of use and usefulness. They are presented in the following pages.

5.01: FUNCTIONS AND CEREMONIES

Perusal of table 5.1 shows that words such as 'birthday', 'programme', 'marriage', 'sports day⁵ and 'function' were

commonly observed from the respondents. For the purpose of analysis, four categories viz., girls, boys, professionals and others comprising 200 respondents in each category has been divided. It is observed from the table that among girls almost all of the respondents invariably adopt these words in their day-to-day communication and “marriage” and “sports day” are also found to be prominently used by girls, whereas boys frequently use words such as birthday, marriage, sports day and function except the word ‘programme’. As regards the student’s category viz., boys and girls, more than 65 percent of them frequently use almost all of the words in their day-to-day communication. Professionals on the other hand have shown similar characteristics regarding usage of words related to functions and ceremonies, as found in the student’s category while the usage frequency of words representing functions and ceremonies in the ‘others’ category is very low

Table- S.01

Functions and Ceremonies

Types of functions ceremonies	Respondents category (N=800)				
	Girls (N=200)	Boys (N=200)	Professionals (N=200)	Others (N=200)	Total (N=800®)
Birthday	184 (92.00)	168 (84.00)	169 (84.50)	84 (42.00)	605 (75.63)
Programme	179 (89.50)	135 (67.50)	184 (92.00)	104 (52.00)	602 (75.25)
Marriage	192 (96.00)	171 (85.50)	197 (98.50)	100 (50.00)	660 (82.50)
Sports day	164 (96.00)	180 (90.00)	187 (93.50)	132 (66.00)	663 (82.88)
Function	170 (85.00)	145 (72.50)	183 (91.50)_	118 (56.50)	611 (76.38)

Figures in brackets are percentages to 'N\

The chi-square test has been used to find the association between the respondent categories and 'birthday'. It shows that there is an association between the word 'birthday' and category of respondents as the value 167.9798 is significant at 1 per cent level. This implies that irrespective of category of respondents whether student, professional, or layman, the word 'birthday' has been prominently used in their day-to-day communication.

Since the word 'birthday' has been substantially used among category of respondents, it is quite fitting to know exactly the frequent and ultimate users of the word. In this regard (Dunnnett-T3) a post-hoc test for comparison of mean is employed. The post-hoc test indicates that there are significant differences among category of respondents as the 'F' value 70.524 is significant at the 1 per cent level. Further, girls have more frequently used the word than boys (0.085*) and others (0.5050*) as the mean difference is significant at 5 percent level, while boys and professionals have more frequently used this word than others as the mean difference is significant at 5 per cent level. Thus, birthday has been largely used among students and professionals.

As for as the word 'programme' is concerned, the chi-square test reveals an association between category of respondents and the word 'programme' and the calculated chi-square value 118.366 is significant at 1 per cent level. Further, the 'F' value (46.084), which is significant at 1 per cent level, indicates that there are differences between category of respondents and the word 'programme'. The post-hoc test indicates that girls are the more frequent users of the word than boys (0.2250*) and others (0.3800*) since the mean difference is significant at 5 per cent level. It is worth mentioning that professionals are frequently using the word 'programme' than boys (0.2450*) and others (0.4000*) since the mean difference is significant at 5 per cent level and the reason could be that professionals frequently attend a number of programmes related to their official matters.

As regards the word 'marriage', the chi-square test indicates that there is an association between category of respondents and the word 'marriage' and the calculated chi-square value is 146.909, which is significant at 1 per cent level. The analysis of variance (ANOVA) also indicates that the calculated 'F' value is 59.685,

which is significant at 1 per cent level. It is inferred from the post-hoc test that girls use this word commonly than boys (0.2900*) and 'others' (0.4400*) similarly professionals also more frequently use this word than boys (0.2500*) and 'others' (0.4000*). Thus, it can be inferred that although the word 'marriage' is prominently used instead of the Tamil equivalent 'thirumanam' among respondents, from Post-hoc analysis it can be inferred that girls and professionals are the frequent users of the word 'marriage'. This can be attributed to the fact that professionals and girls normally attend wedding ceremonies more frequently than other category of respondents; but respondents representing the 'others' category also attend such wedding ceremonies but they seem to have adopted less frequently the word 'marriage' rather they adopt Tamil word 'thirumanam' or 'kalyanam'. Similarly,; the word 'sports day' from the chi-square test indicates that there is an association between the category of respondents and the word ' sports day' as the calculated chi-square value is 67.300, which is significant at 1 per cent level. Moreover, the calculated 'F' value is 22.798 which is significant at 1 per cent level indicates that there

are differences among respondents in the usage of the word 'sports day'¹ in communication. Further, from the post-hoc test it is inferred that girls very frequently use this word than 'others' (0.1600*) as the mean difference is significant at 5 per cent level. It is noticed from the table that boys are next to professionals who largely use the word 'sports day' but the post-hoc test indicates that there are no statistical significance between boys and girls. Instead, the difference between boys and others (0.2400*) is statistically significant at 5 per cent level. As regards professionals, they are the frequent users of the word 'sports day' than girls (0.1150*) and others (0.2750*). Further, the post-hoc test indicates that there is no statistical significance between professionals and boys regarding the usage of 'sports day'. Thus it is implicit that professionals and boys are the frequent users of the word 'sports day' as both boys and professionals would have much interest and participation in sports related activities.

As regards the word 'function', the chi-square test indicates that there is an association between the word function and category of respondents. The calculated chi-square value is 69.848, is

significant at 1 per cent level. The analysis of variance (ANOVA) indicates that there are differences in the usage of the word 'function' among category of respondents. The calculated 'F' value is 25.382 is significant at 1 per cent level. Further, the post-hoc test indicates that girls are prominently using the word 'function' than boys (0.1250*) and others (0.2600*) as the mean difference is significant at 5 per cent level whereas boys frequently use the word than others (0.1350*). Whereas professionals on the other hand frequently use the word 'function' than boys (0.1900*) and others (0.3250*). Thus it is evident that regarding the more frequent usage of the word 'function' both girls and professionals are found to be prominent users.

Since all the five words representing functions and ceremonies are frequently used among different category of respondents, it is inferred from the exhibit 5.1 that the word 'sports day' has been very frequently used by all the category of respondents in their day-to-day communication followed by 'marriage', 'function', 'birthday' and 'programme'. Thus it may be inferred that almost all of the words representing 'functions and

ceremonies' have been used by the respondents instead of using the respective Tamil equivalent.

Most of the samples prefer "sports day" to Tamil "Vilayattu vizha". It is inferred that the word 'vizha' has a different connotation and "Naal" is not suitable to this occasion. Hence 'sports day' is preferred. The college students are more familiar with words such as function and programme and hence the frequency of use among them. It is easy to use a foreign word when there are certain inhibitions in using equivalent words in their mother tongue. "Kalyanam" is one such; hence the predominant use of the word "marriage".

The words under the heading 'function' collected by the researches have been used in various ways.

- a. என் Birthday-க்கு நான் green colour Chudidhar வாங்கியிருக்கிறேன்.
- b. En Birthday-kku Naan green colour Chudidhar vaangiyirikiren.

- c. I have purchased a green colour chudidhar for my birthday.

The root word 'Birthday' is used along with Tamil suffix 'kku'. This has been found a very common usage among all the samples. Similarly,

- a. காலேஜ் function-கள் ரொம்ப bore-ப்பா.
b. College function-gal romba bore-ppa.
c. The functions at college are boring.

Intra word code mixing at "college" and "boring" are again very common. Use of plural suffix in Tamil with the English words is very common. Another common type of mix is inter sentential as in the following example.

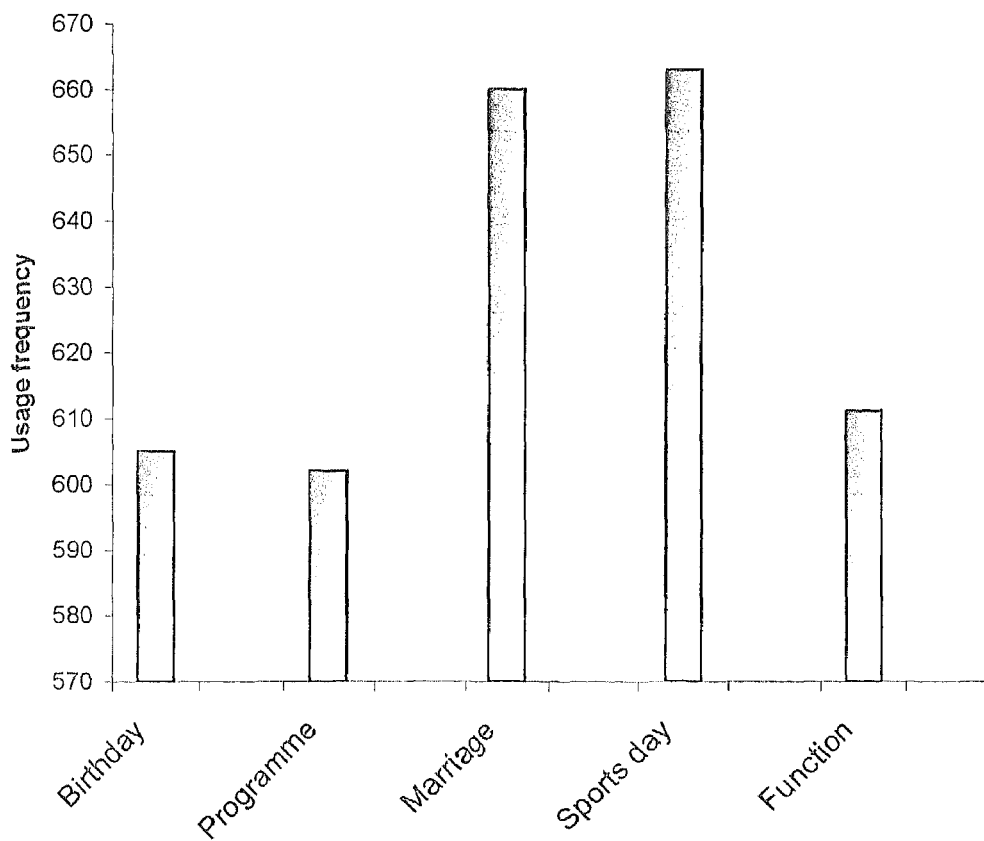
- a. She is number one in sports, படிப்பில் முட்டை.
b. She is number one in sports patippil muttai.
c. She is number one in sports but in studies zero.
a) என் sister-க்கு next month marriage ஆகபோகிறது
b) En sister-kku next month marriage ahapohirathu.
c) My sister is getting married next month.

- a) எங்க school-ல் next month sports day நடக்க போகிறது.
- b) Enga school –il next month sports day Nadakka pohirathu.
- c) Sports day will be held next month in our school.
- a) நான் college studies முடிச்சிட்டு job-க்கு போவேன்.
- b) Naan college studies mudichittu job-kku poven .
- c) I'll go for a job after completing my college studies.
- a) உனக்கு T.V-ல் எந்த programme ரொம்ப பிடிக்கும்?
- b) Unakku T.V-il entha programme romba pittikkum?
- c) Which programme do you like more in the T.V?

The root words 'sister', school, job, T.V. are used along with Tamil Suffix, "KKu" and –il. These have been found a very common usage of the people.

Most of the words under the heading functions are used inter, intra sentential and intra word code mixing is also common. Among these four types the data collected by the researcher showed that intra word and inter sentential code mixing were predominant.

Diagrams 5.1
Words Related to Functions & Ceremonies



5.02: SPOMTS

It is inferred from table 5.2, that the word 'cricket' has been largely used by girls, boys and professionals and to some extent the respondents in the 'others' category. Similarly the word 'match', 'ball' and coach have been prominently used by the respondents except the 'others' category. It is also inferred that these words are so popular and predominantly used by boys than all other respondents. Almost above 60 per cent of respondents have used the words and only below 60 per cent of the respondents in 'others' category have used the words. This may be attributed to the fact that since they basically have rural characteristics people with poor education might have been the reason for the less frequent usage of the words (Table 5.2).

The chi-square test indicates that there is an association between category of respondents and words representing sports. The calculated chi-square value is 81.167, is significant at 1 per cent level. Further the 'F' test indicates that there are significant differences among respondents regarding the frequency of usage of words related to sports, as the calculated 'F' value is 29.960 which is significant at 1 per cent level. The post-hoc test indicates that boys are the frequent users of the word 'cricket' than girls (0.2800*) and others (0.1000*) as the mean difference is significant at 1 per cent level. Further, professionals are also frequent users of the word 'cricket' in their day-to-day communication than girls (0.2400*) and the mean difference is significant at 1 per cent level. Thus it may be noted that professionals and boys prominently use the word 'cricket' than 'girls' and 'others'. The reason could be that both professionals and boys actively participate in sports and also they are much interested in the game of cricket.

Table - 5.02

Sports

Sports	Respondents category (N=800)				
	Girls (N=200)	Boys (N=280)	Professionals (N=200)	Others (N=200)	Total (N=800)
Cricket	172 (66.00)	195 (97.50)	172 (86.00)	107 (53.50)	606 (75.75)
Match	143 (71.50)	197 (98.50)	164 (82.00)	114 (57.00)	618 (77.25)
Ball	147 (73.50)	195 (97.50)	137 (68.50)	114 (57.00)	593 (71.13)
Coach	138 (69.00)	184 (92.00)	125 (62.50)	117 (58.50)	564 (70.50)

Figures in brackets are percentages to 'N'

As regards the word 'match', the calculated chi-square value is 104.385 which is significant at 1 per cent level indicates that there is an association between the word 'match' and category of respondents. The calculated 'F' value is 39.186 which is significant at 1 per cent level indicates that there are significant differences in the frequency of usage of the words related to sports. The post-hoc test indicates that girls largely use the word 'match' than 'others' (0.1450*) and the mean difference is significant at 5 per cent level. Respondents in the 'boys' category are the most frequent users of the word 'match' than 'girls' (0.2700*), professionals (0.1650*) and others (0.4150*). Similarly professionals largely use this word than 'others' (0.2500*). Therefore, boys most frequently use the word match as it is stated earlier in this chapter that they take active participation in sports and other related matters. While professionals also take active and keen interest in sports related affairs, due to their pre-occupation and hectic work schedule they might not have had the chance of using the word 'match' in their day-to-day communication.

