

Chapter 5

Summary and Conclusion

There is no second opinion about the importance of learning English in India. Many methods have been used to teach English to Indian students and pupils have been using various learning strategies to develop language skills. Despite learning English for more than 10 years it is always felt by many students, especially those coming from rural area, that English is a difficult language to master. The present study has brought to light that many possess a partial knowledge of English. Even the most illiterate use certain English words spontaneously in Tamil conversation. Bilingualism in Tamil conversation is common to both educated and illiterate boys and girls.

The study has proved that some of the college students use Bilingualism as a mark of sophistication. English in Tamil conversation may be a factor of sophistication and Tamil in English conversation is at times an inter language strategy to convey meaning and keep up the continuity. The concepts about the role of the teachers methods used to teach English materials

used for learning English have undergone changes. When the traditional view treated language as a finite body of knowledge, the modern concept is that language is infinite and creative. The traditionalists saw language primarily as a system of forms and the modernists as a way of expressing meaning through form. Learning to traditional view was rote learning of set items and to modern view a development of skills. The teacher in the eyes of traditionalists was an imparter of knowledge, model of current forms and controller of class, to a modernist a teacher is an instigator of language activity, informant and motivator. The text book was a set of lessons to be learnt traditionally, but now it is a frame work for the teacher's own lesson. Language is dynamic and from time to time undergoes modifications and changes. The vocabulary gets richer through borrowed and loaned words. Accordingly materials for teaching and methods of teaching also undergo subsequent modifications. Mother tongue in the English class room was once absolutely banned. But the recent trend is to encourage a judicious use of mother tongue in order to make the students feel at ease while learning a foreign language. The major

quite different from that of fluency work and its over use will impede successful language development.

In communicative teaching the forms change from accurate production of isolated in communication. The learner is concerned with using language, not English usage. The communicative language teaching encourages one to go beyond structures and take account of other aspects of communication. Trivial mistakes of grammar or pronunciation do not matter as long as the student gets his message across. The students are made to understand that the target language is a vehicle for communication and is allowed to juggle with words. In this juggling he might use his mother language as a strategy for communication.

The present study entitled Bilingualism in Tamil Conversation was undertaken with the objectives of knowing how far English words are used in Tamil conversation and how spontaneously these are used. It started with the hypothesis that college students, professionals and commoners of use English words while conversing in Tamil consciously, and unconsciously. This use proves at least partial knowledge of English. The

researcher through survey was able to find out the works used in Tamil conversation and classified them into categories. The final objective was to see if this can be incorporated into classroom teaching effectively. The following pages sum up the dissertation and give the major finds⁰ followed by suggestions.

To collect data for this study observation technique was followed. Care was taken to eliminate subjectivity while observing, and recording the conversation of the samples.

The total sample for the present study is 800 which includes 400 students - 200 girls and 200 boys from NMS Sermathai Vasan college for women, Madurai and GTN Arts College, Dindigul respectively 200 professionals comprising teachers, doctors, lawyers in and around Madurai, and Dindigul; 200 common people named others consist of vendors, coolies and laborers, who were met by the researcher in the places like bus stand, railway station, and hospital. The researcher causally conversed with them and the conversations were recorded.

The data collected was classified under the heading of events, place, time, transport, relationship, mass media and

Communication, common objects, profession, colour, food materials, emotive words.

Percentages were calculated and presented in tables and charts to draw inference and conclusion.

It is inferred that code switching took place in the following four major ways 1. Tag switching, 2 Intra-sentential code switching 3. Inter-sentential code switching 4. Intra -word switching.

Findings

The following are the findings of the study on the basis of the analysis and interpretation of the data collected.

1. Girls and professionals tend to use more English words while talking about functions and ceremonies than boys and others. It is observed from the table that girls used words 'marriage', 'sport day' predominantly than boys and others.
2. Boys and professionals use more number of English words while talking about sports than girls and others.

The words 'match' 'ball' and 'coach' are more popular and predominantly used by boys than all other respondents.

3. In the public places like hotel, station etc boys and professionals use more English words in their conversation than girls and others. Respondents in the 'boys' category are the most frequent users of the word 'match' than girls.
4. It is found while conversing about post and courier services the order of frequency of use of English words is more among the girls, professionals than others and boys.

The words 'courier', 'post-man' are predominantly used by girls and professionals than others and boys.

5. Girls use English words more frequently than boys, professionals while describing the concept of time.

The words such as 'day', 'calendar' and 'date' are used predominantly by girls than professionals and boys.

6. The girls tend to use more number of English words while describing vegetables in their conversation than professionals, boys and others.

