

**REVIEW OF  
LITERATURE**

## CHAPTER - 2

### A. Bilingualism in Capsule

An individual's knowledge of more than one language may be viewed from the point of view of his proficiency in each language in terms of various language skills, various linguistic components, uses to which each language is put and the contexts that control and the choice and use of each of these language. Part - A of this chapter analyses and presents the view of various experts on what is bilingualism.

Bilingualism has been widely viewed as the equal mastery of two languages. Blookfield (1933) defined it as "the native like control of two languages" Bilingualism is viewed as contact between cultures and social groups. Viewed this manner, bilingualism is defined as the ability on the part of the individual to express himself in a second language adhering faithfully to the concepts and structures which are proper to this purpose, instead of paraphrasing something expressed in his native language (Simultaneous Acquisition of Two Languages).

The number of languages spoken throughout the world is estimated to be 6,000. Although a small number of languages, including Arabic, Bengali, English, French, Hindi, Malay, Mandarin, Portuguese, Russian and Spanish serve as important link languages of wider communication around the world, these are very often spoken as second, third, fourth or later acquired languages. Fewer than 25 per cent of the world's approximately 200 countries recognize two or more official languages, with a mere hand-ful recognizing more than two. However, despite the conservative government policies, available data indicate that there are more bilingual or multilingual individuals in the world than there are monolinguals. In addition there are many more children throughout the world who have been and continue to be educated through a second or a later acquired language ("A Global Perceptive on Bilingualism and Bilingual Education" Digest).

In many parts of the world bilingualism or multilingualism and innovative approaches to education that involve the use of two or more languages constitute the normal everyday experience. Bilingualism is also viewed as including the various stages of

incipient bilingualism, such as the ability to give lexical equivalents, the change from one language to the other. It involves also the question of interference to what extent does a bilingual keep his languages apart or fuse them together and how does one language influence his use of the other and under what conditions.

On the basis of the languages spoken in the area, they may be classified as bilingual or unilingual. The language spoken in the environment is the determining factor. In a bilingual area two languages will be spoken by people with equal fluency. In a unilingual area the child may be speaking any one of the two languages at home. He will be equally fluent in both the languages. This is due to the influence of the environment.

For a bilingual child three situations will influence his language development. The first is the home, the second is the environment and third is the school. Of these three the environmental influence is the deciding factor and is more powerful than the school influence or even the home influence.

A special language of material importance in such a situation is the teacher. He should be bilingual. He should know well the

language spoken by the children and also the language taught in the school. When a teacher knows the child's mother tongue, he can talk to him in the child's language and thus can inspire confidence in the child. This has a psychological effect. When the teacher does not know the child's mother tongue, the child feels a kind of helplessness and develops an inferiority complex. Apart from this, that is a great advantage when the teacher knows a child's language.

Another suggestion often made is that even when the books are produced in the school language, which would be the regional language, the teacher should give children meanings of words in the language of the child. But this would be possible only when the teacher is a bilingual and comes from the same area to which the child belongs.

### Types of Bilingualism

There is a general impression that bilingualism is one uniform type. But this impression is erroneous. There are various types of bilingualism, differing from one another in some respects.

## 1. Compound bilingualism as opposed to coordinate bilingualism

Compound bilinguals are thought to be individuals who have learnt languages in the same context of learning the second language through translation. Compound bilinguals attribute identical meanings to corresponding words and expressions in their two languages. This is achieved generally through learning another language in a school situation or through acquiring two languages in a home where both are spoken interchangeably by the same people in the same situations.

The coordinate bilinguals are thought to be those who have acquired two languages in different contexts.

## 2. Simultaneous versus successive acquisition of two or more languages

An ideal type of a bilingual is one who grows up with two languages. Here the child is given all the opportunities to learn two

languages in a perfectly natural way. Thus, the children who hear one language from their mother another from the it' father, playmates of peer group acquire both the languages simultaneously. A different situation occurs when one language is established first and a second language is learnt subsequently. In simultaneous acquisition, acquisition contexts are separate when one language is learned exclusively at home and the other exclusively outside house.