As far as the word 'ball' is concerned, the chi-square test indicates that there is an association between the word and the respondent category. The calculated chi-square value is 90.896, which is significant at 1 per cent level. Moreover, the calculated 'F' value is 34.012, which is significant at 1 per cent level indicates that there are differences among respondents and the frequency of usage.

The calculated chi-square value 64.671 which is significant at 1 per cent level indicates that there is an association between category of respondents and the word 'coach'. Further the calculated 'F' value 23.336 which is significant at 1 per cent level indicates the differences in usage of the word 'coach' among different category of respondents. The Post-hoc test indicates that only boys predominantly use the word 'coach' than girls (0.2300*), professionals (0.2950*) and others (0.3350*), and the mean differences are significant at 5 per cent level. This corroborates with the earlier finding that as only boys actively take part in the activities of sports and related affairs, they only have found to be using this word.

Most of the respondents used the English word 'match' in the place of Tamil "Potti" and 'cricket' in the place of "Mattai vilayattu". In the category others many respondents could not respond satisfactorily to the concept "coach". The word "payirchiyalar" was a mouthful for college students. The word 'run' has been used intra sententially by almost all the respondents "Run yeduthargal" was a common usage similarly "Ball Pottan", "Match parthen" were also commonly used. Such usages were spontaneous and helped in the continuity of the conversation. It was interesting to note that most of the games were referred to in English. It was 'basket ball' and not "koodaipandu"

As most of the commentaries are in English or in Hindi, the terms are easily and fluently used in English rather than in Tamil. This is the inference the researcher arrived at after analyzing the reasons for the usage of these concepts in English .

Exhibit 5.2 indicates that 'match' has been frequently used by all the respondents and words such as 'cricket', 'ball' and 'coach' have been less frequently used as compared to the word 'match'. This may be attributed to the fact that the interest and

involvement in cricket by all respondents led to the frequent usage and moreover using 'mattai pandu' the Tamil equivalent for English is a little bit tough in pronunciation.

Usage samples

1. a. எனக்கு Cricket-ல் interest அதிகம்.
- b. Yenakku Cricket-il interest athikam.
- c. I am interested in Cricket.

Tamil prepositional was found to be very common.

2. a. எனக்கு Cricket-ல் விருப்பம்; my brother likes Tennis.
 - b. Yenakku Cricket-il viruppam, my brother likes Tennis.
 - c. I like Cricket but my brother likes Tennis
3. a. எனக்கு Cricket பிடிக்கும், இல்லையா?
 - b. Unakku Cricket pidickum illaiya?
 - c. You like Cricket, dont you?
- 4 a) நீ cricket match -க்கு போவியா?
 - b) Nee cricket match -kku poviya?
 - c) Do you go for cricket match?
- 5 a) எங்கிட்ட red colour ball இருக்கு.
 - b) Yengitta red colour ball irukku.
 - C) I have a red ball.

- 6 a) Coach நல்லா practice கொடுப்பாங்கள்
 b) coach nalla practice koduppangal.
 c) The coach gives good practice.
- 7 a) A coach players-க்கு evening practice கொடுப்பார்
 b) Coach players-kku evening practice koduppar.
 c) The coach gives practice to the players in the evening.

The Words such as match, ball, practice have become common words. Even the less educated use these words in their Tamil conversation in the place of பந்து, பயிற்சி.

Tamil tags especially negative tags are common occurrences.

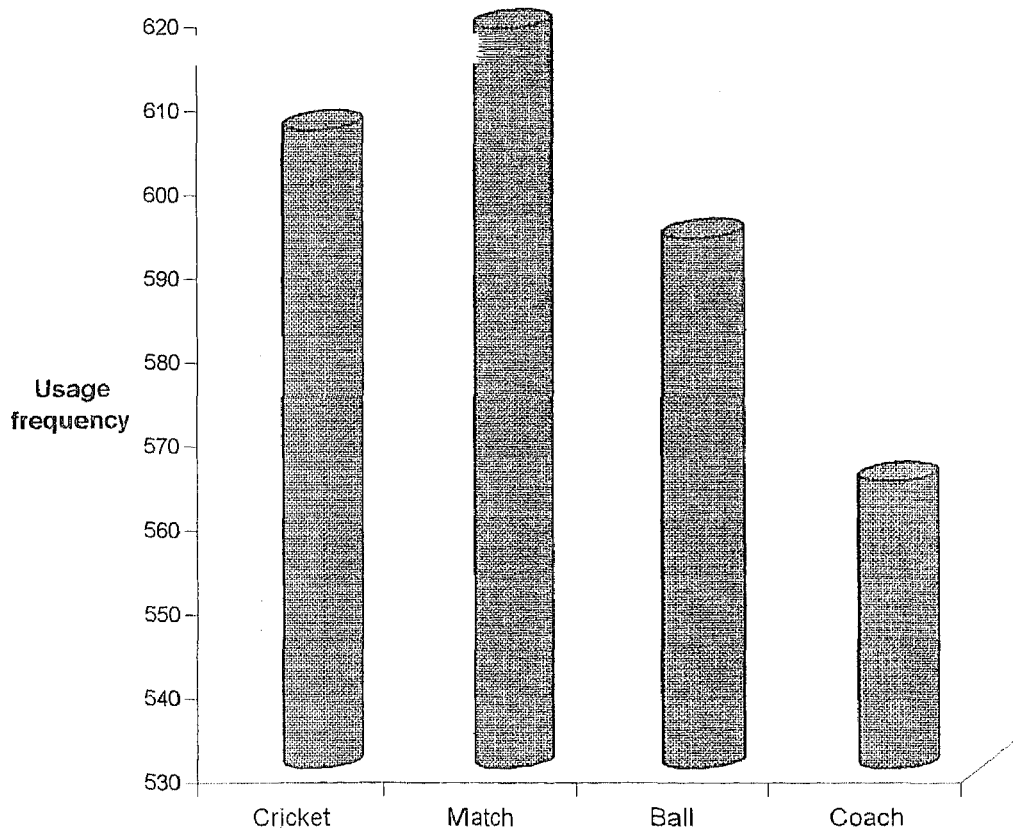
Few more samples gathered are given below.

1. a. என் அண்ணன் ஒரு Coach ஆக இருக்கிறான்.
 b. En annan oru coach aha irukkiran.
 c. My brother is a coach.
2. a. ஸ்ரீநாத் ball போடறதே ஒரு அழகு
 b. Srinath ball podaratha oru azhagu.
 c. The way Srinath throws the ball is beautiful.
3. a. நம்ம ஊர்லே எப்போ match நடக்குமோ?

b. Namma oorla yeppo march nadakkumo

c. When will they conduct a match in our town ?

Diagram - 5.2
Frequent use of English words in sports field



5.03 PUBLIC PLACES

Perusal of table 5.03 indicates that on an average more than 60 per cent of the words such as 'hotel', 'station', 'bus stop', 'hospital', 'market' and 'cinema theatre' have been used by all the respondents. In the boys and girls category, the respondents frequency of usage of the words is more than 70 per cent whereas in the professionals and others category it is more than 60 percent.

The calculated chi-square value is 118.015, which is significant at 1 per cent level indicates that there is an association between the word 'hotel' and category of respondents. Further the 'F' value 45.915, which is significant at 1 per cent level, indicates that there are differences in the usage frequency of the word among respondents. The post-hoc test indicates that girls frequently use the word than others (0.3200*) and the mean difference is significant at 5 per cent level. Similarly, boys frequently use the word 'hotel' than girls (0.0902*) and others (0.4100*) and the mean difference is significant at 5 per cent level. Further, the professionals also have high usage frequency than others (0.3350*) and the difference is significant at 5 per cent level. Thus professionals and boys have largely used the word 'hotel'.

As regards 'station', the calculated chi-square value 138.900, which is significant at 1 per cent level, indicates that there is association between the category of respondents and 'station'. The analysis of variance (ANOVA) indicates that there are differences in the usage frequency among respondents. The calculated 'F' value 55.747 is significant at 1 per cent level, the post-hoc test indicates that girls and boys largely use the word 'station' than 'others' category respondents (0.3000*), (0.3400*) respectively and the mean differences are significant at 5 per cent level. Similarly, professionals frequently use the word than respondents in 'others' category (0.3400*) and the difference is significant at 5 per cent level. Thus, except respondents in the 'others' category all others have prominently used the word 'station'.

So far as the word 'bus stop' is concerned, the calculated chi-square value 25.490, which is significant at 1 per cent level, indicates that there is an association between the category of respondents and the word 'station'. Further the 'F' test indicates that there are differences among respondents and the usage frequency of the word 'station'. The calculated 'F' value 8.770 is

significant at 1 per cent level. The post-hoc test indicates that boys are more frequent users of the word than girls (0.0100*), professionals (0.1400*) and others (0.065*), and the mean differences are significant at 5 per cent level. Although more than 85 per cent of the respondents have used the words more frequently, boys have mostly used the word 'bus stop' than others.

Table-5.03

Public Places

	Respondents category (N=800)				
	Girls (N=200)	Boys (N=200)	Professionals (N=200)	Others (N=200)	Total (N=800)
Hotel	168 (84.00)	186 (93.00)	172 (86.00)	104 (52.00)	630 (78.75)
Station	184 (92.00)	192 (96.00)	192 (96.00)	124 (62.00)	692 (86.50)
Bus stop	177 (88.50)	197 (98.50)	169 (84.50)	184 (92.00)	727 (90.85)
Hospital	169 (84.50)	190 (95.00)	187 (93.50)	171 (85.50)	714 (89.63)
Market	197 (98.50)	141 (70.50)	176 (88.00)	157 (78.50)	671 (83.88)
Cinema theatre	188 (94.00)	175 (87.50)	184 (92.00)	186 (93.00)	694 (95.75)
Temple	130 (65.00)	110 (55.00)	152 (76.00)	187 (93.50)	734 (86.75)
Bank	175 (87.50)	181 (90.50)	195 (97.50)	181 (90.50)	732 (91.50)

Figures in brackets are percentages to 'N'

So far as the word 'hospital' is concerned, the chi-square test indicates that there is an association between category of respondents and the word hospital. The calculated chi-square value is 19.473, which is significant at 1 per cent level. Further, the analysis of variance (ANOVA) indicates that there are mean differences in the usage frequency of the word 'hospital' among respondents. The calculated 'F' value is 6.620, which is significant at 1 per cent level. Moreover, from the post-hoc test it is inferred that boys have prominently used the word 'hospital' than girls (0.1050*) and others (0.01*), and the mean differences are significant at 5 per cent level. As regards the professionals they have more frequently used the word than girls (0.090*) and others (0.01*) and the mean differences are significant at 5 per cent level. Thus, it is evident that professionals, others and boys have largely used the word 'hospital' than girls.

With regard to the word 'market', the calculated chi-square value 64.871 which is significant at 1 per cent level indicates that there is association between category of respondents and the word 'market'. Further, the calculated 'F' value is 23.414 which is

significant at 1 per cent level indicates that there are mean differences among respondents. The post-hoc test indicates that girls are the most frequent users of the word than boys (0.2800*), professionals (0.1050*) and others (0.2000*) while professionals have more frequently used the word than 'others' (0.1750*) and the mean differences are significant at 5 per cent level. Thus it may be stated that girls are frequently using 'market' in their day-to-day communication and this may be due to the fact that girls are now increasingly helping as well as shouldering the responsibilities of their parents. This might have led them to use the word 'market' more frequently than other category respondents.

So far as the word 'cinema theatre' is concerned, the chi-square test indicates that there is no association between the category of respondents and the word 'cinema theatre'. The calculated chi-square value 6.672, which is not significant at 5 per cent level. This shows that the distribution of respondents based on the categories for the word 'cinema theatre' is more or less equally distributed among groups. The analysis of variance indicates that 2.283 which is not significant at 5 per cent level. Moreover, the

post-hoc test indicates that there are no significant mean differences among the different categories of respondents. This inference intends to conclude that the usage frequency among different category of respondents is more or less same.

As regards the word 'temple', the calculated chi-square value 81.595 which is significant at 1 per cent level indicates that there is an association between different categories of respondents and the word 'temple'. The 'F' test also indicates that there are mean differences among different categories of respondents. The calculated 'F' value 30.136 is significant at 1 per cent level. Further, the post-hoc test indicates that respondents in 'others' category adopt more frequently the word 'temple' than girls (0.2850*), boys (0.3850*) and professionals (0.1750*) and the mean differences are significant at 5 per cent level. This finding is quite contrary to the proposition stated already (i.e., mostly the respondents in the 'others' category represent rural area having low education).

Regarding the word 'bank', the calculated chi-square value 12.337 which is significant indicates that there is an association

between respondents category and the word 'bank'. Further, the calculated 'F' value 4.156 which is significant at 1 per cent level indicates that there are mean differences among the different category of respondents. The post-hoc test indicates that professionals are primarily using the word 'bank' than girls (0.095*), boys (0.065*) and others (0.070*), and the mean differences are significant at 5 per cent level. Moreover, from the post-hoc test it is inferred that there are no statistical significance between means of girls, boys and others category. This indicates that the above categories have less access to the bank and the frequency or number of visits to the bank might be less than professionals. Whereas, professionals due to their nature of job might have frequent as well as close association with the bank in their day-to-day routines might have used the word 'bank' more frequently than respondents of other categories.

From the above table it is clear that almost all categories prefer the English 'bank' to Tamil "Vangi". This is closely followed by 'theatre'- the Tamil equivalent being "thirai arangam". Similarly preference is given to 'bus stop' in the place of 'perundu

nilayam’, to hospital’ in the place of ‘aaspathiri’, to ‘market’ instead of ‘kadaiveethi’. Tamil ‘kovil’ is predominantly used instead of English ‘temple’. ‘Kovil’ is a cultural word which implies the place of worship better.

