

# CHAPTER - 1

## INTRODUCTION

Language preexists the birth of an individual and continues to be in existence even after the individual dies, just as the society itself preexists and continues even after the individual.

Language is communication. Through this means of communication the thoughts and feelings are symbolized so as to convey meaning. This communication may be in the form of writing, speaking, sign language gesture and pantomime. Speech is one form of language in which words are articulated to convey meaning.

Among the Indo-European family of languages, English is an all important international language and the ability to use this language has become a necessity for an educated person. English is spoken or read by the largest number of people in the world for political and economic reasons.

English in India is a modern foreign language differing from any vernacular familiar to the pupil. Experiments have brought to

light many serious difficulties inherent in the foreign language. As a result standards are not being pitched so high as they once used to be for any foreign language.

English language is the chief medium of communication, of people in the United Kingdom, the United States, Canada, Australia, New Zealand, South Africa and numerous other countries. It is the official language of many nations in the Commonwealth nations and is widely understood and used in all of them. It is spoken in more parts of the world than any other language and by more people than any other tongue except Chinese.

Language is the principal means used by human beings to communicate with one another. Language is primarily spoken, although it can be transferred to other media, such as writing. If the spoken means of communication is not available, as may be the case among the deaf, visual means such as sign language can be used.

One of the major uses of language is communication; the other is learning. Language teaching should enable individuals to

communicate effectively with others and to understand as fully as they can what others communicate to them. But language also plays a role in the way people learn about their social and physical environments, represent and shape their experiences, conceptualize and respond to their personal feelings and attitudes and make this knowledge available to themselves and others.

The scope of the 'language art' is broad, encompassing all of the art and skill people use in producing and receiving meaning through oral and visual symbols. The language arts are those human endeavors concerned with using language to represent meaning to oneself and others in order to attain personal purposes in the social world.

Old English was spoken by certain Germanic people. (Angles, Saxons and Jutes) of the regions comprising present day Southern Denmark and Northern Germany who invaded Britain in the 5<sup>m</sup> century AD : the Jutes were the first to arrive according to history. Settling in Britain, the invaders drove the individual elite speaking people, notably the Britons, to the North and West. As time went on, old English evolved further from the original

continental form and regional dialects developed. The four major dialects recognized in old English are Kentish, originally the dialect spoken by the Jutes, West Saxon, a branch of the dialect spoken by the Saxons, and Northumbrian and Mercian, subdivisions of the dialects spoken by the Angles. By the 9<sup>th</sup> century partly through the influence of Alfred, King of the West Saxons and the first ruler of England, West Saxon became prevalent in prose literature.

The number of Latin words, many of them derived from the Greek that were introduced during the old English period was estimated at 140. Typical of these words are altar, mass, priest, psalm, temple, palm and fear. A few were probably introduced through the Celtic; others were brought to Britain by the Germanic invaders, who previously had come into contact with culture.

At the beginning of the Middle English period, which dates from the Norman conquest of 1066, the language was still inflectional; at the end of the period the relationship between the elements of the sentence depended basically on word order. In the early period of Middle English, a number of utilization words, such

as egg, sky, sister, window and get came into the language. Before 1250 about 900 new words had appeared in English, mainly words such as baron, noble and feast that the Anglo Saxon lower classes required in their dealings with Norman -French nobility.

Midland, the dialect of Middle English derived from the Mexican dialect of old English, became important during the 14th century, when the countries in which it was spoken developed into centers of university, economic and courtly life. East Midland, one of the subdivisions of Midland, had by that time become the speech of the entire metropolitan area of the capital London, and had spread to south of the Thames River into Kent and Survey. The influence of East Midland was strengthened by its use in the government offices of London, by its literacy dissemination in the words of the fourteenth century poets Geoffrey Chaucer, John Gower and John Lydgate and ultimately by its adoption of printed words by William caxton. These and other circumstances gradually contributed to the direct development of the East Midland into the modern English language.

## Modern English Period

In the early part of the Modern English period the vocabulary was enlarged by the widespread use of one part of speech for another and by increased borrowings from other languages. The revival of interest in Latin and Greek during the renaissance brought new words into English from other languages. Other words were introduced by English travellers and merchants after their return from journeys on the continent. Modern English borrowed words from more than 50 different languages.

