CHAPTER VI  DISCUSSION ON FINDINGS

6.1 Introduction

Language has become the only tool for communication for various purposes. It is not only a medium of communication but also of self-expression. Language involves a systematic, conventional, and mutually agreed upon use of sounds, signs, and symbols. Language is peculiarly human prerogative and it is this element which distinguishes human beings from animals. Language cannot be dispensed with easily as the reason raison de etre of human being as the only thinking and reasoning being. His thought and reasoning should have a vehicle to be carried on. That vehicle is language.

Knowledge of language increases one’s opportunities to expand his thoughts and ideas. It’s is quality which is basically human. Language is an instrument of culture. It can be ideally used as a vehicle as a tool for social interactions( the phenomenal growth of a plethora of social networking websites such as Facebook, Twitter, Tumblr, various chatlines in the internet era.) . In this context, the learning of a second language becomes imperative for the purposes cited above.

The benefits of learning L1 naturally accrue to the L2. In Tamil Nadu, L2 is English language unlike in most of the states in India. In other parts of India, either Hindi or English is being taught as the second language where the speaker’s mother tongue happened to be otherwise. For example, in Maharashtra, the native people speak Marathi as their mother tongue while Hindi is their L2. English becomes the L3. This is the case with many states in India. There are both advantages and disadvantages in this system. But for all practical purpose, the learning of English as second language has become highly imperative, profitable, advantageous in globalized situations. Some places in India have become the hub of Information Technology (IT)and Information Technology Enabled Services centres (ITeS) such as Chennai (old name Madras, Bengaluru (old name Bangalore), Hyderabad, Mumbai (old name Bomaby), Pune and a few other Tier-II cities, for the sole reason that these cities have vast English speaking human resources with
There is an interesting anecdote regarding the outsourcing services done by Indian Multi National Companies (MNCs).

The President of United States of America, Barack Obama, declared once that outsourcing should not be ‘bangalored’, instead the work should be done in the US itself providing jobs to the local people. So, the proper name ‘Bangalore’ has acquired the status of verb form because of the concern of an American President.

Hence, the knowledge of a second language, in this context, English, is not at all a burden but it is a tool or vehicle which helps carry people places all over the world. But learning a language is not something which could be done at one’s will. The Central Government has been making efforts to educate and remove illiteracy among Indians since 1947 and Lord Macaulay started this process way back in 1877 in English language.

Illiteracy is still a stark naked truth in Independent India and the practice of thumb impression in the place of signature is a very much still prevalent across the nation except some pockets such Kerala and certain other areas. In this midst of rampant illiteracy among more than half of the populace of India, it should be an enormous task on the part of the Central and State governments to initiate steps to spread literacy in L1 and L2 or L3.

There is another danger lingering over the horizon. Many of the countries make enormous efforts to introduce English as a second language. China, South Korea, Japan, Malaysia and many other countries have initiated and started the process of teaching English as a second language in their countries to dip their hands in the Information Technology pie. The boom has been there for more than a decade. India has taken advantage of the IT boom and has become one of the best destinations for the outsourcing business. But the rivalry in the field of English language has come to the fore. Many nations have sought the help of the Central and State governments. In this context, acquiring skills in spoken and written English language has become paramount in India- particularly Tamil Nadu which is one of the best place to have rich English speaking human resources which are cheap and reliable in the international context.

In this scenario, the need for the acquisition of a second language – English – has become the order of the day. But the task of acquiring some knowledge in a foreign tongue such as English language is not such an easy one. There are internal
and external factors which inhibit the learners from acquiring some decent skills in TL. And how to come over this linguistic bottlenecks is the primary question. What are the internal factors which act against the leaner’s initiative to learn foreign language? What are the external factors which act against the learner’s initiative to learn a foreign language? Is there any correlation between these two groups of reasons - external and internal. If the answer is yes, how a teacher of a foreign language could help the learners to over the linguistic barriers? These questions have been taken up in this dissertation to evaluate and assess the Tamil speaking Under-Graduate Students of Arts and Science colleges in Madurai district. Among the 500 informants chosen for this research work, the response was good and the results show a lot of change in the mindset of the second language learners.