Thirai arangu, perundu nilayam are less preferred, may be due to their length. English ‘theatre’ and ‘ Bus stand’ seem to be crisp.

The students used these words intra sententially as in “Bus stand-il parthen” “When I was in the Bank, avalai paarthen” (intra) “you were in the temple, thane” (Tag) Theatreil ore Kootam (intra word)

Exhibit 5.3 indicates that bus stop is the word that is mostly used by all the respondents followed by hospital, temple, bank, market, cinema theatre, station and hotel. Thus it may be inferred that instead of Tamil equivalent the public places has been represented only in English by all the respondents.

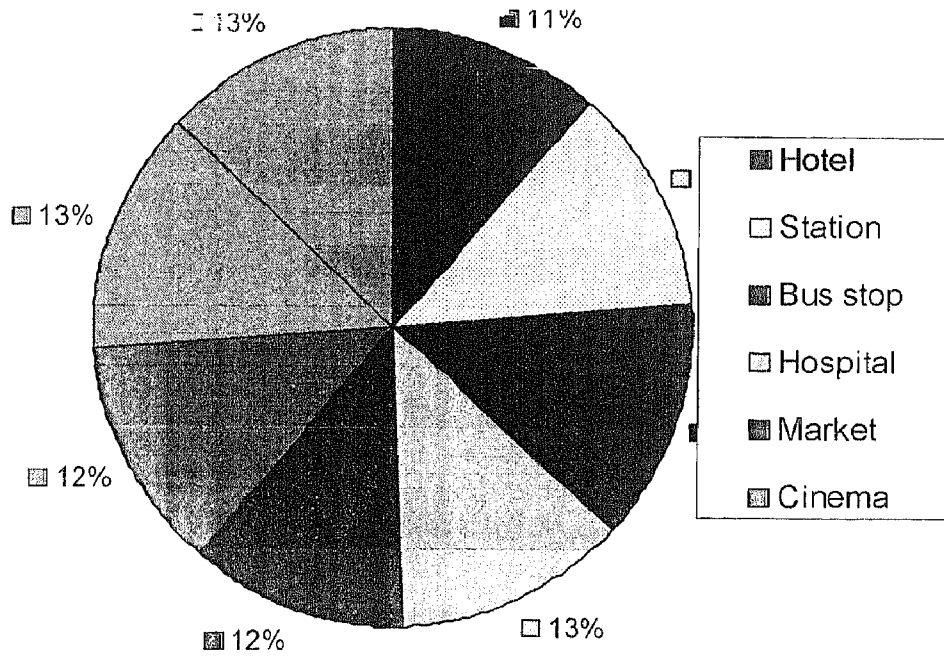
Sample sentences collected by the researcher prove ‘Theatre; and ‘Bus stop’ are used in the place of them Tamil equivalence by college students as well as commoners.

1. a. நீ நேரா தியேட்டருக்கு வந்து விடு.
b. Nee nera theatre-kku vandu vidu.
c. Come straight to the theatre.
2. a. என் வீடு பஸ் ஸ்டாப் கிட்ட இருக்கு.
b. Yen veedu bus stop kitta irukku.
c. My house is near the bus stop.
3. a. என் கசின் bank-ல் வேலை செய்கிறான்
b. En cousin bank-il velai seikiran.
c. My cousin in working in the bank.

But rarely Yen Veedu Temple kitta irukku.

The researcher inferences is 'theatre' and 'bus stop' are more easily pronounced as the Tamil equivalence are a mouthful.

Diagram 5.3
Words Related to Places



5.04. POST AND COURIER SERVICES

Words representing post and couriers as observed from the respondents are given in table 5.04. It is inferred from the table that 'courier' is the word that has been most frequently used (94.880%) by all the respondents and the word 'stamp' has been the least spoken word (77.38%). Almost all other words have been frequently used among respondents.

The calculated chi-square value is 80.758 which is significant at 1 per cent level indicated that there is an association between respondents and the word 'letter'. Further, the post-hoc test is fit to draw inferences, as the 'F' value is 29.972, which is significant at 1 percent level. Moreover, from the post-hoc it is inferred that girls prominently use the word 'letter' than boys (0.2750*) and the mean difference is significant at 5 per cent level. As regards professionals and 'others', they also frequently use the word 'letter' than boys and the mean difference is significant at 5 percent level. Similarly, all the respondents except boys have most frequently used the word 'post'. The chi-square test indicates that there is

association between the respondents and the word , cinema theatre, as the value 74.456 is significant at 1 per cent level. The analysis of variance indicated that there are mean differences among respondents regarding the usage of the word post as the value 12.456, is significant a t 1 per cent level. Moreover, the post-hoc test indicated that there are significant mean differences among the different categories of respondents. Girls have more frequently used the word 'post' than boys (0.1500*) and the mean valued is significant at 5 per cent level. Similar such behaviour is noticed between professionals and boys and between others and boys; and the mean values are respectively 0.1750 and 0.1900. both the mean differences are significant at 5 per cent level.

Regarding the word 'stamp', the calculated chi-square 11.317 which is significant indicates that there is an association between respondents category and the word 'stamp',. Further, the calculated 'F' value 6.156 which is significant at 1 per cent level indicated that there are mean differences among the different category of respondents. The post-hoc test indicates that professionals are primarily using the word 'stamp' than girls

(0.075*), boys (0.045*) and others(0.080*), and the mean difference are significant at 5 per cent. Moreover, from the post-hoc test it is also inferred that there are no statistical significance between the means of girls, boys and others category.

With regard to the word 'postman', the calculated chi-square value 44.871 which is significant at 1 per cent level indicated that there is association between category of respondents and the word 'postman'.

Further, the calculated 'F' value 33.214 which is significant at 1 per cent level indicated that there are mean differences among respondents. The post-hoc test indicates that girls and professionals are the most frequent users of the word than boys(0.1800*), and others(0.1970*) while professionals have more frequently used the word than 'other' (0.1250*) and the mean differences are significant at 5 percent level. Thus it may be stated that girls and professionals are frequently using 'Postman' in their day-to-day communication.

So far as the word 'address' is concerned , the calculated chi-square value 44.871, which is significant at 1 per cent level indicates that there is association between category of respondents

and the word 'address'. Further, the calculated 'F' value 13.414 which is significant at 1 per cent level indicated that there are mean differences among respondents. The post-hoc test indicated that girls are the most frequent users of the word than boys (0.1800*) and others(0.1800*) while professionals have more frequently used the word than girls (0.1820*), boys(0.1970*) and others(0.1550*), and the mean differences are significant at 5 per cent level. Thus it may be stated that professional are frequently using the word 'address' than other category respondents in their day-to-day communication. Since professionals in their day-to-day affairs and business establishments, it is likely that they frequently use the word, 'address' than other category of respondents.

Table-5.04

Post and courier services

Pots and Courier services	Respondents category (N=800)				
	Girls (N=200)	Boys (N=200)	Professionals (N=200)	Others (N=200)	Total (N=200)
Letter	179 (89.50)	124 (62.00)	184 (92.00)	174 (87.50)	661 (82.63)
Post	169 (84.50)	117 (58.50)	179 (89.50)	181 (90.50)	646 (80.75)
Stamp	157 (78.50)	137 (68.50)	168 (84.00)	157 (78.50)	619 (77.38)
Postman	176 (88.00)	167 (83.50)	176 (88.00)	162 (81.00)	681 (85.13)
Address	169 (84.50)	157 (78.50)	182 (91.00)	171 (82.50)	679 (84.88)
Post office	185 (92.50)	148 (74.00)	185 (92.50)	186 (93.00)	704 (88.00)
Courier	196 (98.00)	178 (89.00)	198 (99.00)	187 (93.50)	759 (94.88)

Figures in brackets are percentages to 'N'

Similarly, with regard to the words 'post office' and 'courier', the calculated chi-square values respectively 11.816 and 13.567 which are significant at 1 per cent level indicates that there is an association among respondents and the words. Further, the calculated 'F' value for the word 'post office' is 8.167 which is significant at 1 per cent level indicates that there are mean differences among the respondents. The post-hoc test implies that both professionals and girls are the frequent users of the word 'post office' than boys (0.1720* between professionals and boys and 0.1862* between girls and boys) and others (0.1652* between professionals and others and 0.1245* between girls and others), and the mean differences are significant at 5 per cent level. As regards the word 'courier' the chi-square and the analysis of variance did not indicate any statistical evidence regarding distribution of the sample and mean differences respectively. Thus it may be stated that the word 'courier' has been increasingly adopted by all the respondents in their routine communication.

It is inferred from the above table that majority of the respondents have used the English word 'Courier'. Obviously they

are not aware of the Tamil equivalent. The others do not have a clear idea of the concept at all. Most of the respondents use 'post office' and 'letter' in place of "Thapal Nilayam" and "Kaditham" respectively. Similarly 'post man' in the place of "Thapalkarar" is frequently used. The boys did not use any other Tamil word in the place of "address". 40 of them did not use the concept in their conversation as the records show. Many of the English words related to the post office have become part of Tamil vocabulary as the data gathered have shown. The college students and the professionals use these words with facility in their conversation. Most of the public, including some illiterates used words such as 'postman', 'stamp', 'letter' in their Tamil conversation without a pause.

Exhibit 5.4 indicates that 'courier' has been most frequently used by all the respondents than other words.

Letter

1. யாரும் இப்பொழுது letter எழுதுவதில்லை;
2. Yarum ippoluthu letter yeluthuvathillai.
3. Nobody is writing letter now.

Post

1. இந்த letter-ஐ post பண்ண முடியுமா.?
2. Intha letter-i post panna mutiyuma.?
3. Can you post this letter.?

Stamp

1. Post office-க்கு போய் Stamp வாங்கிக் கொண்டு வா.
2. Post office-kku poi stamp vankik kondu vaa.
3. Go and get a stamp from the post office.

Postman

1. இன்னிக்கு post man வந்தாரா.?
2. Innikku post man vanthara.?
3. Did the post man come today.?

Address

1. நீ cover-ல் stamp ஒட்டியாச்சா.?
2. Nee cover-il stamp ottiyacha.?
3. Did you paste the stamp.?

Post office

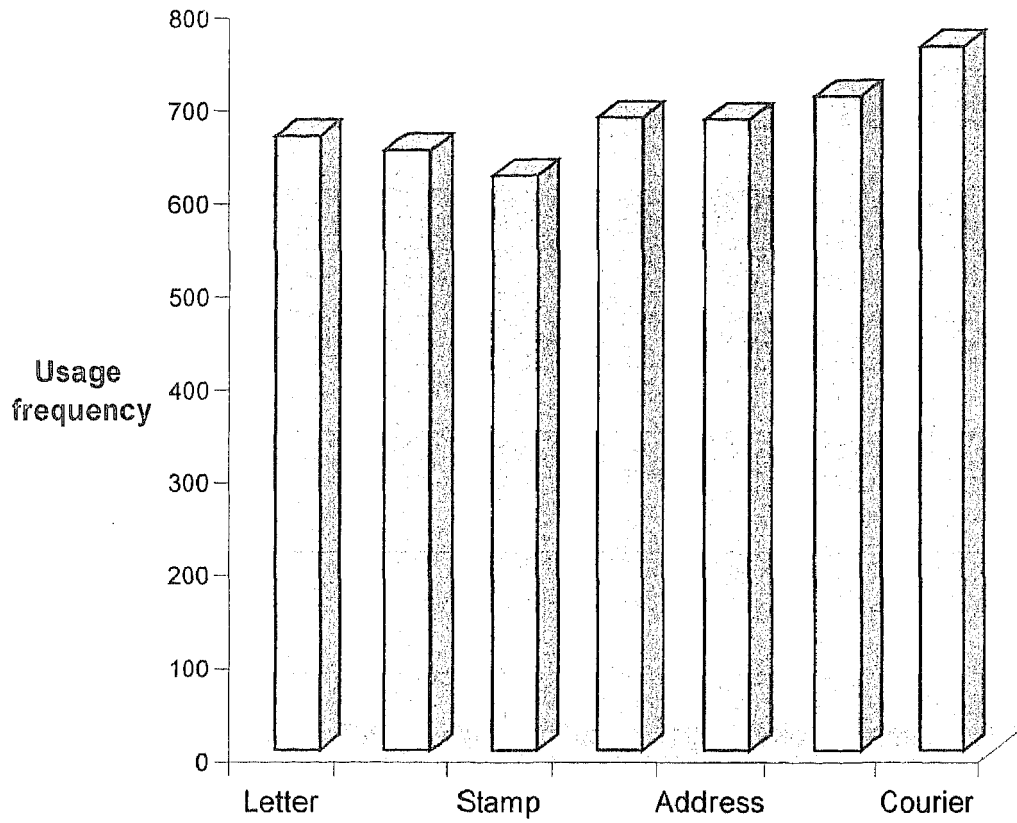
1. நாம் post office-க்கு போகலாமா.?
2. Naam post office-kku pogalama.?
3. Shall we go to the post office.?

Courier

1. இந்த letter -ஐ courier- இல் அனுப்பி விடு.
2. Intha letter-i courier-il anippividu.
3. Send this letter through courier.

Again it is very clear pre potential suffix in Tamil-il and ikku are very often used in bilingual conversation.

Diagram 5.4
Words Related to Post and Courier Services



5.05 WORDS RELATING TO TIME

It is inferred from table 5.05 that the word 'calendar' has been prominently used by all the respondents (87.12%), followed by words viz., 'new year' and 'morning'. It is also noticed that the word 'days' has been less frequently used by all the respondents. Among girls it is noticed that 'night' has been prominently used, while 'new year' has been frequently used by boys, professionals and others.