In the late 17<sup>m</sup> century and during the 18th century certain important grammatical changes occurred. The formal rules of English grammar were established during that period. The most important development begun during this period and continued without interruption throughout the 19<sup>m</sup> and 20<sup>ln</sup> centuries concerned vocabulary. As a result of colonial expansion, notably in North America but also in other areas of the world, many new words entered the English Language.

## 20th Century English

In Great Britain at present the speech of educated persons is known as received standard English. A class dialect rather than a regional dialect, it is based on the type of speech cultivated at such schools as Eton and Harrow and at such of older universities as Oxford and Cambridge. Many English people who speak regional dialects in their childhood acquire Received standard English while attending school and university. Its influence has become even stronger in recent years because of its use by such public media as the British Broadcasting Corporation.

The influence of the mass media appears likely to result in standardized pronunciation, more uniform spelling, and eventually a spelling closer to actual pronunciation. Despite such standardization the unique feature of the English language, that is, its tendency to change and grow, remains intact. Linguistic borrowings particularly by cross-fertilization from American English is another factor contributing to the dynamic of English language. Because it is capable of infinite possibilities of

communication the English language has become the chief international language.

### Functions of language

As the voice was used more and more, the vocal organs would have been strengthened and perfected through the principle of the inherited effects of use but the relation between the continued use of language and development of the brain has no doubt been far more important. We may confidently believe that the continued use and advancement of this power would have reacted on the mind itself, by enabling it and encouraging it to carry on long trains of thought.

The role of language is mainly interpersonal communication. We can look to its role within individual humans and its function within human society. These functions will not be independent of one another but by focus on individuals and societies.



## Sociological Function

Language is a great force of socialization. The complete absence of linguistic indices of small groups is obscurely felt as a defect of sign of emotional poverty. Language establishes a link and rapport between the individual and the social group. Language is a system used by a society for classifying, preserving and transmitting its knowledge, skills, beliefs and values to all its members. Language is thus the social fact par excellence, the result of social contact. It has become one of the strongest bonds limiting societies and it owes its development to the existence of the social groups.

## Psychological Function

Language serves to assist memory and facilitates thought to communicate meaning and when necessary to conceal it and to express feeling. Language provides symbols for thinking and also socializes thought interaction with other people. Psychologically, the original linguistic act consists in giving systematic value to

communication. Human language is enriched by borrowing new words and forms of sentences from other languages.

Language is also a tool the child can use in recalling his communicated experiences, manipulating concepts and projecting possible patterns of behavior in his thoughts and actions. Most of the more complex psychological processes that are differentiated during development depend upon the use of symbols of one sort or another. Thus developing symbolization and manipulation of symbols results in greater development of 'self by increasing the number and complexity of the meanings that constitute it. English language fulfills all these psychological functions.

#### Importance of English Language

English serves as a key to all scientific and technical information. English is needed if we want to keep pace with the fast advancing countries of the world. English continues to occupy a prominent place in our educational system even after independence. English is a language that gives birth to feelings of internationalism.

English is a foreign language already known to a large number of Indians. It has become an integral part of the literate mass of this country. English today occupies an inevitable place in our educational system.

### The Importance of Learning English as First Language

One of the most salient features of a bilingual education programme is the use of first language as the medium of instruction. The first language can help in the following ways.

It supplies background knowledge which can make English input more comprehensible. It enhances the development of basic literacy. Learning a second language is quite different from learning a first language. Socialization and linguistic development take place simultaneously in the learning of the first language. The psychological processes of how an infant discovers his mother tongue and the way that the second language learner discovers the second language are similar to each other.

Every child who is speaking mother tongue from his infant stage has certain basic knowledge of his mother tongue

which enables him to speak fluently in his mother tongue. It has to be made clear that he has no conscious knowledge about the structures in his own mother tongue. But there is something within him which prompts him to use the mother tongue fluently when the child undergoes a continuous process of learning another language apart from his mother tongue. He gains an explicit knowledge of that language. This kind of language learning seems to be comparatively difficult. But when the child undergoes the learning of his own mother tongue, learning is made easier because of the potential or implicit knowledge he has gained from birth.