Everyone wants to learn English perfectly. Everyone wants to speak and write fluently and flawlessly. But they are not able to so. Why? this is both a million dollar question and not a million dollar question! The reason being that it is a million dollar question, for in spite of immeasurable efforts by the stakeholders in the English language education - the various education ministries including the Human Resources Ministry (which looks after the both the school and college education), the state government’s ministries of education for school and higher education, various central and state government bodies such as Regional Institutes for English Language development, the input by various private and public bodies, the active involvement of the British Councils of the United Kingdom, the US embassy’s English language fellow programmes, various special schemes such Sarva Shiksha Abhiyan, an innovative scheme which administer a number of new projects with “hello” programme for the school children, special programme for girl-children for the improvement of English language, etc., the present sordid situation prevails! Why? Are the efforts not enough to improve the standard of English?

Here comes the reason which acts as a big inhibiting factor in the process of a second language acquisition. That is Mother Tongue Influence (MTI). This is an element which can not be wished away. This is an element which could be avoided with concerted efforts on the part of all stake holder.

There is a reprise and some excuse to this element also. That there are a number of English dialects all over the world and it is true that they have evolved themselves as separate entities such as British English (BE) American English
(AM), Australian English, South African English (SaE), Indian English (IE) etc., Hence, the linguists and language experts now expect the second language learners to speak a language which may be Indian English but should follow certain international standards. Indian English may not imitate as British English or American English but should meet the international standard with acceptable pronunciation system and written form. As both AE and BE differ a lot in many linguistic aspects – particularly in pronunciation - the speakers of Indian English are expected to speak a language devoid of local and native accent.

This dissertation tried to find out the causes for the MTI and the remedies for the avoidance of MTI. The previous chapter V discussed the results with the data received from the informants on various linguistic constituents. The data interpretation and analysis was done on the errors of Tamil speaking informants. It was done morphologically (and lexically), phonologically (and phonetically), syntactically and semantically.

The results have been discussed and analyzed thoroughly with the test questions, and the feedback or the answers obtained from the informants. Then they were examined in the context of MTI. In this chapter discussion would be done on the basis of the questionnaires, test questions, the feedback, the answers obtained from the informants with reference to various linguistic theories propounded by second language experts and psycho-linguists, and linguists of various hues. The acquisition of any language whether it is L1 or L2, is a long process and time-consuming. The approximate system which is what a second language learner tries to achieve is otherwise called interlanguage or learner’s language. (LL). What seasoned linguists say about the linguistic errors of the second language learner is that that is the sign of linguistic progress in the TL. Error analysis is studied, analyzed and examined not to find fault with the second language.

The state of the second language learners is also not static. The learning process being a continuous one, the second language learner’s errors are taken up for detailed analysis to avoid them in future. In the same way, as part of error analysis, the Mother tongue influence is also taken up for linguistic analysis among the second language learners all over the world. The Chinese, the Japanese, the Dutch, the German, the Italian, the Korean, the Bahraini, the Spanish – all make efforts to study the MT factor and give remedies to avoid the influence. Chinglish (Chinese + English), the Koringlish (Korean + English), the Tanglish (Tamil + English),

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the Hinglish (Hindi+English) etc., have all part of the second language learning and the MTI is a common factor to among these speakers.

Hence, the interlanguage they speak is called words by combining the two languages. So, there is no denying the fact that MTI is not a new phenomenon in Tamil Nadu or India only. It is there from the time of the origin of the languages. Once people started trading going from one place to another place some thousands of years ago, this phenomenon called MTI was born in remote places. To manage the situation, the traders started using the second language here, the language of the land of their trading. In India, Chinese traders started selling silk and bartered with spices and goods. In the same way, the Persians sold dry fruits and bought edible items in India. People across the European continents crossed borders and travelled for thousands of miles to do commerce.