As regards the word 'date', the calculated chi-square value 94.385 which is significant at 1 per cent level indicates that there is an association between the word 'date' and category of respondents. The calculated 'F' value 19.186 which is significant at 1 per cent level indicates that there are significant differences in the frequency of usage of the words, The post-hoc test indicates that girls largely use the word 'date' than 'others' (0.1 ISO*) and the mean difference is significant at 5 per cent level.

As far as the word 'calendar' is concerned, the chi-square test indicates that there is an association between the word and the respondent category. The calculated chi-square value 89.985,

which is significant at 1 per cent level. Moreover, the calculated 'F' value 24.012, which is significant at 1 per cent level indicates that there are differences among respondents and the frequency of usage. The post-hoc test also indicates that girls are the most frequent users of the word than 'boys', 'professionals' and 'others' and the mean values are significant at 5 per cent level.

The calculated chi-square value 45.671 which is significant at 1 per cent level indicates that there is an association between category of respondents and the word 'new year'. Further the calculated 'F' value 19.336 which is significant at 1 per cent level indicates the differences in usage of the word 'new year' among different category of respondents. The Post-hoc test indicates that 'others' do not use the word more frequently than others and the mean differences between 'others' category and girls, boys and professionals are significant at 5 per cent level.

Table - 5.05

Words relating to time

Words relating to time	Respondents category (W=800)				
	Girls (N=200)	Boys (N=200)	Professionals = ©	Others (N=200)	Total = 800
Date	191 (95.5)	187 (93.5)	168 (84.0)	92 (46.0)	638 (79.75)
Calendar	184 (92.0)	177 (88.5)	182 (91.0)	154 (77.0)	697 (87.12)
New year	192 (96.0)	194 (97.0)	195 (97.5)	84 (42.0)	665 (83.12)
Diary	168 (84.0)	174 (87.0)	187 (93.5)	66 (33.0)	595 (74.37)
Day	187 (93.5)	180 (90.0)	174 (87.0)	22 (11.0)	563 (70.37)
Morning	194 (97.0)	184 (92.0)	198 (99.0)	86 (43.0)	662 (82.75)
Evening	196 (93.0)	168 (84.0)	198 (99.0)	97 (48.5)	659 (82.37)
Night	187 (93.5)	184 (92.0)	198 (99.0)	94 (47.0)	663 (82.87)

Figures in brackets are percentages to 'N'

The calculated chi-square value for the word 'diary' 17.896, is significant at 1 per cent level indicates that there is an association between category of respondents and the word. Moreover, the calculated 'F' value 17.820 indicates significant differences among respondents with regard to the usage of the word. The post-hoc test confirms that boys frequently use the word than girls and others (0.123*, 0.187*) respectively and the mean difference is significant at 5 per cent level. It is also inferred that professionals are the more frequent users of the word 'diary' than all other respondents as the mean difference is significant at 5 per cent level. Since professionals frequently use 'diary' to record and track their day-to-day affairs, it may be reasonably presumed that they will frequently use this word.

As far as the word 'day' is concerned, the calculated chi-square value 19.175 significant at 1 per cent level indicates an association between the word and the respondents. The calculated 'F' value 17.256 is significant at 1 per cent level indicates that there are significant differences in the usage of the word 'day' among different categories of respondents. It is inferred from the

post-hoc test that girls are the more frequent users than boys, professionals and others and the respective mean differences are 0.120*, 0.135*, 0.145* and all the values are significant at 5 per cent level. Thus it may be inferred that the word 'day' has been prominently used by girls.

As regards the word 'morning', the calculated chi-square value 22.424 which is significant at 1 per cent level indicates an association between the respondents and the frequency of usage. The calculated 'P value 8.782 which is significant at 1 per cent level indicates that there are differences in the usage of the word 'morning' among respondents. The post-hoc test indicates that professionals are the more frequent users of the word, and the mean differences are significant at 5 per cent level (mean difference among professionals, girls, boys and others respectively are 0.1102*, 0.213*, 0.321*).

With regard to the word 'morning', the calculated chi-square value which is significant at 1 per cent level indicates an association between the word and the respondents. The calculated 'F' value indicates that there are significant differences in usage of

the word 'morning' among respondents. The post-hoc test indicates that professionals are the frequent users than girls, boys and others. Similar such result has been found regarding the usage of the word evening and night. Thus it is inferred that professionals are the frequent users of the words.

Regarding the concept of time as the above table shows "Calender" is the word frequently used in the place of "Naal katti", closely followed by "morning, evening, night". The data collected shows that these words are intra sententialy used most of the time, such as "Innikku morning naan ange ponen", "Innikku evening enna programme?", "Night romba neram padithen" etc. 'New year' is the word very rarely used in conversation; similarly 'diary' found its way very rarely in Tamil conversation.

a) Date

1. இன்னிக்கு என்ன date?
2. Innikku enna date?
3. What is the date today?

b) Calendar

1. New year calendar நல்லாயிருக்கு.
2. New year calendar nallayirukku.
3. New year calendar is fine.

c) New year

1. New year பிறந்தாச்சு.
2. New year piranthachu.
3. New year has come

d) Diary

1. நீங்க new year diary வாங்கியாச்சா?
2. Neenga new year diary vangiyacha.?
3. Have you the got new year diary.?

- e)**
- 1) இன்னிக்கு calendar-ல் date கிழிச்சியா?
 - 2) Innikku calendar-il date kilitchiya.
 - 3) Did you tear off date page in the calendar?

- f)**
- 1) நீ New year-க்கு எங்க pore?
 - 2) Nee new year-kku enga pore?

3) Where are you going on the new year day?

g) 1) Diary எல்லா கடைகளிலும் கிடைக்கும்.

2) Diary ella kadaikalilum kitaikum.

3) Diary is available in all the shops.

h) 1) நாம் daily evening walking போகணும்.

2) Naam daily evening walking போகணும்.

3) Daily we have to go for a walk in the evening.

i) 1) நான் night-ல் milk குடிப்பேன்.

2) Naan night-il milk kudippan.

3) I drink milk in the night.

j) Day

1. இன்னிக்கு என்ன day.

2. Innikku enna day?

3. What is the day today.

k) Morning

1. நான் நாளைக்கு morning சென்னைக்கு போகிறேன்.

2. Naan nalaikku morning Chennai-kku pokiran.

3. I am going to Chennai tomorrow.

l) Evening

1. நான் தினமும் evening-ல் விளையாடுவேன்.

2. Naan dinamum evening vilaiyaduvan.

3. Daily I play in the evening.

m) Night

1. நான் தினமும் night-ல் பழங்கள் சாப்பிடுவேன்.

2. Naan dinamum night-il fruits sappitivan.

3. I eat fruits daily in the night.

It is interesting to note in example the concept பிறந்தாச்சு in Tamil does not have the exact translation in English. In English we do not use the term new year is born.

5.06 VEGETABLES:

Perusal of table 5.06 indicates that all the girl respondents have predominantly used the words such as 'brinjal', 'cabbage' and 'tomato' and the word 'potato⁵ has been moderately used. Except

the word 'yam', more than 75 per cent of the boy respondents have used all other words. As regards professionals and others, professionals more frequently use the words than respondents in others category. Since the girl respondents have used words such as 'brinjal', 'cabbage', and 'tomato' cent per cent, no statistical treatment is possible because the variables do not have standard deviation.

As regards the word 'yam', the calculated chi-square value 116.618 which is significant at 1 per cent level indicates an association between the word and the respondents. Further, the calculated 'F' value 45.279 at 1 per cent significance indicates that there are differences in usage of the word. The post-hoc test indicates that girls are the most frequent users of the word 'yam' than boys (0.3050*), professionals (0.1600*) and others (0.4700*). The mean differences are significant at 5 per cent level. Thus it may be stated that girls are frequently using the word than other category of respondents.

Table 5.06

Vegetables

Respondents category (N=800)

Vegetables	Girls (N=200)	Boys (N=200)	Professionals (N=200)	Others (N=200)	Total (N=800)
Brinjal	200 (100.0)	154 (77.0)	187 (93.5)	124 (62.0)	665 (83.12)
Cabbage	200 (100.0)	151 (75.5)	179 (84.5)	102 (51.0)	632 (79.0)
Tomato	200 (100.0)	150 (75.0)	182 (91.0)	107 (53.5)	349 (81.12)
Yam	188 (94.0)	127 (63.5)	156 (78.0)	94 (47.0)	565 (70.62)
Drumstick	184 (92.0)	164 (82.0)	170 (85.0)	91 (45.5)	609 (76.12)
Potato	179 (89.5)	157 (78.5)	166 (83.0)	89 (44.5)	593 (74.12)

Figures in brackets are percentages to 'N'.

Similarly, the chi-square value 112.127 significant at 1 per cent level indicates an association between respondents and the word 'drumstick'. The analysis of variance indicates that there are mean differences among respondents. Moreover, the post-hoc test indicates that girls are the more frequent users of the word than other category of respondents. The mean differences (0.2700* between girls and boys, 0.1625* between girls and professionals, 0.3750* between girls and others) are significant at 5 per cent level. Similar such result has also been inferred for the word 'potato' as the mean differences are significant at 5 per cent level.

Thus it may be stated that so far as the words representing vegetables such as 'yarn', 'drumstick' and 'potato' are concerned, girls are the most frequent users of these words than other type of respondents. This could be attributed to the fact that among girls the intra-sentential switching has been found prominent.

As the above shows the "English vegetables" as they are popularly known carrot and cauliflower are terms used in English. Among villagers cauliflower is generally reported as "Poo". There is nothing unique about terming these words in English as these do

not have Tamil equivalent. The situation given to the college students was “Discussions of favourite vegetables” and in the course of the conversation mention of these two vegetables repeatedly occurred. The English terms were used intra sententially as in “yenukkm cauliflower romba pidikkum” and inter sententially as in “drumstic is the vegetable Bagyaraj rombapesawaithathu”. The names of the vegetables were more repeatedly used by girls rather than boys who did not evince much interest in discussing vegetables. The researcher listened to the conversation at the market and found most of the respondents used cauliflower, carrot and beans intra sententially in their conversation.

- a) Brinjal ரொம்ப cheap –ஆக இருக்கு.
- b) Brinjal romba cheap-aha irrukku.
- c) Brinjal is very cheap.

- a) எனக்கு cabbage ரொம்ப பிடிக்கும்
- b) Yennakku cabbage romba pidikkum.
- c) I like cabbage very much.

a) Tomato red colour-ல் இருக்கும்.

b) Tomato red colour-il irukkum.

c) Tomato is red in colour.

d) Yam ஒரு வகையான கிழங்கு.

a) Yam oru vagaiyana kilangu

b) Yam is a kind of tuber.

a) Drumstick ஒரு பருவக்காலக் காய்

b) Drumstick oru paruvakala kai

c) Drumstick is a seasonal vegetable.

a) வேக வைத்த potato உடல் நலத்திற்கு மிகவும் நல்லது.

b) Vegevaitha potato udal nalathirkku mikavum nallathu.

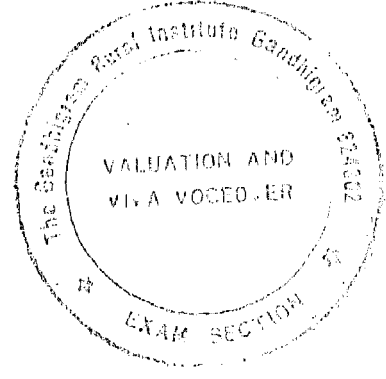
c) Boiled potato is good for health.

5.07 FRUITS

Banana

1. தினமும் ஒரு Banana சாப்பிடு

2. Dhinamum oru banana chappitu



3. Eat a banana daily.

Pine Apple

1. Pine apple juice மிகவும் நன்றாக இருக்கிறது
2. Pine apple juice mikavum nanraka irukkirathu
3. Pine apple juice is very tasty.

Pomegranate

1. Pomegranate உடம்பிற்கு மிகவும் நல்லது.
2. Pomegranate udampitku mikavum nallathu.
3. Pomegranate is good for health

Papaya

1. வைட்டமின்கள் நிறைந்துள்ள பழம் Papaya
2. Vitamin-kal nirainthulla palam Papaya
3. Papaya contains more vitamins

Pears

1. மலைப்பிரதேசங்களில் நிறைய pears பழங்கள் கிடைக்கும்.
2. Malaipirathesankalil niraiya pears palangal kitaikkum.
3. We can get more pears in hill stations.

The usage frequency of words representing fruits is represented in table 5.7. It is inferred from the table that more than 80 per cent of the respondents have used 'banana' in their communication followed by 'pineapple', 'pomegranate', 'pears' and 'pappaya'. Among girls, except 'pears' more than 90 per cent of them have used other vegetable names while a little above 75 per cent of the boys have used all the vegetable names except 'pappaya'. As regards professionals and others, more than 75 per cent of the professionals have used all the vegetable names while a little below 50 per cent of respondents in 'others' category have used all the vegetable names except the word 'banana'.

Since the entire girl respondents have to the full extent used the words such as 'banana and 'pineapple⁵, no statistical treatment is possible as these two variable do not have standard deviations. With regard to the word 'pomegranate', the calculated chi-square value 80.562 which is significant at 1 per cent level indicates an association between the usage frequency and the respondents. Further, the calculated 'F' value suggests that there are differences in usage among respondents as the value 45.234 is significant at 1 per cent level. The post-hoc test indicates that girls are the most frequent users of the word than boys (0.235*), professionals (0.175*) and others (0.322*), and the mean differences are significant at 5 per cent level. It may be construed from the above statistical tests that girls are the more frequent users of the word.

Table 5.07

Fruits

Fruits	Respondents category (N=800)				
	Girls (N=200)	Boys (N=200)	Professi onals (N=200)	Others (N=200)	Total (N=800)
Banana	200 (100.0)	154 (77.0)	187 (93.5)	124 (62.0)	665 (83.12)
Pomegran ate	182 (91.0)	151 (75.5)	179 (84.5)	102 (51.0)	632 (79.0)
Pineapple	200 (100.0)	150 (75.0)	182 (91.0)	107 (53.5)	349 (81.12)
Pappaya	195 (97.5)	127 (63.5)	156 (78.0)	94 (47.0)	565 (70.62)
Pears	174 (87.0)	164 (82.0)	170 (85.0)	91 (45.5)	609 (76.12)

Figures in brackets are percentages to 'N'.