### 3. Second language acquisition and second language learning

Second language acquisition refers to the acquisition of a second language in the natural environment without formal instruction. In the second language learning, a formal situation prevails. There is feedback, error correction and rule learning. There is also an artificial linguistic environment specially created. Many adults in India acquire another language through informal exposure just as very young children acquire their first language.

#### 4. Dominant versus non-dominant language bilingualism

Language dominance is defined as the proportional index of frequency of the effective and efficient use of one language with respect to another. Many might even master the other language at the expense of their mother tongue and use it just as we find English is used in many urban educated families.

#### Functions of Bilingualism.

Bilingualism depends on many factors such as the ontological milestones and processes of simultaneous acquisition of two or more languages, duration, motivation, functions attached to each language, separation of functions between the languages acquired.

Functions are generally defined as the uses to which a language is put. There are two sets of function. One may be conceived as a universal set, in that the functions of this set may be general properties of all human languages. Another set of functions may be considered the particular set in which function of a particular language may be put together.



## Common typologies

Bilingualism is a complex phenomenon, involving variation at both the individual and social levels. A number of characterizations have been offered to capture some of the complexities of bilingualism, deriving from the various disciplines that have taken an interest in the phenomenon, particularly sociology, psychology and linguistics.

Joshua Fishman (1977) focused on the social status of the group that becomes bilingual and between elite and folk bilingualism. The elite bilingual develops a second language by choice in order to enhance social status. For example many English speaking parents in Argentina send their children to programmes that immerse them in French so that their children develop high proficiency in French in addition to English. By contrast the folk bilinguals develop second language capacity under circumstances that are not often of their choosing, and in conditions where the society does not value their native language. Folk bilingualism characterizes the situation of many immigrant groups to the United States, a situation that usually results in a shift to English

monolinguals within one or two generations. Bilingualism in elite groups is celebrated by society, whereas bilingualism of the folk variety is kept private.

### Bilingual Education

In the United States, bilingual education commonly refers to programmes that have been developed for students of non-English home backgrounds whose English proficiency is limited. These programmes help L.E.P students learn English and develop academic skills, using the native language as part of the medium of instruction. A much smaller number of bilingual programmes have maintenance of the native language and balanced bilingualism as an explicit goal. The native language is seen as providing a base for English language acquisition and strengthening the native language acquisition.

Evaluation of the effectiveness of bilingual education and other programmes reveal L.E.B students have been frustrated by the narrowness of the outcome measures being used and by the

inherent variation that exists in a highly decentralized educational system such as in the United States.

Another form of bilingual education commonly found in the United States is the foreign language immersion programme for English speaking students. Such programmes have been motivated by the poor success of traditional foreign language education programmes in attaining anything close to bilingual proficiency among American students. Since these programmes were begun for middle class students and by the demand of the parents who saw value in promoting bilingualism in their children, they can safely be considered a case of elite bilingualism. In these programmes the target language is used as the medium of instruction, and the native language is gradually introduced as the students develop proficiency in the target language. Immersion programmes are considered to be very effective in promoting strong bilingual ability for the language majority group, and have been successfully replicated in the United States.

## Relationship between bilingualism and academic achievement

Bilingualism and high academic achievement are often seen as incompatible. Conventional wisdom has it that maintaining the first language while learning English impedes learning among L.E.P. children. As Lindhohn and Aeam (1991) acknowledge, research linking bilingualism to academic achievement has provided conflicting results.

Linding and Adam (1991) examined reading and achievement in both English and Spanish. The results showed that high proficiency bilinguals outscored medium proficiency bilinguals, who in turn performed better than low proficiency bilinguals. Some found knowledge and skills learned in Spanish transferred to English, suggesting that class time spent on developing the first language is time well spent.

The acquisition of English writing among L.E.P. students is an area of research that has barely begun to attract the attention it deserves. A comparison was made of the writing development of these children to that of native English speakers. Interactive journal writing in small, heterogeneous groups appeared to be effective in

promoting English to benefit from oral and written transactions in English. Studies of private speech behaviours in bilingual children have suggested that private speech can serve important functions in the process of acquiring a second language.