This was the way the MTI started way back. In the case of Tamil speaking second language learners, the MTI is there for a long time since the British invaded the Madras Presidency. The British introduced English as the Revenue department language, the court language and in many other areas. English has become part and parcel of Tamil people. The name boards in the commercial establishments are usually put in English language to give an aura among the consumers. The spread of mass media has made people to use English in a number of ways.

Conversations of educated or uneducated people of Tamil people are sprinkled with a bit of English words, phrases or sentences. While they do so, they talk Tanglish – English mingled with native language Tamil.

1. தங்கியிட்டும் சர்வண்ண கேள்வி. 

2. [Nee eppozhuthum correcta pesuve!] (you always speak correctly).

3. The word ‘Correct’ is Tamilized and written as கேள்வி.

This is just one example. There is an unnecessary ‘e’ and ‘u’ sounds at the end of the words as they are used to speak in Tamil words or sentences. There are thousands of thousands of examples in Tamil speaking informants’ conversation. According to Corder, 1981, the study of error analysis certainly gives us an idea about the learner’s language which helps us to devise new methodologies and approaches to second language learning. The learner’s language does not end at a point of time but undergoes changes, revision, reinforcement in the target language. There is no methodological difference between error analysis and the study of learner’s language. The target language is compared with the learner’s language.
which is otherwise called interlanguage-an approximate system which every second language learner attempts to achieve it. In the process of achievement of linguistic skills in the target language, the SL learners are bound to make mistakes for various reasons including the MTI. The SL learners overgeneralize certain linguistic constituents of mother tongue and bring the knowledge of it to the target language. There are a number of other errors which we had already discussed in the earlier chapters. Chapter VI tries to analyse why the errors occur and how they could be remedied. The analysis is based on many factors including the answers we got from the informants’ questionnaire which were distributed before the actual research work started. In the concluding of this chapter, suggestions and recommendations have been advanced to improve the standard of English language of TSUGS in Madurai district in particular, and Tamil speaking population across the country and the Tamil diaspora.

6.2 Socio–linguistic background of the TSUGS

At the end of the introduction, we raised a question for the raison de etre of this chapter VI. The answer was that this chapter would discuss the whys and the hows of commission of errors in the target language and the reason for the MTI. The heading socio-linguistic background of the TSUGS would throw some answer the above two questions. As it has been pointed out earlier, language learning process involves two important factors-internal and external. If any one factor inhibits the second language learners, the possibilities of learning a foreign language becomes a burden to the aspirant.

Hence, it is very important to have conducive external climate or environment for second language learning process. This truth is applicable to even to first language acquisition, too. There are a number of stories about people who have been isolated deliberately for a long time, and then when they were uncovered, they could not utter a single sound. It means that they have lost the instinct to make any meaningful or meaningless sounds at all. There is a story in India about a’ wolf boy’ which is an important example in the acquisition of First Language.

The story was that the small infant was dragged off by a wolf into a nearby cave and the infant grew without seeing the outside world. After a long time, the wolf boy was found and he could not utter a single word. This is the case for the First language. The same would apply to second language or L2. If proper
environment was not provided, the SL learners might find it tough to acquire any meaningful skills in a target language.

The 500 informants chosen for this doctoral thesis are from five colleges located in Madurai district with various social stratifications. Educationally, economically and linguistically they are from different background. The data culled from the questionnaire shows that majority of the informants are form lower strata of society as the colleges selected either rural or semi-rural. Informants from city colleges also hail from village background and their parents are economically sound.

The average monthly income does not exceed Rs. 10000/ per month. Hence, the facilities and infrastructure at home is not conducive to improve a second language such English. The percentage of illiteracy among the informants; parents is large because majority of the parents (89%) are farmers or small farmers or coolies and labourer, daily wage earners in various village-based works. This type of work does not provide much room for earning money. Hence, the basic amenities are insufficient for the second language learners. The following table shows the income level.

<table>
<thead>
<tr>
<th>Income level</th>
<th>Percentage</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Above Rs.15000/-</td>
<td>35 %</td>
<td></td>
</tr>
<tr>
<td>b. Above Rs. 5000/</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>c. Above Rs.1000/</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>d. NA</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

Table – 1.32. Informants’ Income Profile

Learning a language takes a number of internal and external factors. In the external factors, the community of the informants count. In other countries, minorities, diaspora population, migrants are taken up for assessing the learning process and the linguistic difficulties they face. The following table shows the community profile of the informants.