With respect to the usage frequency of the word ‘pappaya’, the calculated chi-square value indicates an association between the usage frequency and respondents. The analysis of variance further indicates that there are significant differences in usage pattern of the word among respondents as the ‘F’ value 25.136, is significant at 1 per cent level. To have a further probe in finding out the most frequent users of the word, post-hoc test is employed and the results of the post-hoc test indicates that girls are the more frequent users of the word.

The calculated chi-square value for the word ‘pears’ is significant (126.328) at 1 per cent level indicates an association among respondents and the word. Moreover, the analysis of variance indicates that there are differences in usage of the word ‘pears’. The ‘F’ value 49.784 is significant at 1 per cent level. The post-hoc test reveals that others are the less frequent users of the word than other type of respondents. It is also observed that there are no statistical significant differences in the usage frequency of this word between girls, boys and professionals.

5.08 PET ANIMALS

The distributions of respondents with respect to words representing pet animals are presented in table 5.08. It is inferred from the table that more than 85 per cent of girl respondents have used these words while more than 70 per cent of the boy respondents have used the words. Professionals have more frequently used these words than 'others'. Further, it is also noticed that both professionals and girls have frequent usage of the words representing pet animals than other type of respondents. Among girls, the word 'puppy', 'dog' are more frequently used. Similarly these words, among boys and professionals, have been more frequently used than that of other words.

In order to assess the association between the usage frequency and respondents, chi-square test has been employed. The calculated value 89.876 which is significant at 1 per cent level confirms the existence of relationship among respondents and the usage frequency of the words representing pet animals. The value of analysis of variance indicates the existence of difference in usage pattern of the words. The 'F' value 44.879 is significant at 1

per cent level. Moreover, the post-hoc test also indicates that professionals are the more frequent users of the word 'dog' than girls (0.125*), boys (0.217*) and others (0.315*). The mean differences are all significant at 5 per cent level. Thus it may be stated that professionals are the more frequent users of this word than other type of respondents. Most of the professionals have the habit of rearing pet animals in their home and more particularly dog and hence they are more likely to have used these words frequently than other type of respondents.

As regards the word 'cow', the calculated chi-square value (66.52 significant at 1 per cent level) and the 'F' value (28.25 significant at 1 per cent level) indicate that there are significant differences in the usage pattern of the word 'cow' among different type of respondents. But the post-hoc test indicates that there are no marked statistical significant differences among girls, boys and professionals. However, for the word 'cat' the calculated chi-square value 117.079 which is significant at 1 per cent level indicates that there is an association between respondents and the word. Further, the analysis of variance indicates that there are

significant differences among respondents regarding the usage frequency of the word 'cat'. The post-hoc test indicates that there are no statistical significant difference between girls and professionals regarding the usage of the word 'cat'. Moreover, the post-hoc test confirms that there are significant differences between girls and boys (0.295*) and between girls and others (0.352*). Both the mean differences are significant at 5 per cent level. Similar results have also been established with the professionals.

Table 5.08

Pet animals

Respondents category (N=800)

1 Pet I animals	Girls (N=200)	Boys (N=200)	Profess! onals (N=200)	Others (N=200)	Total (N=800)
Dog	180 (90.0)	171 (85.5)	187 (93.5)	100 (50.0)	638 (79.75)
Cow	172 (86.0)	151 (75.5)	174 (87.0)	97 (43.5)	594 (74.25)
Cat	181 (90.5)	154 (77.0)	172 (86.0)	98 (49.0)	605 (75.62)
Puppy	200 (100.0)	142 (71.0)	177 (83.5)	95 (47.5)	604 (75.50)

Figures in brackets are percentages to 'N'

a) Dog ஒரு செல்ல பிராணி.

b) Dog oru chella pirani.

c) Dog is a pet animal.

a) Cow-ல் இருந்து கிடைக்கும் பால் ஒரு முழுமையான உணவு.

b) Cow -il irrunthu kedaikum pal oru mulumaiyana unavu.

c) Milk which we get from a cow is a complete food .

a) Cat-ம் சிங்கமும் ஒரே family -ஐ சேர்ந்தவை.

b) Cat-im singamum ore family-i sernthavai.

c) Cat and lion belong to same family.

a) Puppy பார்பதற்கு மிகவும் அழகாக இருக்கும்.

b) Puppy parppadharkku mikavum alahaga irrukum.

c) Puppy is very beautiful to look at.

5.09 MASS MEDIA AND COMMUNICATION

Perusal of table 5.09 indicates the usage frequency of words representing mass media and communication. Words such as telegram and magazine are seldom used while other words are more frequently used by all categories of respondents except respondents in 'others' category. Among girls, boys and professionals words such as 'radio', 'TV', 'phone', 'newspaper', 'e-mail' and 'chatting' are used by all the category of respondents. It is also noticed that on an average more than 80 per cent of the respondents have used all the words except the respondents in 'others' category.

Since the words 'radio', 'TV', 'Phone', 'Newspaper', 'Video', 'E-mail' and 'Chatting' were used by all the category of respondents except the respondents in 'others' category, no statistical inference is possible as these variables do not have standard deviation. As far as the word 'telegram' is concerned, the calculated chi-square value indicates the association between the usage frequency and the respondents, as the value is significant at 1 per cent level. Further, the analysis of variance indicates that there

are mean differences among different category of respondents. The post-hoc test indicates that boys are the frequent users of the word than girls (0.122*), professionals (0.1370*) and other (0.2350*), and the mean difference are significant at 5 per cent level. Similarly for the word 'magazine' the calculated chi-square value (97.125 significant at 1 per cent level) indicates an association between the category of respondents and the word. From the analysis of variance it is inferred that there are significant mean differences among category of respondents and usage frequency. The post-hoc test reveals that girls are the more frequent users of this word than boys (0.1790*), professionals (0.1350*) and others (0.2350*). Thus it may be stated that except the respondents in the others category all other respondents more frequently use all the words.

- 1) a) Radio-வில் நல்ல நிகழ்ச்சிகளை கேட்கலாம்.
- b) Radio-vil nalla Nihalchikalai ketkalam.
- c) We can listen to good programmes in Radio.

- 2) a) T.V ஒரு நல்ல தொலை தொடர்பு சாதனம்.
b) T.V. oru nalla tholai-thodarbu sadhanam
c) T.V. is a good medium.
- 3) a) Phone எல்லோர் வீட்டிலும் உள்ளது.
b) Phone ellor veettilum vulladhu
c) There is a phone in all the house
- 4) a) அவசரமான news-களை telegram மூலம் அனுப்பலாம்.
b) Avasaramana seidhihalai telegram muulam anuppalam.
c) Urgent messages can be sent through telegram.
- 5) a) Newspaper படிப்பது good habit
b) Newspaper pattipathu good habit.
c) Reading newspaper is a good habit.
- 6) a) நிறைய magazines publish பண்ணப்படுகிறது.
b) Niraiya magazines publish panna paduhirathu.
c) Many magazines are being published.

- 7) a) E-mail ஒரு science miracle.
b) E-mail oru science miracle.
c) E-mail is a scientific miracle.
- 8) a) programmes-யும் video செய்யலாம்.
b) la programmes –Yum video seiyalam.
c) Can cover all programmes in video.
- 9) a) Chatting நல்ல பழக்கம் அல்ல.
b) Chatting nalla palakkam alla.
c) Chatting is not a good habit.

Table 5.09

Mass media and Communication

Mass media and communication	Respondents category (N=800)				
	Girls (N=200)	Boys (N=200)	Professionals (N=200)	Others (N=200)	Total (N=800)
Radio	200 (100.0)	174 (87.0)	200 (100.0)	120 (60.0)	694 (86.75)
TV	200 (100.0)	180 (90.0)	200 (100.0)	149 (74.5)	729 (91.25)
Phone	200 (100.0)	198 (99.0)	200 (100.0)	167 (83.5)	765 (95.62)
Telegram	174 (87.0)	196 (98.0)	179 (84.5)	114 (57.0)	663 (82.87)
Newspaper	200 (100.0)	167 (83.5)	200 (100.0)	106 (53.0)	673 (84.12)
Magazine	184 (92.0)	172 (86.0)	177 (88.5)	94 (47.0)	627 (78.37)
Video	200 (100.0)	197 (98.5)	185 (92.5)	104 (52.0)	686 (85.75)
E-mail	200 (100.0)	200 (100.0)	200 (100.0)	114 (52.0)	714 (89.25)
Chatting	200 (100.0)	200 (100.0)	179 (89.5)	92 (46.0)	671 (83.87)

Figures in brackets are percentages to 'N'

TRANSPORT

Perusal of table 5.10 indicates that more than 85 per cent of the respondents have used almost all the words representing transport. Among girls the words such as 'ticket', 'change', words such as 'footboard' and 'driver' among boys, and the word 'conductor' among others are predominantly used. As far the words representing transport is concerned, for the first time, the respondents in the others category have more frequently used the words. This indicates that the words representing transport are inevitable among respondents in the others category as the mode of travel is inevitable.

Table 5.10

TRANSPORT

Respondents category (N=800)

Transport I Girls I Boys I Professionals I Others I Total

	(N=200)	(N=200)	(N=200)	(N=200)	(N=800)
Ticket	200 (100.0)	176 (88.0)	194 (97.0)	196 (98.0)	766 (95.75)
Change	200 (100.0)	186 (93.0)	161 (80.5)	182 (91.0)	729 (91.12)
Bus pass	174 (87.0)	180 (90.0)	156 (78.0)	188 (94.0)	698 (87.25)
Foot board	184 (92.0)	200 (100.0)	164 (82.0)	186 (93.0)	734 (91.75)
Conductor	194 (97.0)	186 (93.0)	172 (86.0)	200 (100.0)	752 (94.00)
Driver	196 (98.0)	200 (100.)	192 (96.0)	188 (94.0)	776 (97.00)

Figures in brackets are percentages to 'N\

Further statistical treatment is constrained as most of the words except the word 'bus pass' have been predominantly utilized to the full extent, the variables do not show standard deviations. The calculated chi-square value (245.458 significant at 1 per cent level) for the word 'bus pass' indicates an association between the word and the respondents. Moreover, the calculated 'F' value 87.125, which is significant at 1 per cent level indicates that there are significant differences among categories of respondents. The post-hoc test indicates that there are significant mean differences in the usage frequency of the word 'bus pass' among professionals (0.5900*) and others (0.4300*), and the mean difference is significant at 5 per cent level. Whereas there are significant differences between boys and professionals and the mean difference (0.525*) is significant at 5 per cent level and also among boys and others. The mean difference between boys and others 0.4600 is significant at 5 per cent level. As regards the usage frequency of the word 'bus pass' is concerned, respondents in 'others' more frequently use the word than professionals. The mean difference 0.1600 is significant at 5 per cent level. Thus it may be

stated that regarding the usage frequency of the words representing conveyance, it is evident from the above statistical analysis that professionals seldom use the word than other category of respondents.

It is easier to use the English term “Conductor” than the Tamil “Nadathunar”. Similarly ‘driver’ is a more familiar term than “ottunar”, “Payanacheethu” is unfamiliar compared to ‘ticket’. It is easier and euphemist to ask for ‘change’ rather than “meedi panam”. It is difficult to find a Tamil equivalent for “Foot board” as this English term has become part of Tamil vocabulary. Most of the respondents used the English terms in place of the Tamil words ‘change’ is very often used inter sententially as in ticket money poha change kudunga”. There was a case of intra sentential use as in “Driver and Conductor sariyana sidu moonjigal”. Intra word usages were also common as in “Foot board-il travel seiyaradhu yaarda”? Even villagers easily and spontaneously use “Conductor, driver and ticket”. Soon these words will be part of Tamil vocabulary as borrowed words.

- 1) a) Bus-ல் ticket வாங்கவும்.
b) Bus-il ticket vangavum.
c) Get the ticket in the bus.

- 2) a) Change கொடுத்து things வாங்கு.
b) Change koduthu things vaangu.
c) Give change when you get things.

- 3) a) மறக்காமல் bus-pass எடுத்து செல்.
b) Marakkamal bus-pass yeduthu chil.
c) Don't forget to take the bus-pass.

- 4) a) Foot board-ல் நிற்பது மிகவும் danger ஆனது.
b) Foot board – il nirpathu mikavum danger aanathu.
c) It is dangerous to stand on the foot-board.

- 5) a) Bus-ல் conductor ticket கொடுப்பார்.
b) Bus-il conductor ticket koduppar.
c) Conductor gives ticket in the bus.

- 6) a) வாகனங்களை drive-பண்ணுபவர் driver.
b) vahananggalai drive pannupawar driver.
c) The driver drives the vehicles.

5.11 RELATIONSHIP

Words representing relationship are presented in table 5.11. It is inferred from the table that more than 75 per cent of the respondents have used the words representing relationship. The usage frequencies of these words are higher among girls than other type of respondents. Among girls more than 90 per cent have predominantly used these words while more than 85 per cent of the respondents in the boys category have also frequently used these words. Regarding professionals and others a little above 75 per cent and below 60 per cent respectively have used these words. As stated already the words such as 'mummy' 'daddy' and 'friend' have been predominantly used by both girls and boys, these variables have not been subjected to further statistical treatment as they do not have standard deviation. Other than the above stated

words, all other words are subjected to statistical analysis to find out the most frequent users of these words.

With regard to the word 'aunty', the calculated chi-square value indicated that there is an association between the respondents and the word. Further the analysis of variance also indicates that there are significant mean differences in the usage pattern of the word among respondents. The calculated chi-square value and 'F' value respectively are 87.174 and 64.269. Both these values are significant at 1 per cent level. The post-hoc test also indicates that girls are the most frequent users of the word than boys (0.235*), professionals (0.265*) and others (0.350*), and the mean difference is significant at 5 per cent level.