Carden (1992) reports on other comparable programme serving language minority students. She also suggests that parent involvement is critical and that there is sufficient research evidence to strongly suggest that culturally enriched and relevant curricula coupled with effective and relevant home and school communication will increase parent participation in their children's education.

Another study by Collier (1992) concludes that the greater the amount of first language instructional support, combined with balanced second -language support, the higher the second language academic achievement in each succeeding academic year, when compared with matched groups monolinguals in the second language. Students of language minority students schooled in bilingual education programme for more than three years demonstrate that such students outperform their companion group

and begin to reduce the distance between their performance and form group performance. Monolinguals schooled children appear to do well in the early grades, but the gains are reduced as they reach the upper elementary and secondary grades. Two-way bilingual education programme show strong potential for high academic achievement by lessening social distance and unequal social status relations between majority and minority language students.

#### Breaking language barriers through the use of code switching

Code switching is the transition from one language to another including non verbal communication in a single conversation or sentence. Language proficiency was one of the aspects that affected the use of code switching. In order for communication to occur between people who did not speak the same language, code switching was often employed. The use of code switching amongst the participants has been examined to determine why it is done and how it helps break the language barrier.

Code switching is defined as the change from one language to another that occurs in a conversation. Code switching can also occur when transitioning from verbal to nonverbal communication. According to Duran code switching may be used to achieve two things: (a) fill a linguistic/conceptual gap, b) for other multiple communicative purposes.

Many of the bilingual children could fluidly switch from their mother tongue to English and would do so in order to clarify something or to keep one of the English only speakers from understanding them. Several children can understand and speak English, yet there are many who have little understanding of the English language. It is their wide range of language proficiency that makes code switching a necessary tool in overcoming language barriers. Code switching has often been used as a means of clarification of explanation especially by those who are not bilingual.

## Code switching as a countenance of language Interference

Crystal (1987) suggests that code, or language switching occurs when an individual who is bilingual alternates between two languages during his speech with another bilingual person. A person who is bilingual may be said to be one who is able to communicate to varying extents in a second language. This includes those who make irregular use of second language and who are able to use a second language but have not for some time or those who have considerable skill in second language. This type of alternation or code switching between language occurs commonly amongst bilinguals and may take a number of different forms, including alteration of sentences, phrases from both languages succeeding each other.

There are number of possible reasons for the switching from one language to another. The first of these is the notion that the speaker may not be able to express himself in one language. So switches to the other to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language, for a while. This type of code switching tends to occur when the



speaker is upset, tired or distracted in some manner. Secondly switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch. This type of switching may also be used to exclude others from a conversation who do not speak the second language. An example of such a situation may be two people conversing in the elevator in a language other than English. Others in the elevator who do not speak the same language would exist amongst the speakers in the knowledge that not all those present in the elevator are listening to their conversation.

The reasons for the switching behaviour presented by Crystal (1987) is the alternation that occurs when the speaker wishes to convey his attitude to the listener. Where monolingual speakers can communicate the attitudes by means of variation in the level of formality in their speech bilingual speakers can convey the same by code switching. Crystal suggests that where two bilingual speakers are accustomed to conversing in a particular language, switching to the other is bound to create a special effect.

There is no suggestion that code switching may be used as a social - linguistic tool by bilingual speakers.

It may be concluded that code switching is not a language interference on the basis that it supplements speech. Where it is used due to an inability of expression, code switching provides continuity in speech rather than presenting interference in language. The socio - linguistic benefits have also been identified as a means of communicating solidarity or affiliation to a particular social group, whereby code switching should be viewed from the perspective of providing linguistic advantage rather than obstruction to communication.

A varying degree of code switching may also be used between bilingual conversationalists depending on the person being addressed, such as church, home or place of work. The implication here is that there are patterns which are followed reflecting when it is appropriate to code switch with regard to addressee and location.