<table>
<thead>
<tr>
<th>Community</th>
<th>No of informants</th>
<th>%</th>
<th>Errors in %</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. SC/ST</td>
<td>227</td>
<td>45.4</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>b. OBC</td>
<td>211</td>
<td>42.2</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>c. GENERAL</td>
<td>62</td>
<td>12.4</td>
<td>9%</td>
<td></td>
</tr>
</tbody>
</table>

Table – 1.33. Informants’ Community Profile
Chapter I Introduction explored origin of world languages, the types of languages, a brief note on the language families around the world, and English as an International language it also dealt with English Language Teaching in India and the problems and challenges faced by the learners and teachers. Furthermore, the informants’ aptitude and attitude for ESL was taken up for discussion. ELT in Tamil Nadu and in particular, in Arts and science colleges in Madurai district has been taken for a brief analysis. Motivation of the study for this research has been explained at the end of the Chapter One. Chapter Two explains the research methodology adopted in the thesis. In Chapter III, various theoretical approaches with learning theories regarding SLA have been taken up discussion. Chapter IV explored about the MTI, its history and nature, a brief comparison between L1 and L2, advantages and disadvantages of MTI and the role of MTI on English language. Chapter V took up the analysis and interpretation of the errors committed by the TSUGS of Arts and Science colleges in Madurai district in many linguistic areas including phonology, morphology, semantics and syntax. The similarities and difference between English and Tamil phonological features were discussed while analysing the errors committed by the informants.

The Mother Tongue Impact was established in the area of sound system and how the Tamil speaking informants found the pronunciation system of English tough to imitate was brought out in the data analysis and interpretation. Particularly, the Tamil speaking informants from Madurai district suffer from MTI with English already established as a second language from a long back ago.

That Madras Presidency was the headquarters of East India Company and they built the St.George Fort to run the administration was one of the facts which spoke of the introduction of English into the social system of Tamil people some hundreds of years ago. Hence, English is not a new language and it has been used as a second language for hundreds of years. The national language Hindi was not accepted as a second language by the Tamil Nationalists. One must note that language learning is not a mechanical and automatic process. It is a human effort. The burden of the learning a language as L2 is on the shoulders of the learner. Hence, only a deliberate efforts would help learners for the acquisition of an L2. But despite the best efforts put on by the second language learners, there are internal and external impediments which inhibit the learners to acquire skills in L2. This is what this thesis attempted to explore and find remedies. Linguistic Errors are a natural
outcome during the acquisition process of a second language. This linguistic fact has been recognized after many linguistic theorists and linguists found that an L2 learner, irrespective his or her age, will face some linguistic problems while mastering the target language. Hence, one must accept the natural process. Moreover, committing errors is the sign of progress of an L2 learner. Corder (1981) insists that L2 learners commit errors because of the influence of their Mother Tongue (MT). He says that errors ... are all the result of the influence of the mother tongue on the learning process, interference from the habits of the first language.

While discussing the data, the Contrastive Analysis (CA) was done on L1 (Tamil) and L2 (English). The comparative study between the grammatical features of the two languages threw more lights on the errors committed by the TSUGS. The interlanguage theory propounded by Selinker has been proved in the thesis. That the L2 learners always persistently attempt to approximate a language system which is learners’ language or interlanguage. It has its system, rules and regulations. There is a method in the madness. It means the L2 learners inherit some rules and regulations from their mother tongue and try to use them in Target Language. Hence, the result is the birth of interlanguage. The interlanguage varies from one language to another language group. The TSUGS create their own interlanguage mixing Tamil and English and give birth to Tanglish. However, what the linguists insist is that the learners should not stop with the errors. If they continue to take efforts, the errors would fade and they will succeed in their system of approximation.