Similar results have been obtained for the word 'would be' as well as the word 'sister'. The calculated chi-square and 'F' value respectively are 92.12 and 58.17 are significant at 1 per cent level. The Post-hoc test also confirms that girls are the more frequent users of the word than other category of respondents. The results of the Post-hoc test are between girls and boys the mean difference is 0.250* while it is 0.275* between girls and professionals. Both the

mean difference are significant at 5 per cent level. Further, it is also inferred that there are significant mean differences between girls and others (0.375*) and the mean difference is significant at 5 per cent level. Thus it may be stated that both these words have been predominantly used by girls than other category of respondents.

Table 5.11

Relationship

Respondents category (N=800)

J Relationship	Girls (N=200)	Boys (N=200)	Professionals (N=200)	Others (N=200)	Total (N=800)
Aunty	196 (98.0)	■ 174 (87.0)	172 (86.0)	120 (60.0)	662 (82.75)
Would-be	197 (98.5)	185 (92.5)	184 (92.0)	107 (53.5)	673 (84.12)
Mummy	200 (100.0)	194 (97.0)	154 (77.0)	96 (48.0)	644 (80.5)
Daddy	200 (100.0)	197 (98.5)	137 (63.5)	82 (41.0)	616 (77.0)
Sister	189 (94.5)	170 (85.5)	160 (80.0)	81 (40.5)	600 (75.00)
Friend	189 (94.5)	200 (100.0)	184 (92.0)	167 (83.5)	740 (92.5)
Brother	176 (91.0)	174 (87.0)	174 (82.0)	120 (60.0)	654 (81.75)
Cousin	191 (95.5)	189 (90.5)	187 (86.0)	105 (52.5)	672 (84.00)

Figures in brackets are percentages to 'N'.

As regards the words 'brother and 'cousin', both chi-square and the analysis of variance did not show any statistical significance, it may be construed that although numerical difference does exist, the deviations or the difference among different category of respondents is not large enough. Thus it may be stated that girls are the most frequent users of these words than other type of respondents.

It is interesting to note that almost all girl respondents refer to their parents as 'mummy and daddy' rather than 'amma and appa', whereas the word 'friend' was used by all the boys to refer to their 'nanban'. Would be is a term most often used by girls as finance is a word not known to many. The reason may be the length of the Tamil equivalent "kanavarahapokiravan". Whereas the boys preferred to say 'anna⁵ or 'thambi⁵ girl respondents preferred mostly "brother", taken as a whole "friend" is the most widely used English word in the place of 'nanban⁵ or 'thozhi⁵. The professionals and others used 'amma and appa⁵ rather than 'mammy and daddy'. Westernization may be one of the reasons for the girl respondents use of 'mummy and daddy⁵ instead of 'amma

and appa'. Another reason may be convent education. Most of the parents prefer to be called 'mummy and daddy' and this may be another reason for predominant use of these terms in English conversation. These were used mostly inter sententially in the Tamil conversation as in "enga mummy, daddy romba kandippu".

- 1)
 - a) எங்க aunty -i எனக்கு மிகவும் பிடிக்கும்.
 - b) Enga aunty -yei ennakku mikavum pittikum.
 - c) I like my aunty very much.

- 2)
 - a) என்னுடைய would - be France-ல் இருக்கிறார்.
 - b) Yennudeiya would - be France - il irrukkirar.
 - c) My would - be is in France.

- 3)
 - a) எங்க daddy மிகவும் நல்லவர்.
 - b) Yenga daddy mikavum nallavar.
 - c) My daddy is a very nice person.

- 4) a) எங்க mummy daily கோயிலுக்கு போவார்கள்.
b) Enga mummy daily koil-kku povarkal.
c) Our Mummy goes to temple daily.
- 5) a) எனக்கு two sisters இருக்கிறார்.
b) Yennakku two sisters irukkiral.
c) I have two sisters.
- 6) a) நான் எப்பொழுதும் என்னுடைய friend உடன்
cinema-க்கு செல்வேன்.
b) Nan eppoluthum yennudaiya friend-udan cinema –
kku selven.
c) I always go to cinema with my friend.
- 7) a) என்னுடைய brother foreign-ல் இருக்கிறார்.
b) Yennudaiya brother foreign –il irukkiral.
c) My brother is in foreign country.

- 8) a) என்னுடைய cousin பத்து வயது பையன்.
b) Yennudaiya cousin pathu vayathu paiyam.
c) My cousin is ten years old boy.

5.12 FEELINGS AND EMOTIONS

The distribution of respondents according to the usage frequency of the words representing feelings and emotions are presented in table 5.11. It is observed from the table that more than 70 per cent of the respondents have frequently used the words.

Among girls more than 90 per cent of them have used the words in their day-to-day communication while more than 80 per cent of the boys have used them in their communication. As regards professionals and others, more than 70 per cent and below 65 per cent respectively, have used these words in their communication.

The word 'smile' has been more frequently used by almost all of the respondents and the word 'gloomy' has been seldom used in their day-to-day communication. Except for the words 'mood' and 'happy', statistical analysis has been carried out for other words.

The calculated chi-square value (97.172 significant at 1 per cent

level) for the word 'jolly' indicates that there is an association between the usage frequency and different types of respondent; further, the calculated 'F' value (47.172 significant at 1 per cent level) indicates that there are differences in usage frequency of the word among respondents. Moreover, the post-hoc test also indicates that girls are the more frequent users of the word than boys (0.125*), professionals (0.152*) and others (0.275*). The mean differences are significant at 5 per cent level. Thus it is evident that girls are more frequently using this word to express their state of excitement and well-being.

Table 5.12

Feelings and Emotions

Feelings and emotions	Respondents category (N=800)				
	Girls (N=200)	Boys (N=200)	Professionals (N=200)	Others (N=200)	Total (N=800)
Mood	200 (100.0)	154 (77.0)	187 (93.5)	124 (62.0)	665 (83.12)
Jolly	197 (98.5)	168 (84.0)	168 (84.0)	101 (50.5)	634 (79.25)
Happy	200 (100.0)	172 (86.0)	174 (87.0)	105 (52.5)	647 (80.87)
Sad	197 (98.5)	175 (87.5)	170 (85.0)	112 (56.0)	654 (81.75)
Smile	194 (97.0)	182 (91.0)	177 (88.5)	113 (56.5)	666 (88.25)
Laugh	198 (99.0)	186 (93.0)	181 (90.5)	115 (57.5)	680 (85.00)
Gloomy	197 (98.5)	179 (89.5)	146 (73.0)	107 (53.5)	629 (78.62)
Sorrow	192 (96.0)	185 (92.5)	152 (76.0)	109 (54.5)	638 (79.75)

Figures in brackets are percentages to 'N'

As regards the word 'sorrow', the chi-square and the analysis of variance indicates that there are significant differences in the usage of the word 'sorrow' among respondents. The calculated chi-square and 'F' value respectively are 110.25 and 69.975, and both these are statistically significant at 1 per cent level. The post-hoc test indicates that girls are the most frequent users of the word than boys, professionals and others.

Similarly, the calculated chi-square and 'F' value respectively are 115.25 and 45.47, significant at 1 per cent level indicates that there are marked differences in the usage pattern of the word 'smile'. The Post-hoc test indicates that girls are the frequent users of the word than boys (0.175*), professionals (0.250*) and others (0.325*), and all the mean differences are significant at 5 per cent level. Similar such results are found regarding the usage frequency of the words such as 'laugh', 'gloomy' and 'sorrow'.

The word 'mood' was predominantly used to express the state of mind. The respondents were not able to find a precise Tamil term to express accurately the state of mind. 'Yennakku

mood sariyillai' in the sentence very often used among the respondents.

- 1) a) என் daddy நல்ல mood-ல் இருக்கிறார்.
b) Yen daddy nalla mood –il irrukkirar.
c) My daddy is in a good mood.
- 2) a) ஠ுரில் jolly-ஆக இருக்கலாம்.
b) Tour – il jolly –ya irrikkalam.
c) We can enjoy ourselves in the tour.
- 3) a) எப்பொழுதும் happy – ஆக இருங்க.
b) Yeppoludhum happy –a irrukkanga.
c) Always be happy.
- 4) a) கோபப்படாதீர்கள், smile always.
b) Kobappadatheenhal, smile always;
c) Don't be angry, smile always.

- 5) a) அவளை பார்த்து laugh பண்ணாதே.
b) Avalai parthu laugh pannadhe.
c) Don't laugh at her.
- 6) a) இன்னிக்கு climate ரொம்ப gloomy-ஆ இருக்கு.
b) Innikku climate rompa gloomy-a irukku.
c) Climate is very gloomy today.
- 7) a) உன்னுடைய sorrow-வை பகிர்ந்து கொள்.
b) Unnudaiya sorrow – vai pahirndhukol.
c) Share your sorrow.

Certain English words like 'jolly' can be used spontaneously in a bilingual context, but literal translation of the bilingual sentence into English sounds absurd.

“We can be jolly in the tour” is incorrect “We can enjoy ourselves” is more apt.

Teacher can pick out such sentences and use them in the class room situation to show the difference.

Sometimes the speakers uses an English word in Tamil conversation just for the sake of having an English word in between because it is a sign of sophistication. The use of the word “laugh” in the example “அவளைப்பார்த்து laugh பண்ணாதே” is forced and does not sound spontaneous or natural.

5.13 EDUCATION AND TEACHING AIDS

Words representing education and teaching aids are presented in table 5.12. It is observed from the table that of the 18 words, 50 per cent of the words, i.e., 9 of the words such as 'teacher', 'pen', 'book', 'chalk piece', 'attendance', 'paper', 'test', 'examination' and 'marks' have been predominantly used by girls and to some extent by boys. These words are found predominantly used among girls as it seems that the Tamil equivalent is a bit too long to pronounce while professionals and respondents in others category have seldom used the words. Among professionals, except a few common words such as 'teacher', 'sir', 'pen' and 'madam', it is found that the frequency of usage of the words ranges from 50 per cent to 80 per cent.

Table 5.13

Education and Teaching aids

Education and teaching aids	Respondents category (N=800)				
	Girls (N=200)	Boys (N=200)	Professionals (N=200)	Others (N=200)	Total (N=800)
Teacher	200 (100.0)	200 (100.0)	187 (93.5)	161 (80.5)	748 (93.50)
Pen	200 (100.0)	200 (100.0)	186 (93.0)	157 (78.5)	743 (92.87)
Book	192 (96.0)	200 (100.0)	171 (85.5)	144 (72.0)	707 (88.37)
Pencil	197 (98.5)	188 (94.0)	170 (85.0)	165 (82.5)	720 (90.00)
Chalkpiece	200 (100.0)	191 (95.5)	104 (52.0)	82 (42.0)	577 (72.12)
Blackboard	198 (99.0)	193 (96.5)	102 (51.0)	81 (40.5)	574 (71.75)
Absent	195 (97.5)	190 (95.0)	98 (49.0)	74 (37.0)	557 (69.25)
Attendance	200 (100.0)	179 (89.5)	124 (62.0)	77 (33.5)	580 (72.50)
Late	172	192	95	64	523

coming	(86.0)	(96.0)	(47.5)	(32.0)	(65.37)
Prayer	181 (90.5)	120 (60.0)	117 (58.5)	52 (26.0)	470 (58.75)
Paper	200 (100.0)	185 (92.5)	156 (78.0)	124 (62.0)	665 (83.12)
Test	200 (100.0)	187 (93.5)	117 (53.5)	64 (32.0)	586 (73.25)
Examination	200 (100.0)	175 (82.5)	136 (68.0)	58 (29.0)	569 (71.12)
Mark	200 (100.0)	162 (81.0)	124 (62.0)	48 (24.0)	534 (66.75)
Result	198 (99.0)	150 (75.0)	118 (59.0)	91 (45.5)	557 (69.62)
Sir	200 (100.0)	188 (94.0)	184 (92.0)	112 (56.0)	684 (85.50)
Madam	200 (100.0)	191 (95.5)	186 (93.0)	131 (65.5)	708 (88.50)
Miss	200 (100.0)	173 (81.5)	161 (80.5)	105 (52.5)	639 (79.87)

Figures in brackets are percentages to 'N'

Among respondents in others category except the word 'teacher', all other words have been seldom used and the usage frequency is below 50 per cent. Since 50 per cent of the words have been used predominantly either by girls or boys, the words/variables do not have standard deviations. Hence, those variables/words have not been subjected to further statistical analysis.

As far the as the word 'pencil' is concerned, the calculated chi-square value indicates an association between the respondents and the usage frequency of the word. The calculated 'F' value indicates that there are significant differences among different categories of respondents (47.416 significant at 1 per cent level). The Post-hoc test indicates that girls are the more frequent users of the word than boys (0.125*), professionals (0.250*) and others (0.325*). The mean differences are all significant at 5 per cent level. With regard to the word 'blackboard', the calculated chi-square value is 117.125 significant at 1 per cent level indicates that there is an association between category of respondents and the word. Further, the calculated 'F' value indicates that there are significant differences among categories of respondents (52.868

significant at 1 per cent level). Moreover, the Post-hoc test indicates that there are no significant differences among girls and boys regarding the usage of the word. But it indicates that there are significant differences in the usage of the word between boys and professionals (0.235*), between girls and professionals (0.325*) and both the mean differences are significant at 5 per cent level. Further, it also indicates that boys and girls are the more frequent users of the word than respondents in others category. Similar result has been found regarding the word 'absent'. The post-hoc test did not indicate significant differences among girls and boys. But it is inferred that there are significant mean differences among boys and professionals (0.235*), girls and professionals (0.285*) and also between respondents in others category. The mean differences are significant at 5 per cent level. Thus it may be stated that both these words have been predominantly used among boys and girls, but among professionals and others they have been seldom used.