Cook (1991) asserts that code switching may be integrated into the activities used for the teaching tool through reciprocal language teaching. This method requires students to switch

language at predominated points pertaining students who want to learn each others language. Thus the students alternate between the two languages and exchange the roles of students and teacher. A similar system may also be used whereby the teacher uses code switching by starting the lesson in the first language. This makes the lesson as communicative as possible and is similar to the “New concurrent approach” presented by Rudolph Jacobson. The approach gets the teacher to balance the use of language within each lesson with the teacher allowed to switch language at certain points, such as during important concepts, when students are getting distracted, during revisions or when students are praised, On this basis, switching may be used as an effective teaching strategy for second language learning.

There are a number of possible reasons for the switching from one language to another, so to do switching may be viewed as an extension to language for bilingual speakers rather than an interference; and from after perspectives it may be viewed as interference, depending on the situation and context in which it occurs. It has also been out lined the code switching may facilitate

language development as a mechanism for providing language samples and may also be utilized as a teaching method for teaching second language.

### Code Mixing

Currently researchers believe that there is a consultant developmental sequence that children follow in acquiring a first language. If the child acquires two languages simultaneously, the stages of development are the same as they are for monolingual speakers of those languages. There is a debate over whether bilingualism results in a slower rate of vocabulary development than is true of children learning the same language. Cook (1994) reports no delay or retardation, but other researchers had reported lower vocabulary scores for bilingual than for monolingual children in a given language.

Most observers of children learning two languages simultaneously note that there is some mixing of languages at the lexical level. There is a great deal of controversy about how much mixing occurs and what it means. Recent research by Good (1994)

suggests that mixing increases somewhat during early childhood peaking 30 months and then declining.

The mixing of languages and switching from one language to another is part of the child's normal linguistic environment. Language mixing and code switching are used for definite communicative needs. Speakers build on the coexistence of alternate forms in their language repertory to create meanings that may be highly idiosyncratic and understood only by members of the same bilingual speech community. In such communities adult code-switching is a rhetorical strategy used in such communicative task as persuading, explaining, requesting and controlling.

A number of observers have noted that when bilinguals have been interacting mainly with other bilinguals for a long time, the model for each of their languages is not monolingual usage of these languages but rather the languages as spoken by the bilinguals themselves. "In these situations, the mixed speech is a mode of its own-contact language" (Hanger, 1953) that is used or emphasize informality or rapport.

It is important for educators in early childhood education programmes to realize that language mixing and code switching are common linguistic devices in many of the communities from which their students come. Rather indicating that when children are confusing their two languages such phenomenon can be a sign of linguistic vitality, young children in such communities are in the process of learning to switch languages in the sophisticated manner they hear around them. Teachers who switch language are merely adjusting their speech to the language of the child's community and culture.(81)

## Learner Researches in capsule

There was a time when code switching, code mixing, any form of bilingualism, were considered as alternatives. This might be because they do not sound conventional; or because we were not able to follow strictly the role they play in natural language development and usage; we have little control over them. From being thought of being aberrations bilingual usages have come to be accepted as natural and then as a mark of sophistication and

later on a means of fluent conversation. A rapid glance through earlier researches conducted in the field of bilingualism, especially code switching helped the researcher to fill the research gap and carry on with her study. Brief reports of earlier studies gathered mainly from 'online' have been presented in the following pages. The reports are in chronological order and trace the development in the researches as well as the shift of focus.

In a study conducted in 1980 Sanhoff and Poplack have taken English - Spanish situations and have proved that bilinguals have "equivalence constraint". They may be constituents of one language at one point and those of another at another point ("Toward a Typology of Code - switching").

In India Ghana made a minor study of Panjabi / English code switching contexts in 1984 and came to the conclusion that code switching is used only by a less fluent, less intelligent and less expressive speaker. We have come a long way since then and the opinion currently prevalent is code switching helps in the continuity of conversation and leads to fluency.

Sridhar and Shridhar (1980) in the study of Kannada / English mix assume that there is a 'basic<sup>5</sup> language bilingual discourse and proposes the terminology of guest and host language to discrete code switching utterance. They argue that intra-sentential code switching is a case where guest elements which have their own internal structure occur in the sentences of the host language obeying the placement rules of the host language or the matrix language.