6.3 Phonological and Phonetical

Language transfer is one of the major causes of errors. Language process need both conscious and artificial effort especially in the case of L2. According to Chomsky, there is a natural capacity for the human beings to acquire a language. This concept brought the Language Acquisition Device (LAD). Language transfer happens naturally for the second language learners. It just happens that the first language features get transferred to second language. Hence, the Tamil speaking students transfer the rules and regulations of the Tamil language while they try to acquire English as a second language.

Language transfer happen in almost all areas of linguistics- morphology, phonology, syntax and semantics. Overgeneralization is the second reason for the
errors. L2 informants tend to over generalize the rules of mother tongue to English language. Hence, errors occur in pronunciation, meaning and structure.

The wrong use of morpheme was very common among the informants. The sample questions administered to the second language learners show that misordering and misformation are common features in their answers. The rules of English enjoin the L2 learners to learn certain rules in spelling and instruct to avoid the same rules for certain instances as exceptions.

The exceptions in many instances are more than the main rules and regulations of English grammar. Hence, the L2 learners are confounded by these oddities. Hence, the misordering and misformation errors occur in their written and spoken language.

The articulation of English sounds is entirely different from the articulation of Tamil sounds. Hence, the speakers of Tamil commit errors in phonological aspects. In the case of past tense verb, the Tamil speakers transfer the ‘e’ sound at the end of the verb. They do not stop but their voice continue to be heard with unnecessary extra sound which makes the speech jarring. When a learner says a simple word ‘come’, the L2 learner produces this sound with /commu/. The word ‘went’ is pronounced as /wentu/. The production of many vowels becomes a tough task as there are no such sounds in Tamil language. Hence, they give extra force for each word in English while what the L2 learner is required is just to produce a soft and short vowel. The long vowels are either shortened and short vowels are lengthened.

The sound for the letter /a/ is never /ai/ for the Tamil speakers. Hence, the example, she has received an A /ai/ in English is : she has received an /a/ in English for Tamil speakers. Hence any word starting with /a/ is always /a/ and never an /ai/ sound. The examples given the data analysis and interpretation ample show this lacunae among the TSUGS. The sound /be/ in banana is /ba/ for Tamil speakers, for the sound /a/ stands for /a/. The letter ‘o’ produces the sound /au/ but Tamil speakers always tend to pronounce any word with the letter ‘o’ as /o/. Hence, ‘hostel’ is /ostel/ ‘hotel’ is /otel/ in Mother tongue influenced English words. The letter ‘s’ is pronounced in various ways as /s/ /z/ etc.

But the articulation of the letter ‘s’ is never /z/ or any other sound for them. The examples and test questions examined in Chapter V show that the MTI has some effect on the learners while they produce the sound /s/. In the word ‘rose’, the
letter ‘r’ is non-rhotic in British English and hence pronounced in an half way as /ri/ , the letter ‘o’ is pronounced as /au/ and the letter ‘s’ is pronounced as /z/. But the Tamil speaking English language learners pronounce the word as only /ros/ ரோஸ் in Tamil. Other vowel sounds also cause errors as the sounds are produced with a lot articulations. The use of the tip of tongue and alveolar ridge are minimum and the use of lips are strong in Tamil speaking L2 students. Full lips are used to produce many sounds reflecting the MTI. Mango is pronounced same as / maambazham/ மாம்பழம். There is so much stress and effort on the bilabial and nasal sound /m/.

Applying contrastive analysis, error analysis and interlanguage theory, the data interpretation has been done based on the performance of the samples collected from the Tamil speaking informants. As it was pointed out earlier, language transfer has been identified as the agent which cause the errors in phonology. The difficulties in the articulation of vowels and a few consonants in English language were due to Mother Tongue Influence only. The difference between the Tamil vowels and English vowels had already been uncovered in the Chapter Four under the heading Mother Tongue Influence.

The similarities between the Tamil vowels and English vowels are highly narrow. But the difference between the vowel sounds in these two languages are very vast. Hence, errors of omission, errors of addition, errors of overgeneralization are common. Many vowel sounds in English cannot be easily imitated, for the sounds are subtle and could not be made out or described. There are a number of explanations for the production of vowel sounds.