As regards the word 'late coming'¹, the calculated chi-square value indicates (87.925 significant at 1 per cent level) that there is an association between the word and the respondents. The analysis

of variance (47.527 significant at 1 per cent level) indicates that there are significant differences among different category of respondents. The Post-hoc test indicates that boys are the more frequent users of the word than girls (0.125*). The mean difference is significant at 5 per cent level. Further, the post-hoc test also indicates that there are significant differences between boys and professionals (0.250*) and between boys and others (0.375*). The mean differences are all significant at 5 per cent level.

The calculated chi-square value (47.424 significant at 1 per cent level) indicates an association between the word 'prayer' and category of respondents. Moreover, the calculated 'F' value indicates that there are significant differences among categories of respondents. The Post-hoc test indicates differences between girls and boys (0.175*), and the mean difference is significant at 5 per cent level. It may be stated that girls are the most frequent users of the word than boys. It is also found that there are significant mean differences between girls and professionals (0.275*), and also between girls and respondents in others category (0.375*). The mean differences are significant at 5 per cent level. Thus it may be

stated that girls are the most frequent users of the word than respondents in other categories. Similar result has also been established with respect to the word 'result'. It is found that girls are the more frequent users of the word than respondents in other categories.

- 1 a) School-ல் teacher பாடம் நடத்துவார்கள்.
b) School – il teacher padam nadathuvarhal.
c) The teacher takes lesson in the school.
- 2 a) பரிட்சை எழுத pen –ஐத்தான் உபயோகிப்போம்.
b) Pareetchai yeludha pen-aithan upayokippom.
c) We use only a pen to write the exam.
- 3 a)ஐந்திலிருந்து பத்துவயதுவரை உள்ள குழந்தைகள்
எழுதுவதற்கு pencil-ஐ உபயோகிப்பார்கள்.
b)Eindhilrundhu paththu vayadhu varai vulla kulandhaikal
yeludhuvadharku pencil-ai u bayokipparkal.
c) Children in the age group of 5 to 10 use pencil to write.



- 4 a) ஆசிரியர் கரும்பலகையில் எழுத chalk-piece – ஐ
b) Asiriyar karumpalakayil yeludha chalk pieceai
ubayokippar.
c) Teacher uses a piece of chalk to write on a black board.
- 5 a) Teach பண்ணுவதற்கு black board மிகவும் அவசியம்
b) Teach pannuvatharkku black mikavum avasian.
c) Black board is very much necessary for teaching.
6. a) பள்ளியில் தினமும் teacher attendance எடுப்பார்.
b) Palliel dhinamum teacher attendance yeduppar.
c) Teacher takes attendance daily in the school.
7. a) Late-coming நல்ல பழக்கம் அல்ல.
b) Late – coming nalla palakkan alla.
c) Late-coming is not a good habit.
8. a) ஒரு மனிதனை prayer top நடத்தும்.
b) Oru manidhanai prayer valinadathum
c) Prayer guides a man

9. a) Test வைத்து students –களின் அறிவை சோதித்து பார்க்கலாம்.
- b) Test vaithu students – k0alin arivai sodhithu parkkalam.
- c) We can test the students knowledge by conducting test.
10. a) வருடத்திற்கு ஒருமுறை annual examination எழுதுவோம்.
- b) Varudaththirku oru muai annual examination yeludhuvom.
- c) We write annual examination once in a year.
11. a) பரீட்சையில் வாங்கும் mark நம் அறிவை நிர்ணயிக்கிறது.
- b) Parietchagil vangum mark- nam arivai nirnayikkuradhu.
- c) The mark we get in the examination determines our knowledge.
12. a) School-ல் மாணவர்களின் result - ஐ அஞ்சல் வழியாக அனுப்புவர்.
- b) School – lil manavarhalin result –ei anjal valiya anuppuvar.
- c) School will send the students result through post.

13. a) மாணவர்கள் ஆண் ஆசிரியரை sir என்று கூப்பிடுவார்கள்.
b) Manavarkal aan teacher-ei sir ennu kuuppiduvarkal.
c) Students call their male teacher as sir
14. a) நான் உள்ளே வரலாமா madam?
b) Naan vullay varalama madam?
c) May I come in madam?
15. a) English miss பாடம் நன்றாக teach பண்ணுவார்கள்.
b) English miss பாடம் nandraha teach pannuvarhal.
c) English teacher will teach as the lesson very nicely.

It is interesting to note that the English word 'absent' which has been spontaneously and correctly used in a bilingual situation cannot be similarly used in the complete English context. The translation will be cited as "Don't absent yourself "or" Be regular to school" but "Don't absent yourself from school".

Data to far analytical bring to light various hypothesis. Some students spontaneously use English words in Tamil conversation. Some use them as a sign of sophistication. Some use them consciously and some naturally related to transport mostly in

English and these words might enter Tamil dictionary we borrowed words. Whatever may be the reason for using English words in Tamil conversation as teachers of English we have to make the best of them situation and think of ways and means of using these in classroom situation.

BILINGUALISM IN CLASSROOM

There is a Slavonic proverb 'If you wish to talk well, you must muddle the language first'. This, of course, implies that when a person tries to use a language, especially a foreign language, effectively in speech, fear of committing error should not hold him, back. Errors teach a man how to avoid them. Very often teaching of language overlook this and demand of this students fault less accuracy and fluency from the beginning. This attitude of teachers include diffidence into the students and hampers quick learning. Even a cursory glance at the varieties of language teaching methods that have used in data and still that, will show that it is not possible to establish a simple dichotomy between different approaches to language teaching. We must refer to polarities in methods of

teaching there are methods generating from an inductive view of language learning and there from a deductive view.

Methods related to inductive approach to language teaching tended to stress use and practice. Learning could take place, it was assumed, only if the thing that was symbolized was actually present in its own form, or in the form of a representation. In contrast, method that related to the deduction approach took the written word (as approach to the spoken word) to have priority of importance. It sought to teach the structural regularities of the system, having the learner to adduce or exemplify in contents of use.

In the recent years it has been recognized that speech is as important for the second language learners as it is for first language learners. Added to this the appeal of Chomsky to the notion of linguistic "tacit knowledge" as apposed to the notion of preper-tore of imitative verbal behaviour in the performance of 'act' made a great impact on teachers of English. It was agreed that the ultimate aim, in learning a second language must generally be to achieve the same intelligistically and linguist creativity that the native speaker

posses. The criterion of our success as teachers is not whether our pupils can remember so many seetimes so many phrases and so many words that they have been taught, but whether they can construct new utterances in the languages. It follows that he principal task in the learning of a second language in the mastery of the finite system by which linguistic creativity is achieved. One question that has to be discussed is whether languages are learnt by the same psychological possess as they are acquired. The most obvious contrast between language learning and language acquisition in the amount of exposure to language. Language learning namely takes place in formal classroom situation and hence in a conscious effort at learning a language. Language acquisition, on the other hand, is an conscious process of gaining a language.

Learning Vs acquisition:

Developing proficiency in a second language by adult learners depends on two independent systems: simultaneous language acquisition and language learning these two systems ate

interrelated in a definite way, where sub-conscious acquisition appears for more important. Language acquisition requires meaningful interaction in the target language, that is, natural communication, where the speakers are less concerned with the form of them with accuracy, but with the message they convey and understand. Error correction and explicit teaching of rules are not relevant to language acquisition (Brown Cazden and Bellugi, 1968). In language acquisition, it has been hypothesized that there is a fairly suitable order of acquisition of structure.

Various attempts have been made by linguistics to minimize the difference between language learning and acquisition and to make second learning / acquisition situation resemble the first language acquisition situation. In general, utterances are limited by the acquired system and our fluency is based on what is “picked up” through active communication. Our “formal” knowledge of the second language, our conscious learning, may be used to alter the output of the acquired system. In India, many methods have been used to develop proficiency in English language. As said earlier the inductive methods laid stress of “fluency” whereas the deductive

methods focused on developing “accuracy”. The earliest method, the grammar - translation method, freely used the vernacular to back English. As a result the English classroom was not an “English” classroom. The direct method totally prohibited the use of mother tongue in the English classroom. Structural approach laid emphasis on teaching language through structures, as the very label implies. The situational approach tried to contextualize language learning. The recent approach, the communicate approach, synthesizes the salient features of all these methods.

Communicative approach to language teaching:

This approach tends to concentrate on teaching the use of language in social situation rather than teaching the grammatical rules that we need to produce correct sentences. From a finite experience of speech acts and their interdependence with socio-cultural features the learners develop a general theory of speech to conduct and interpret social life. Therefore, communicative approach implies the following preparatory action as suggested by

Brumfit in Language and literature teaching: from practice to principle.

1. The needs of the learners are analysed to find out what types of language use are most necessary for them.
2. the syllabus is specified not only in terms of the language items learners are likely to need, but also in terms of meaning that they may want to express and the things they may want to do with their language.
3. Materials are developed which take into account the different ways in which people use language they may be organized around topics, or function of language and they are so organized that students are forced to try to express themselves through the language, often without much help from the teachers.
4. Teachers are trained to use groups work and simultaneous pair work in class so that students have as many opportunities as possible to work intensively on their own.

5. Materials and techniques are devised to individualise work so that all students in a class do not have to work in the same way, at the same pace, at the same time.
6. Language teaching is seen as an effort to involve the whole person and it is not treated as a purely technical reuse but as related to the genuine feelings, interest and needs of the students.
7. It is assumed that students will necessarily make more mistakes as they learn a new language and that they need the opportunity to experiment with language, even if that means making mistakes while they do so (4).

In Communicative approach, unlike the traditional methods, the influence of the mother tongue is positively and judiciously used, which helps in forming inter language strategies that help in acquiring fluency in Communicative approach the pendulum in hand to swing more on the side of fluency than accuracy. Stress is laid on the spoken form of the target language and it should lend to a speedy as well as through acquisition of the target is a component

in the accurate use of language is a component in the ability to communicate, but one attention to the learning may actually exhibit the development of fluency.

Fluency involves the activity to adjust the message according to the responses of the listener or interlocutors, to coherent utterances and stretches of speech, to respond and to speak without undue hesitation. It involves the activities to use strategies such as simplification, circumlocution and gesture to aid communication when the speaker may not have access to the vocabulary or grammar which would normally be appropriate (Tack for language Teachers, 1973).

Language development process in creative the latest accounts on language development across cultures undercore the notion of an orderly and systematic linguistic process which is half imitation and half invention. The target language has to be subjected to addition, elaboration, refinement, reflection and reorganization. These process could be latter done with the help of the learners' native language. The community between the target

language and native language could be used to better the learner's language. Though some methods discouraged the use of the mother tongue in target language communication the key word is "judicious".

In code switching and code mixing mother tongue spontaneously finds a place in the process of mixing codes in an inter language situation. Unless there is some knowledge of the target language, a non native speaker would not consciously adopt this strategy in his communication. So instead of totally undermining bilingualism, we should try to analyse how best it could be used to develop fluency in the target language.

The researcher approached a few of the teachers to find whether they used bilingualism in the classroom, to find out if mother tongue translation was used to teach English, or mother tongue (in this context Tamil) was used occasionally to set the pupils at ease. The data thus collected is presented concisely in the following table.

Description	English	Tamil	Both
Introducing the lesson			Yes
Checking attendance			Yes
Organizing where students sit			Yes
Presenting new language	Yes		
Introducing a test	Yes		
Asking Question on test	Yes		
Correcting errors			Yes
Setting home work	Yes		

The researcher chose contexts in which there are possibilities of using bilingualism through an informal chat with the teachers the researcher activated the required responses.

All the teachers agreed that they avoided using Tamil translation while teaching the text. Similarly only English was used while giving assignments, asking text based question and while teaching grammar or language items. But while checking attendance sentences such as “Raman is absent today? – ஏன் இல்லை?” were very common. Instead of a very formal “Why is Raman absent today” an informal sentence as mentioned above was veiy

often used. The reason given by one teacher is that when a formal question is asked the students immediately become tense and try to give a false answer. The teacher sounds concerned and not annoyed while using causal code mixing in the class room.

While introducing the theme of the text or the structure of the text some of the teachers used code switching or code mixing to engage the students in conversation or discussion on the particular text.

While introducing a new lesson the teachers use and allow the students to use both the languages. For example one teacher explained how he engaged the students in discussion about the life in a village as a preamble to Ezekiel's "Night of the scorpion **ஊட்டறது**" was used by in the teacher in the place of exorcism in the course of his explanation which was entirely in English. Exorcism was discussed in the course of the interaction as a predominant superstition in villages and the Tamil equivalent was used causally by the teacher in the course of the discussion. The students were allowed to insert a Tamil word when there was a pause in the discussion when the pupils were at a loss to express themselves in

English. Sometimes the insertion was sentimental and at others at word level. For example “in village during திருவிழா we have தீமிதி custom” words. It is not easy to express certain motion in English because of their cultural uniqueness and the teacher allows, further has to allow, the use of mother tongue so that there is an easy flow of conversation.

During group / pair work the teachers again use a few Tamil words which giving instructions or organizing where students sit. “Uma, why don’t you sit there?” அங்கே அங்கே while correcting errors a few of the teachers draw the attention of the students to the similarities and dissimilarities in the structures of the target language and mother tongue. But this is done occasionally. There was a unanimous agreement that translation, as a method should not be used in English classroom. This method was, still in the many of the schools, the most popular one in the English classrooms in India. There were many reasons for this the popularity of this method. The large class size, the teachers with practical knowledge of English the emphasis on comprehension reader themselves were some of the reasons for the popularity of their method.

Mackey says in Language Teaching Analysis. Translation Method can best be used to teach to classes of any size by teachers with imperfect knowledge of the language and special teaching techniques. It is easy and cheap to teach and administer and the number of class periods may be as few or as many as administratively feasible (31).