As far as systematic approach to study code switching situations are concerned John Gibbon's work can be considered as a pioneering effort. In 1987 John Gibbon undertook a project "Code Mixing and Code Choice". A Hong Kong Case Study". The students of Hong Kong University were the samples. The primary objective of this study was to understand and evaluate the attitude of the bilingual speakers of English and Cantonese. Gibbon used four major approaches namely 1) Sociology of language approach 2) the ethnographic approach 3) the secular linguistic approach; and 4) the social psychological approach to gather relevant data and for data interpretation. He used census technique to obtain



statistics on code switching and code choice; used recordings of situated speech for linguistic analysis; used recordings of structured inter views to determine socio demographic factors for linguistic variations; and used bilingual speakers to obtain sulyeets attitude towards English versons Cantonese speakers. He also attempted to present a model of code choice. Gibbon came to the conclusion that when Chinese speaker use English with one another they give an impression of status and westernization. When they use Cantonese they give an impression of Chinese humility and solidarity. However, a mix was considered ill-mannered, show-off, ignorant, aggressive and proud from the Chinese point of view. The present study undertaken by the researcher to analyze bilingualism in Tamil conversation applies the four major approaches of Gibbon to gather necessary data. However, analysis of varied pronunciation as done by Gibbons has not been part of the present study.

It is significant to note that a study conducted by Stevens in 1983 to know the attitudes between French and Arabic in Junisia

with Arabic favoured language, produced similar results as Gibbons.

Grosjean and Soares (1986) studied language processing in mixed language mode in French - English and Portuguese - English. They came to the conclusion that a bilingual has the choice of activating both and communication in mixed language takes fluently, rapidly and efficiently. There is a significant development in this study as opposed to the outcome of Ghana's study mentioned earlier. Ghana's study concluded that mixed language is a sign of less intelligent, less efficient and less expressive.

An important contribution to the study of bilingualism came from Cook (1991) who suggested in his Second Language Learning and Language Teaching that code switching may be integrated into the activities used for teaching a second language.

Several studies have been undertaken during 1991 and 2001 on bilingualism. Among them is Lusía Duran's "Toward a Better Understanding of Code Switching and Inter language: Implication for Bilingual instruction". The recent developments show that code

switching is not an aberration but a strategy in inter language communication Luisa analyses code switching as a means to “instructional knowledge”. She views bilingualism as a non-normative behaviour. The term inter language notion was first used by Larry Selinker in 1972 and according to Hamers and Blanc (1990) a whole range of intermediary strategies are available to bilingual speakers. Lusía’s study based on these suggestions concludes code switching is a device used by the bilinguals as a means of language transferring and language borrowing. It implies some degree of competence in two language's. According to Lusía (1994) and the present study also shows the same conclusion.

“Code Switching as a Countenance of Language Interference” - an article published by Richard Skiba (2000) shows behaviour interference may be viewed as the transference of elements of one language to another at various levels including phonological , lexical and grammatical. The reasons for code switching may be that the speaker may not be able to express himself in one language and so switches to the other to compensate for the deficiency; secondly when the speaker wishes to express

solidarity with a social group switches occur; the third reason is when the speaker wishes to convey his attitude to the listener code switching occurs. The study concludes that code switching is not an interference but rather it is supplementary to speech. It is sometimes used emotively also to emphasise points. Utilizing the second language allows the speakers to increase the impact of their speech and use it in an effective manner.

There has been a marked shift in the opinion through the years. Whereas in 80's code switching was looked down as an interference the studies in 90's have proved that code switching is a result of the impact of the second language and helps in increasing the efficiency of the speakers. Although switching languages during a conversation may be disruptive to the listener when the speaker uses it to compensate an inability to express himself, it does provide an opportunity for language development.

Another significant hallmark is the contribution of Jennifer M.Y. Wei (1998) of Soochow University, Taipei in her study “To -Er is to Err: A Case of Code Switching in Mandarin”. Jennifer's paper defines code switching as “the change from one language to

another in an on going discourse”. It also probes into many forces such as economic, cultural, political acting upon and within a multi lingual speaker in performing the act of code switching. As this study mainly focuses on the suffixally in Mandarin, the researcher found this a useful background material.