The manner of articulation and the point of articulation have already been discussed in Chapter V. But the Tamil speaking informants, with MT influence, either transfer native language sounds or omit some sounds or add some Tamil vowel sounds to English vowel sounds. The diphthong sounds have been found to be a difficult task for the informants to produce. If the sounds are written in letters like the Tamil language, the SL learners might find it easier. Unfortunately, more half of the sounds in English are represented by symbols only (they are called transcriptions as propounded by the International Phonetic Association).

Hence, the sounds represented by symbols could not be imitated by Tamil speaking English language learners like their own mother tongue Tamil. In their native language, the vowel sounds are represented by letters. The sounds have equal
letters. Hence, there is no linguistic problem as far as Tamil language is concerned. The slight variations in producing certain sounds like /ei/, /ea/, are definitely a big linguistic challenge for Tamil speaking English language learners. So, when they try to approximate the TL, they produce their system of a language which is in other words Learner’s language or Interlanguage.

While they produce consonant sounds, the same problem occurs and they produce a language with different kinds of errors. Apart from certain letters such as /b/, /p/, /d/, /t/, /s/, /f/, /g/, /k/, /l/, /m/, /n/, /r/, /z/, which produce more or less the same sounds which reflect the corresponding sounds of those letter, the informants committed errors in other sounds also. Among the formerly mentioned letters, certain letters put some linguistic hurdles in the way of the English language learners.

The letter /r/ is non-rhotic in British English. In Tamil language, the letter Ṛ (Ra) is rhotic. Hence, the manner and point of articulation for the sound /r/ causes much problem for Tamil speaking English language learners. The /r/ in river, roar, rim, rhyme, rhythm, tomorrow, tour, tar, soar, sour, flower, flour, floor, filler, transformation, tourist, informer, transformer play a different role with much sound variation. Either /r/ is rhotic in the initial position or in the middle position but at the end, it totally becomes non-rhotic. It loses its value at the end of a word. The same sound in Tamil is represented with letters and two sounds: Ṛ /r/, Ṛ /r/. The following Tamil words with letters Ṛ /r/, Ṛ /r/ have more or less equal sounds at the initial position, middle position and the end position. There is a difference between the two /r/ sounds in Tamil Ṛ and Ṛ. The variation between these two Tamil /r/ sounds are distinguishable in the example words. Hence, they do not pose problems to Tamil learners as first or second language. Some words with Ṛ /r/, Ṛ /r/ sounds are given with transliterations alongside.

1. மறம் - maram
2. பம்பம் - pamparam
3. ரம்பம் - rampam
4. ராத்திரிய - raaththiri
5. ரைஜா - raajaa
6. கரம் - karam
7. முரம் - muRam
Other consonant sounds such as /ʃ/, /z/, /s/, /p/, /b/ posed problems to the Tamil speaking English language learners. The sounds represented by special symbols are to be pronounced in a special way. So, the manner and point of articulation is again subtle and tongue-twisting which naturally made the informants to commit errors in addition or omission to suit their system of interlanguage or learner’s language. She /si/, mesh /mes/, shore /sor/, rose /ros/, show /sow/, shame /sam/, mushroom /musroom/, brush /brus/, crush /crus/ are the examples which show the errors of omission. They replace the /sh/ sound with /s/ for their convenience. The sound /sh/ is omitted and they try to approximate their own system. Another instance of omission of errors is /th/ sound. They interchanged both the sounds.

The next errors of omission is /dʒ/ sound with /ch/ sounds. They are no dʒ in judge and /ch/ in match. Even in the sounds /b/ and /p/, the common question among the informants is which /pi/? They refer to /b/ and /p/ as kundu (big) /b/ and olli (lean) /p/ in Tamil language. They are not familiar with the voiced /b/ and unvoiced /p/ as there are no voiced and unvoiced systems in Tamil language. there is only one letter ‘ɤ’ for /p/ and b/ in Tamil. The examples pump and bomb can be represented in Tamil like பம்பு [paambu]. In words like select and purple, the alveolar lateral /l/ becomes retroflex lateral /ɾ/. As the informants are not familiar with English language fillers they unconsciously produce sounds which make jarring noise in their speech. Sounds like /u/, /e/, /a/ in words like [looku] for look and /fullu/ for full, [comea] for come, [wanta] for want, [collegea] for college, [youa] for you are all the result of Mother tongue influence which could be avoided with conscious efforts.