In this method liberal use of mother tongue to teach English was followed. With minimum exposure to English the students failed to acquire the required skills of the language though the advocates of grammar translation method argued that translation can best interpret English words and phrases and sentences. The structures of the foreign language is best learnt when compared and contrasted with that of the mother tongue. Bilingualism in the class room context as a method was asymmetrical in the sense there was maximum use of mother tongue and minimum use of the target language, that is English. Since the mother tongue plays a major role in the learning of English the pupil is inclined to think in his mother tongue. First and then translate his thoughts into English. As a result he never develops the habit of thinking in

English and subsequently never assimilates correct English usage. The major draw-back of the method is the greater emphasis given to written form of the language in preference to the oral mode. As a reaction to this method the direct method was tried out in the class room. This method absolutely prohibited the use of mother tongue in any form. A direct link is established between the word and its meaning without the interruption of the mother tongue and aims at developing the skill to think in English as well as speak English. But this method was given up for various reasons such as its neglect to teach formal grammar and because of too much emphasize on oral language. Communicative approach strikes a balance between these tow methods. It advocates 'judicious' use of mother tongue in the class room. There is no word by word, sentence by sentence translation of the text, at the same time the teacher can use an occasional work in the mother tongue to make the students feel at ease. The traditional methods were inadequate in fostering language compared to the new methods of teaching English. Some of the difference between the traditional model and the current ones are analyzed here:

	Traditional model	New Model
1.	Language as a finite body of knowledge	Language as infinite and creative
2.	Language as primarily a system of form	Language as a way of expressing meaning through form
3.	Learning as rote-learning a set of items	Learning as development of skills
4.	The teacher as imparter of knowledge, model of correct form, controller of class.	The teacher as instigator of language activity, enforcement and motivation.
5.	The text book as containing a set lesson to the learnt	The text book as a framework for the teachers' own lesson.

The new model is not course new in any strict sense; it reflects the common ground established by development in over the past years.

The explosion of knowledge and the progress in instructional technology have shifted the emphasis away from the teacher and the text as the only source of information. Mass media have also created a new type of learners who readily challenge the traditional role of the teacher. Educational change is not a matter of new technique and resources but fundamentally of shifts in the balance

between system and sensitivity, process and person, institution and individual. The classroom is a recurrent social setting which has a recognized structure and an agreed purpose. Education is cross-disciplinary, cross cultural in modern times. Hence it is imperative that innovative methods are used in the classroom to impart knowledge, especially in the language classroom to develop language skills.

The terms innovation and change are so frequently used and so loosely that they tend to lose force and precision. They are often used as interchangeable terms, innovation is simply a punches way of saying change. Innovation is defined by Nichollo (1983) as a “form of pressure to effect change” judicious use of bilingualism in the English classroom to develop oral fluency among students might be an instance of innovation.

Many strategies have been recently implement to ‘effect change’ so that there is a welcome development in the learning rate of the pupils. A brief summary of such strategies will enable us to understand the need to inculcate social context in individual learning.

- i) The cooperative strategy makes the learners view themselves as collective innovators. This is a sort of logical extension to the systematic use of trailers,
- ii) The inertial strategy is based on two premises: that a hard —pressed educator will use new ideas or new-material if they are so presented as to be easier, more efficient and more convenient than the practices followed previous and that if the teacher accepts one aspect of an innovation or one level of materials he will be drawn into using the whole,
- iii) The self adaptive strategy is aimed at creating in the long term a more favorable climate for innovation by simultaneously enhancing professional standards and leading selected individuals to adopt an ‘innovative predisposition⁵.
- iv) The multi level strategy coordinates changes and innovation at different levels and tries to prove if one group of pupils has managed to accept changes with

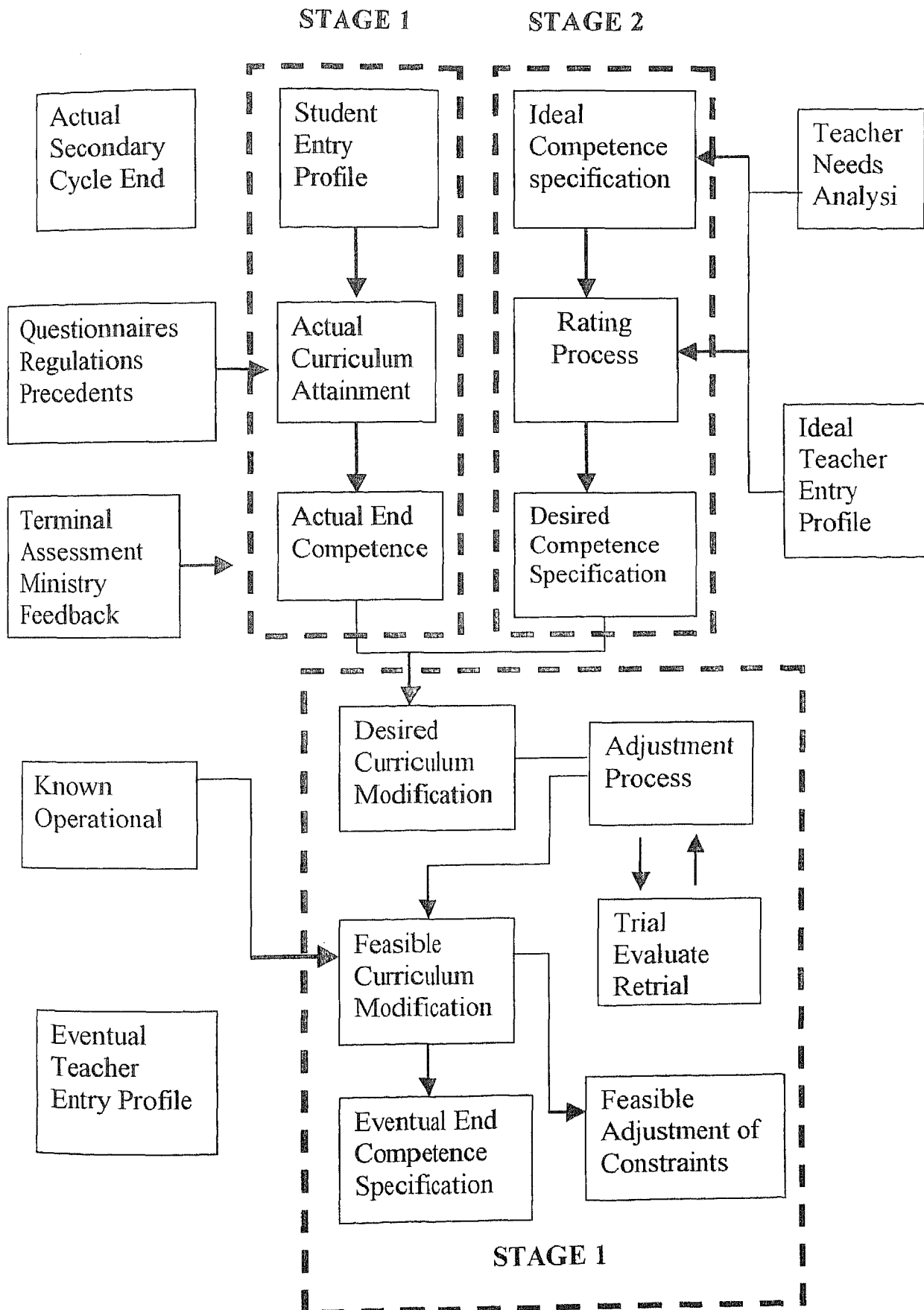
reasonable success the other groups can be encouraged to make similar attempts,

The precedent strategy is a much used one. If one institution is able to effect innovation successfully the other institution follow the precedent set by the institution. (“Language Teacher Education. An integrated programme for ELT Teacher Training” 22-24). It is easy to say that judicious use of bilingualism in English classroom is an innovative strategy. But implementing ship it successfully needs methodic and systematic planning and trial.

A model for curriculum change has been designed by cook, which shows two stages each implying a process to be undertaken as well as a point to be reached. The information available at each sub-stage provides the basis

Flow Chart 1

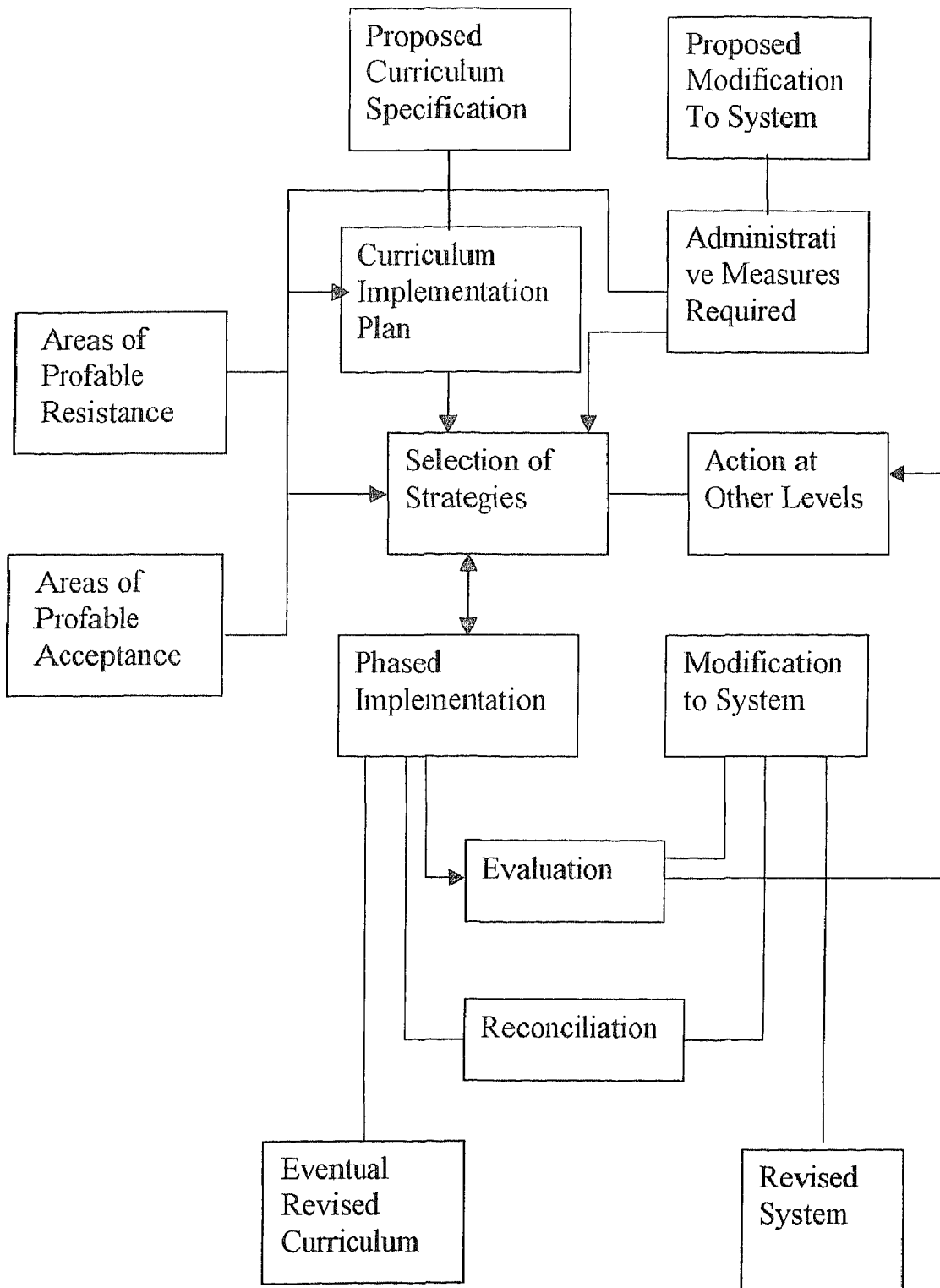
A Model for Curriculum Change



Once the changes to be introduced are defined in this case, how use of bilingualism can be exploited in the language class to develop oral fluency among pupils then, comes the implementation stage which In diagrammatically represented as follows:

Flow Chart 2

A Model for Curriculum change: Implementation phase



Once more translation as an art and exercise is in vogue in schools that come under State Board of education, Tamil Nadu. The students studying in Tamil medium as well as English medium are given exercises in translation from VI standard onwards the pupils are asked to translate two sentences from English into their mother tongue. Out of the total score of 90 for translation a total score of two marks is assigned. At VIII standard the students are asked to translate/find Tamil equivalent for these sentences and a total score of 6 marks is awarded. The IX standard question paper contains five English proverbs to be translated into Tamil and 5 marks are awarded for the exercise. Added to this the students are expected to translate a short passage from English to Tamil for a score of 5. Similarly the Tamil test paper also includes translation from English to Tamil and the translation from exercise are mainly based on finding equivalent proverbs.

Thus bilingualism has found its way not only in casual conversation under informal situation; but also makes a part of class room activities where the teacher throw in a word or two in Tamil while giving instruction, initiating discussions. Translation

as an exercise which had been temporarily abolished from school curriculum has been once more used. Definitely teaching English through translation method should be discouraged as it retards learning the skills of English. Using direct method where not a single word in the mother tongue is supposed to find its way in the classroom situation, is also not a very good trend. Communicative approach to teaching English has found a via media and at the current situation in the curriculum this is a viable method.

What the researcher has collected as data and presented in the analysis, it is hoped will enable the teachers to know what are the words/concepts which are inter/intra sententially used in causal conversation; and the probable reason for such usage and enable them to incorporate them in the classroom situation.

This study is limited to analysing code switching and code mixing done by a set of target population and has not taken into account the syntactic and semantic correlation; nor does it deeply analyse the linguistic aspects. This being a pioneer study, lays foundation for further research in bilingualism in Tamil conversation.

The interaction with teachers of English threw light on the fact that many of them do use Tamil in the classroom while giving directions, taking attendance and giving instruction but never in teaching English, unless it is in exercise such as finding equivalent expression / proverbs. Such use of bilingualism in classroom should be further developed into a teaching strategy. Literary pieces which have similar themes can be taken for analysis and independent work. Once the teacher finishes teaching an English poem the student may be encouraged to find a Tamil poem which has a similar theme as an individual assignment.

These are a few suggestions for classroom procedure. The teachers can develop their own strategies exploiting bilingualism to develop fluency.