Jeff MacSwan's (1999) study on Code Switching entitled "A Minimalist Approach to Intra Sentential Code Switching: Spanish — Nahuatl Bilingualism in Central Mexico" attempts to explore some consequences of minimalist grammar for the data of code switching. Another study by MacSwan (2000) throws light on the factor that code switching between pronoun and verb is permissible.

As the present study focuses on Vocabulary, concepts the researcher did not delve deep into MacSwan's paper on code switching in terms of grammaticality.

A review of Julianna E. Hamtnink's (2000) “A Comparison of the Code Switching Behaviour and Knowledge of Adults and Children” at the University of Texas at EL Pass threw light on the factor that intra sentential code switching proficiency requires an

adult command of both languages. This study examined the responses of twenty one adults and thirty two fourth grade students to find their attitude to code switching behaviour. The test of the sample group had ambivalent-to-positive attitudes to the use of code switching practice correlation between code switching practices. Knowledge and attitudes between adults and children differed widely. The adults were able to identify ungrammatical code switched utterances with greater accuracy and confidence than the children. Though children recognized the social uses of code switching as well as some of the biases against it, their linguistic knowledge about code switching is incomplete.

In her search for data and previous work done on code switching bilingualism the researcher came across Malay-English code switching situations such as “This Morning I hantar my baby sotter”; Panjabi-English as in “It’s nice day, hana?”; Yoruba-English as in "Won O arrest a single person”, Spanish-English “Sometimes I start a sentence in English Termino in Espano”. Any significant study on bilingualism in Tamil conversation has not crossed the vision of the researcher in her quest for similar studies

undertaken earlier. Hence she sincerely hopes that the present study which is undertaken to analyse Bilingualism in Tamil Conversation by College Students and common people will be of some significance in filling the research gap.

Dr. Debra Spitulailk, (2000), Department of Anthropology, Emory University of U.S.A has made an intensive study of the use of bilingualism in Bemba — English context. She has come to the conclusion that speakers often display a high degree of bilingualism in English code switching and code mixing. Linguistic hybridity is extremely prevalent.

A similar study by Esmá Oregon (2001) of Humboldt University in Berlin on English - Russian context with special reference to code - switching in transaction reveals that due to the use of different alphabets by the Russians and the English translation was a problem.

A study conducted by Nevin Adalar and Sali Jagliamonte on “Borrowed nouns: Bilingual people: the case of the Lone Northern Cyprus” provides quantitative analysis of the behaviour of two generations of speakers of bilingual community in northern Cyprus.

This study explore the Turkish-English bilingual situation and comes out with the finding that code switching has been a common phenomenon for generations.

Svitlala - Bualzhah - Jones paper entitled “Against word. Internal code switching. Evidence from bilingualism” (2003) develops diagnostics for distinguishing word internal from borrowing in Ukaranian English bilingual discourse. He concludes that all English - origin utterances with overt morphology of the recipient language are borrowed.

The research conducted by Maya Khemlani David (2003) entitled “The Creating of Malaysian youth - an Explanatory study makes interesting observation. In Malaysia, in Kolalampur where English is an important second language young people have the tendency to use English local items in their ethanic language. Code mixing English with the regional languages, especially Malay, their natural language, in order to create local items with specific meaning was found to be a favourite strategy. Many of the young people used bilingualism for the following reasons:

® for the fun of it



- © as an exercise in wit
- © to be different
- © for ease of social interaction
- © to induce intimacy
- © to show that one belongs
- © to be secretive

Bilingualism was introduced in the following ways:

- © inventing new words
- © recharging old words by introducing new words
- © shortening a familiar word
- © borrowings

Apart from Malay - English code mixing this study mentions Chineses - English and Tamil - English code mixing contexts. The study concludes that Malay - English switches may become assimilated as part of the local variety of English.

The researcher of this present study found many similarities between the situations, Tamil - English conversation and Malay - English conversation. The code switch in the latter context is often

created by co-joining the base English local items with Malay prefixes or suffixes. Malay suffixes, in particularly lah are often used with English local items as Tamil Illaya is often used with English local item.