As errors committed by the formants in morphology, it is common to come across morpheme changes as they deem fit. Putted for put, ‘catched’ for caught, teached for taught, have came for have come, will went for will go, flys for flies, are common errors. Overgeneralization is a common form committing errors, for
they apply certain rules for all types. They get confused while they add –ness, -ity, -ance, -hood, -tion, -cion, -sion for making nouns.

6.4 Morphological and Syntactical

While making past tense and past participle from present tense form, they try approximate a system of their own. Overgeneralization is again common. Language transfer could not be found in the errors committed in morphology. Morphemes of Tamil and English languages have no commonality. Hence, word changes have relationship with these two languages. The linguistic aspect of language transfer happened in syntax also. The structure of parts of speech in sentences was a cause for concern for the second language learners. In English language, the syntax pattern is categorized into various patterns including S+V+O, S+V+O2+O1, S+V+C, S+V+A, S+V+O+A etc., Generally, an English sentence starts with subject. In Tamil syntax, one cannot expect a sentence with S+V+O pattern. For example:

I +like +apple (S+V+O).

If translated into Tamil, this example would go like this:

ஒன்றிடும் அளவிட்டு பென்ள் (S+V+O).

This is just one example to show that the Tamil syntax is entirely different from English syntax. Hence, the TSUGS bring the Tamil syntax and translate sentences in English mentally and then put in practice. So, the above English example for S+V+O pattern transfer like the following:

a. I apple like.

b. You orange like.

c. You pencil want? (interrogative).

d. I college went to yesterday.

e. Ram B.A study?

In addition, the informants made errors because of faulty strategies of second language learning and communication. The wrong construction is very common again English syntax. In the areas of singular and plural, preposition, articles, auxiliaries, the informants have committed overgeneralization. Wrong selection also is one of the areas where the informants committed errors. They are singular and plural, preposition, articles, and auxiliaries.

Semantics is another linguistic area in which the informants committed errors. Since the meaning is not fixed and is always ever changing, the second
language learners are expected to keep abreast of the new meanings. The meaning is not fixed. Even the pronunciation or structure or forms change from time to time. Hence, change of meaning or semantic change is an important area the informants must be careful about. There are various kinds of meanings for a single word. In Tamil language, there are words which have more than one meaning for a single word. At the same time, the linguistic rules of English language are entirely different from Tamil in the usages, meanings and contexts. The last item, context, plays a vital role in determining the meaning of a word. First, the meaning of a word is determined by the linguistic meaning and speaker meaning. The example sentence, “My is a bachelor” means “My uncle is unmarried”. The linguistic meaning has language meaning and idiolect meaning. The language meaning has regional meaning and social meaning. In addition, the speaker meaning has literal and non-literal meaning which consists of irony, sarcasm and metaphor.

6.5 Semantical

Adrian Akmajian et al (2010) gives an example word and gives all the possible meaning it could mean. The word is ‘mean’. So, what does the word ‘mean’ mean?

a. That was no mean (insignificant) accomplishment.
b. This will mean (the result in) the end of our game.
c. I mean(intended) to help if I can.
d. Keep off the grass! This means (refers to) you.
e. His losing his job means (implies) that he will have to look again.
f. Lucky Strike means (indicates) fine tobacco.
g. Those clouds mean (are a sign of) rain
h. She does not mean (believe) what she said.