The words like 'brinjal', 'cabbage', 'tomato' are frequently used by girls in their day-to-day communication than boys, professionals and others.

7. Girls and professionals use English words while describing fruits more frequently than boys and others.

The words 'banana' and 'pine apple' are more frequently used by girls than professionals and boys.

8. With regard to the use of English words to describe pet animals again girls use English terms more frequently than professionals, boys and others.
9. The frequency of use of English terms while talking about mass media and communication, girls and professionals have higher frequency than boys and others

The word telegram seems to be a frequently used word by all categories of respondents.

10. While describing conveyance girls use English words more frequently than others, professionals and boys.

Words like 'bus pass', 'foot board', 'conductor', 'driven' and 'ticket', have become part of the regular conversation system among all the categories of respondents.

11. The frequency of use of English words with regard to relationship, again the girls use more English words than boys, professionals and others. The use of the words 'mummy' and 'daddy' and 'friends' more frequent than 'would be', 'brother' and 'Cousin'.
12. The frequency of the usage of English words representing feeling and emotion are more common among the girls than professionals, boys and others. The word 'Smile' has been more frequently used by almost all the respondents and the word 'gloomy' seldom used in their day to day communication.
13. With regard to the frequency of the use of English terms in the conversation relating to education and teaching aids, girls and boys seem to use more frequently than professionals and others.

Words such as ‘teacher’, ‘pen’, ‘book’ seem to occur more frequently than words like ‘late coming’, ‘absent’ and ‘attendance’.

On the whole, the analysis of word switching and code mixing in Tamil Conversation shows the students professionals and others seem to use them with out much effort. While talking about events, transport, media, it was evident certain English terms have been used as if they have become part and parcel of daily conversation in the different categories. Even among other category; of common people who are not much educated words like ‘bus’, ‘driver’, ticket’, radio’, ‘T.V’, ‘telephone’, and ‘cinema’ are used as if these words have become common terms in Tamil even though they have the Tamil equivalents.

However the analysis indicates that we could rarely observe people conversing purely in Tamil without out mixing English words. Code switching and code mixing have become a fashion.

As the reviews of literature have revealed, mixing second language in the conversation in mother tongue was once upon looked at as an aberration. Now such usage is not only accepted but even though of being a sign of sophistication. Though many

English words are used spontaneously and unconsciously in Tamil Conversation, there are certain expressions used by to college students especially, for the sake of using them.

The students especially those coming from rural areas are diffident almost speaking English though it is a fact many use English words in Tamil Conversation. This has to be exploited by teachers in the class room. Prior to regular English classes, first five minutes could be engaged in conversation in which the teachers gives a situation and the students could role play and converse. Tamil words to fill a gap/pause in conversation could be used and later on the teacher can supply the correct English word. When there is too much emphasis on accuracy the veiy purpose of teaching is defeated. As Dr. S. Lakshmi has pointed our in the article ‘Psychology ‘ of hearing : Facts and fallacies.

“The competence model provided by the teacher sometimes defeats its own purpose by being altogether too competent ”(S.B Academic Review 33).

To understand the learning problem of the pupils the teachers must try to see things through their eyes. Even the must

patient and best teacher can not at times resist the temptation to point out the mistake of the students then and there. Errors should be corrected or course, not immediately, but gradually. Let the pupils be given chances to juggle with words.

Communication through language is a creative art which requires artistic juggling with words, sentence, sounds to develop interpersonal relationship... communication between people does not take place in a vacuum, but at a physical and temporal setting. Language, like society, is constantly evolving and is subject to growth and change in much the same way as a living organism..... and is self-perpetuating.

(Dr. S. Lakshmi "Language for creative communication S.B. Academic Review 33). Nobody considers the following English sentence inaccurate.. Mr. Smith is a Pakka English Man". Pakka has become a borrowed word in English similarly bus, radio, driver, conductor may become borrowed words in Tamil.

Advertisement in television and newspapers freely use code mixing and code switching. In an advertisement in Tamil for Bajaj motor bike the slogan "Sema bike" is used as a refrain. There is a

another interesting instance for a soft drink where the phrase”
suthifying fanta” is used. Many of the Tamil movies are titled in
English ‘•Run’, New’, Five Star’, and mixed ⁴¹ love you -da’ are
some of the titles of Tamil Films.

Empirical studies have proved that compensatory inter
language studies such as code mixing and code switching attribute
to language learning. Whether code - switching is used to fill a
gap or a conscious efforts to mix two languages to create new
forms, the languages created in most code-switches have internal
linguistic consistency and validity as the present study has proved
and it is up to the teachers to make use of bilingualism as a
teaching strategy.