#### Role of mother tongue In learning a second languages

The developmental sequence in the learning process of the mother tongue and the second language is similar at the basic level. It is Important to understand what part the mother tongue plays in the acquisition of the second language. In the case of the pronunciation of the second language, the mother tongue plays a very important role. The acquisition of pronunciation, the phonological structure and phonetics of the second language is a process of gradual adaptation of the above said areas of the mother

tongue. If the mother tongue resembles the second language the learner moves more rapidly in the learning process of the second language. The mother tongue helps the pupil while he is trying to use the second language. When the learner is trying to communicate in the second language it is common that features from mother tongue do appear in the speech of the learners.

Students who speak a language other than English deserve to be viewed as linguistic resources. Their ability in their native language must be nurtured. Building a positive self concept in children and developing a healthy attitude toward schooling rests on valuing what the children bring with them from home including the non-English language.

#### English Education in India

English is virtually the first language for many educated Indians who speak more than one language. Indian speakers of English are primarily bi-or multilingual Indians who use English as a second language in contexts in which English is used among Indians as a link or an “official” language. Only a minimal fraction

of the English using Indian population has any interaction with native speakers of English.

English serves two purposes. First, it provides a linguistic tool for the administrative cohesiveness of the country. Secondly, it serves as a language of wider communication. English functions in the Indian socio-cultural context to perform roles relevant and appropriate to the social, educational and administrative network of India. English is used in both public and personal domains and its functions “extend far beyond those normally associated with an outside language, including the instrumental, the regulative, the interpersonal and the innovative self-expressive function” (Kachru 98).

English is not classified as one of the Indian national languages. Although Hindi is the official language of the union, provision was made in the constitution that English would be used in official work until 1965, after which Hindi would replace it. Because of the opposition of the Dravidan South against Hindi, the Indians decided to further extend the role of English as an additional language with Hindi to be used for purposes of the union

and in parliament. English is now recognized as an associate official language with Hindi as the official language. It is recognized as the official language in four states (Manipur, Meghalaya, Nagaland and Tripura) and in eight union territories. Various political and nationalistic pressures continue to push for the choice of Hindi as a national language. However it is hard to remove English from its place as a language of wider communication, lingua franca, especially among the educated elite, or to replace the regional languages of mass communication by Hindi.

English plays a dominant role in the media; it has been used as a medium for inter-state communication by the Indian press and broadcasting both before and since India's independence. The impact of English is not only continuing but increasing. The English press in India initiated serious journalism in the country. The number of English newspapers, journals and magazines is on the increase.

English is a foreign language already known to a large number of Indians. It is a language popular in our country for a

long time. It still continues to be the dominant language at the higher education level. English has become an integral part of the literate mass of this country.

English today occupies an inevitable place in our educational system. The Tamil Nadu Government has implemented a “Two language Formula” which advocates teaching of Tamil and English.

The Report of the Education commission (1944-66) strongly advocates that “English should be taught with the intention of developing it as a library language”. Teaching of English in India starts at the primary school level. It continues upto the college level. A students who pursues the study of English language as a subject of specialization has the facility to pursue his studies upto the research level.

### First Language Acquisition

First Language acquisition is a complex process that linguists only partially understand. Young children have certain innate characteristics that predisposes them to learn language.



These characteristics include the structure of the vocal tract, which enables children to make the sounds used in language, and the ability to understand a number of general grammatical principles, such as the hierarchical nature of syntax. These characteristics do not predispose children to learn only one particular language. Children acquire whatever language is spoken around them even if their parents speak a different language. An interesting feature of early language acquisition is that children seem to rely more on semantics than on syntax when speaking. Learning a second language is quite different from learning the first language. Socialization and linguistic development take place simultaneously in the learning of the first language. The psychological process of how an infant discovers his mother tongue and the way the second language learner discovers the second language are similar to each other.

### Second Language Acquisition

Although second language acquisition literally refers to learning a language after having acquired a first language, the term

is frequently used to refer to the acquisition of a second language. Whereas children experience little difficulty in acquiring more than one language people learn second language more successfully when they become immersed in the cultures of the communities that speak those languages.

If the mother tongue resembles the second language the learner moves rapidly in the learning process of the second language. When the learner tries to communicate in the second language it is common that features from mother tongue do appear in the speech of the learner.

In second language learning process, the teacher is not the only source of information. The teaching of the second language also is not just handing out information.

## **Problems** of Rural students in Learning English as a Second Language

While considering the objectives of teaching English at the under-graduate level, one observes a positive, though gradual transition from the elementary to the high school and from high school to the college. In the ten years of English learning in the present day school curriculum in Tamil Nadu, the higher secondary level is the final stage of school learning and hence a certain degree of competence in learning is expected in creating enough scope for continuity in the college.