A significant survey on “Teaching and Learning Bilingually” conducted by Marelyn Martin - Jones (1998) at the University of Aberystwth throws light on various contents in which bilingualism is used in the classrooms. In non-lingual and bilingual classrooms, teachers and learners exchange meaning with each other in intricate and highly routine sequences of interaction which Martin - Jones terms as “the mutual synchronisation of behaviour”. The present research has focused on bilingualism in classroom interaction in the sixth chapter.

The studies conducted in 2003 are reviewed in the following paragraphs.

“Lending Credence to a Borrowing Analysis: Lone English Incorporation in Ig bo Discourse”: a paper presented by Esike Eze, is a study on English Ig bo code switching. This paper focuses on English origin nouns and verbs inconverted into Ig bo.

Persian English code switching is analysed by Reza Ghafar Samar and Marjorie Me in their paper “The Null theory of code Switching Versus the Nonce Bor Hypothesis: Testing the fit in Persion - English bilingual Discourse.”

An article by Jason S. Yeo, entitled “Singlish Conversation” analysis the language situation in Singapore. The English spoken by the Sinhalese in termed as singlish as a special dialect of English”. He makes an interesting observation as follows: “Dialect of English, which has developed as a nationally understood blend of words, phrases and expressions borrowed and adapted from various languages, structured with a very truncated and mangled version of English grammar / syntax, spoken with the lilting, sing sang manner of Malay, characterised by a very staccato sort of pronunciation, and punctuated with Chinese - style exclamations,” on Singlish.

In Singapore proficiency in English is associated with high intelligence, privileged background, and a bright future. But bilingualism is even more highly valued and English and are both well respected and in demand.

While the reviews mentioned above mainly concentrate on English - another language bilingualism there have been studies in India exploring bilingual situations between two Indian languages. One significant contribution comes from NCERT in 1971 which has explored bilingual situations between Kannada and Marathi and how these two languages have similarities as well as dissimilarities and how children exposed to these two languages benefit. The study clearly states that bilingualism exists at upper primary state for all children and environment plays a major role in developing bilingual proficiency in children.

Another study conducted at Central Institute of Indian Languages, Mysore in 1986 elaborately studies bilingual situations between Kannada and Kodava. This study takes into account simultaneous acquisition of Kodava and Kannada through case study on a subject named Kaveri. This study includes speech sounds, grammar word order and language mixing. This study concludes with a significant observation. The distinctive use of the two languages was facilitated by the consistently differentiated use of the two languages by parents. Language switching occurred,

irrespective of the need, at different language levels and switching was observed to be in accordance with phonological syntactic or semantic levels prompted by the given situation.

While reviewing Muysken's Bilingual speech (2004) some interesting points concerning Muysken's use of special term have been observed Muysken made a three - way distinction between "insertional code mixing", "alternational code mixing" and "congruent lexicalization". These terms are not new concepts but other labels for 'code mixing', 'code switching' and lexical borrowing'. During bilingual mode of speech production during code mixing both language are active simultaneously both languages are accessed at the same time, but different modules of each are activated. Muysken focuses on the notion of asymmetry between the languages involved in code mixing. The reviewer Kamwangamalu has brought to the attention to the reader a salient point made by Muysken that the bilingual's choosing of one type of code mixing or another is said to depend on the grammatical structure of the languages involved as well as on sociolinguistic and psycholinguistic factors Muysken raises a number of questions

regarding language such as “Is language a fortress with clearly defined boundaries both socially and cognitively? How does code mixing break into this fortress. And how strong are the fences around a given language, both these deriving from its identity carrier and from it being embedded in a processing system”?

The researcher of the present study has tried to somewhat find implicit answers to these questions in her work. A bilingualist's use of code mixing is asymmetrical has been obvious in the samples provided in the fourth chapter.

Though many studies have been conducted to explain bilingual situations between English and many other languages the researcher did not come across any significant study of English, Tamil bilingual context when she reviewed the earlier literatures on similar topics. Hence it is hoped that the research gap will be filled through the present study on bilingualism in Tamil conversation.