The aim of teaching English at the school level should not be merely to help pupils pass their examination. At school, the learner is supposed to have learned to read ordinary English with good 'comprehension'. But the majority of the students cannot read and understand books in simple English. Students are expected to have learn to understand two thousand and five hundred words by the time they complete the higher secondary level, but they actually know far fewer words. The problems in short is that there is a considerable shortfall in achievement at school level resulting in a

gap between the students achievement and the requirement for study at the college level.

The college entrants show a wide variation in their achievement in English in each of the groups or classes. There are a few whose knowledge of English is good because of their family background, economic standards, enabling them to read magazines newspapers as well as listen to a lot English in their surroundings.

The sudden change from the Tamil Medium to English medium would certainly give a rude shock, to all the entrants of rural colleges. Even among the students who enter a rural college differences in their levels such as their parental education, their institutional background whether they belong to private schools or government schools, or whether they come from urban or rural areas, their economic status and such other items create tension in pursuing their study in colleges. The reading habits of rural students are deplorably poor. An informal talk with the students revealed that many of them do not read any book but spend their time in attending to household chores. Students face certain specific problems in learning English. The problems faced by the

rural learners may be different from those faced by their counterparts in urban and semi-urban areas. The rural students have little or no exposure to English outside the classroom.

### Method of Teaching English

The English teacher should know the standard of the students and adopt a suitable method of teaching English in the actual classroom. So far Grammar Translation Method, Direct Method, Reading Approach, Audio Lingualism and Functional Approach, Structural Approach and Situational Approach have been tested out. Important and relevant features can be taken from those methods and applied to the English learners. Different methods are used in the same classroom since the classroom consists of different students who are extremely good and exceedingly bad. So the teacher decides which method should be followed according to the ability level of the students. In India many methods have been followed to teach English. But they have been ineffectual in developing the four skills which is the main reason for the problems faced by them.

Grammar -translation method is still used largely in colleges in rural areas. Exercises can be given to average students to translate sentences from the target language into mother tongue. In Reading approach, the reading comprehension is the only language skill emphasized. To emphasize oral-aural skill to English learner, the audio lingualism is carried out in colleges.

In Audio Lingual Approach listening and speaking get first place and reading and writing come later. In Humanistic Approach instruction involves much more in small groups. The English teacher gives importance to the class atmosphere than method or materials. In Functional Approach, materials and teaching procedures are developed in keeping with the needs. The native language is used for explanation and discussion when it is needed.

### Communicative Approach

Flymes (1974) and Coulthard (1905) describe the objective of the Communicative Approach to language teaching as the imparting of communicative competence to the learners. This consists of the knowledge of rules of grammar, rules of speaking,

knowledge of the use of and response to different types of speech acts and knowledge of the appropriate use of language.

Rules of speaking may regulate when spoken in conversation, what to say, and how to start a conversation. Learners should know what topics may be talked about in different types of speech events such as greetings, enquiry, conversation etc. The rules govern also setting participants, role relationships, message and the channel. Knowing address forms to be used with different persons in different situations is also essential.

Appropriate use of language is very much essential. Utterances ought to be grammatically correct and suitable for the particular situation. For example.

“Give me a glass of water” is grammatical but inappropriate. If the speaker wants to be polite, a request such as “May I have a glass of water, please?” would be more appropriate. Role relationship to others must be appropriately perceived. Principal - teacher; lieutenant - sergeant; bank manager-loan seeker, are some of the samples which would be enacted in the classrooms.

## Communicative competence

The notion of social acceptability and the correct use of language depends on what we understand of the norms of behaviour in the target language. If the goals of language teaching are to enable the learner to communicate with both native and non-native speakers in English. It is important that the norms of language behaviour of interlocutors from a range of different cultures are also taught in the English language classroom. This means that the learners must not only be linguistically competent but also communicatively competent. In a speech act the relationship between grammatical form and communicative function is accounted for by saying that each utterance is associated with a certain force. Learners of English must be made consciously aware of the differences in certain speech acts when used by a native speaker of English and by a second language learner of the language. It is because the values and cultural norms, underlying the English language which a non-native speaker uses are not necessarily the same as those of a native speaker.



The relation between linguistic competence and communicative competence also is important. At the foundation stage, linguistic competence is the spontaneous flexible and correct manipulation of the language system. Communicative competence involves principles of appropriateness and a readiness on the part of the learner to use relevant strategies in coping with certain language situations.

Linguistic competence is the basis of communicative competence. Forms of classroom activities such as role playing, simulations and real-life interactions should be used to provide as much practice as possible for students to develop communicative competence.

Instead of being dominative authority in the classroom the teacher facilitates the communication process among all the learners and between the students and the various tasks giving guidance and advice when necessary. Teachers act as independent participants within the learning teaching group. Any unnecessary intervention on the teacher's part may prevent learners from becoming genuinely involved in the activities and thus hinder the

development of the communicative skills. In contemporary English teaching, the teachers function becomes less dominant than before. For example, his role as an independent participant with the learning teaching group is closely related to the objective of his role as communicative activator.

#### Aims of Teaching English for communication!

The aims of teaching English are “by training in listening, speaking, reading and writing, to teach students in order to gain basic knowledge of English and competence to use English for communication”. (English Teaching Syllabus, 1992, pi). The aims include the teaching of the four language skills for communication.

To achieve this aim the following are the guidelines.

1. Teaching should start with listening and speaking
2. Drills on language form should not be excessive
3. English should be used in class
4. Use of translation should be limited.
5. Audio-visual aids should be fully utilized

6. The teacher's role should be a facilitator and helper to guide students to develop effective learning habits.
7. Teachers should be aware of the individual differences among students in the learning process.

Developing the four language skills is not an easy task. First of all student should get enough exposure to the language and should be helped to overcome their initial inhibition born out of fear of committing errors. The teachers should try to create communicative pressure which in turn results in the students formal communicative strategies of their own. One such strategy is bilingualism. Not only students but every one from various walks of life use bilingualism in their day to day interaction as English has become an integral part of our lives.

The present study is an attempt at analyzing how far English is needed in Tamil conversation with a presumption that an idea of bilingual usage will enable the teachers to evolve suitable teaching strategies.

## Statement of the Problem

Bilingualism in Tamil Conversation. This study proposes to analyse the use of code, switching and code mixing that are prevalent and are used unconsciously by the students as well as others in their Tamil conversation.

Bilingualism in this context, refers to code-mixing and code switching.

## PURPOSE OF THE STUDY

The researcher being a practicing teacher, felt that a systematic study of English words used in Tamil conversation will enable the teachers to incorporate the strategy of code-mixing and code-switching in the class room situations, to enable the students to learn better.

As communicative approach, the recent trend, advocates judicious use of mother tongue in classrooms it is hoped that this study will have significant impact on classroom strategies.

## BACKGROUND OF THE STUDY

The researcher came across many occasions in which English words are liberally used in Tamil conversation. Yet students, especially those coming from rural area had a psychological discomfort towards learning English. This motivated the researcher to make a methodic study on the use of English words in Tamil conversation by the students in the colleges where she worked and in the university where she studied. In order to have a wider population, she also took a few professionals for her study.

## AIMS OF THE STUDY

The major objective of the study is to explore the areas where English words dominate Tamil conversation and to analyse the reasons for it. The study also explores the possibilities of incorporating Bilingualism as a classroom strategy.

## LIMITATIONS & BE LIMITATIONS

This study is limited to only 3 colleges, and a few random samples among passers-by. Owing to paucity of time, the researcher was not able to do the study on a larger scale. There is further scope for carrying out the study on a larger sample and suggesting methods of incorporating the findings of the study in classroom situations.

The study proposes to pick out the areas / concepts which are frequently expressed through English during the Tamil conversation. It also proposes to sub divide the areas/concepts depending on the frequency on the use of English words.

The researcher hopes that this pioneering effort will enable the teachers and policy makers to design syllabus from primary level to tertiary level, taking into consideration, the frequency of the use of English words, incorporating the English words in the syllabus, so that, the students feel that English is a not-so-unfamiliar language.

It is hoped, that this psychological security will enable the students to learn English faster and the process of learning will be a pleasurable experience.

### Capitalisation

This study is divided into 5 Chapters the first and introductory chapter is an over view of the importance of England language learning. The second chapter capsulises the concept bilingualism and gives the review of earlier studies undertaken in this area the third chapter is about the methodology followed, the fourth presents the data followed by analysis and the final chapter sums up the thesis followed by the research findings.