Every specialized fields have terminologies or terms or words or nomenclatures which have limited meaning to the corresponding area of jurisdiction. Computer science field (information technology, internet, hardware and software), technical and scientific field, mathematics, economics, judicial and bureaucratic usage of words and sentences in a particular meaning – all have specialized word, phrases and sentences to express meaning in their narrow sense. The meaning of a judicial word does not percolate to other fields. The plaintiff is the complainant in civil and criminal case. The defendant is the one who has to prove he is not accused.
The accused is a person who has been found prima facie involved in certain actions which are considered to be criminal or liable to be punished after his guiltiness is proved in the eye of the law. The accused may not have anything with any action which he is accused of having done alone or with the help of other persons. But the accused may be convicted or acquitted of the charges.

The ‘plaintiff’ was actually ‘plaintive’ which meant sad. Later the word changed to plaintiff in accordance with the French Law. The meaning mutation happened at this stage. Now there are two words plaintive and plaintiff. Semantics is one of the important field which commands good respect in judicial matter. For the meaning of a word is crucial to determine the result of a civil or criminal case. In the field of computer science, the meaning of many of English words have acquired meanings which could have never been dreamt by any linguists just some three decades ago. The advent of internet has spawned a plethora of new words with new meanings and old words have been injected with new meanings which naturally work against the aspiration of second language learners especially the Tamil speaking Under-Graduate students of Arts and Science colleges in Madurai district. With most of the terms acquiring new meanings, the SL informants are perplexed by the meanings of English words. The translation of those terms into Tamil double the linguistic problems of the informants. Some words had been taken up for discussion in Chapter V. Computer is translated as கனவு and mouse as மூச்ச. In the translation question, a sentence was given in English and the informants were asked to translate it into Tamil. The English sentence and Tamil translation are as follows:

a. After opening the computer, press the right side of the mouse and drag to select the word.(BE).

[kaNaniyai thiRanthavudan oru vaarththaiyai thErnthu eduppathaRkku, eliyai pidiththu athan valathu puRaththai amukki izhukkavum] (Transliteration).

The word mouse is referred to a device which helps to take a cursor from one place to another place and many other scores of uses. The literal meaning of mouse is a rodent which could be found in the fields and houses and they feed on...
grains and other edible things. So, the idea of a mouse being used in the computer to type binary letters is very odd! The Tamil speaking English language learners face this type of queer linguistic problem of literal translation and they carry the idea to second language also. Hence, the syntactical errors are very common among TSUGS. There is word in web technology called ‘phishing’. It means an act which involves stealing your email address for the purpose of taking away one’s money without his knowledge.

So how does one translate the word phishing from English to Tamil? It is a term coined by programmers. Do the fish know that it is going to be out of water and be killed by the fisherman by putting some bait? Fishing is an activity which involves going to river, lake or sea and catch fish in substantial quantity. During fishing, the fish do not know that they are going to be fished out!

The word ‘phishing’ has contextual meaning. It has no other meaning. If this word is to be translated, how should it be? It is really very difficult to imagine the word. It involves a whole lot of action and cultures. Phishing is a world phenomenon. There are a number of words with meaning which could not be translated. Hence, the what SL learners should do when they face this type of situations? There is another word called Bobbitting which means chopping off the male organ of a wayward husband by his wife. How does one Bobbitt in Tamil?

Ideas expressed in any language could be translated into any language; this has been happening since the human beings began to walk on this planet. Ideas sprang in one language are translated into many other languages. New scientific and philosophical ideas are born and used by speakers of various languages and understood to some extent. But there is always the gap between what the writer or speaker meant by a word than what is understood by the listener or receiver. In addition, the above varieties of meaning may flummox the SL learners with the possibilities of meaning for a single word.

Extension of meaning of a word often happens or widening of meaning of a word also happens. Moreover, limitation or restriction of the meaning of a word happens. Transfer and shifting of the meaning of word is also caused. These linguistic features definitely confuse the SL learners of Tamil language as it has been pointed. Words change their meaning because it may be used in different language style mixing Metaphor, Metonymy, Synecdoche, Hyperbole or Litotes and Shortening. Word formation is paramount for a dynamic language with functional
shift, reduction, subtraction or shortening, making of abbreviations and acronyms, reduplications, making of proper names from the common ones, blending, imitation, coinage and root-creation. Hence, semantics is a field which requires the SL leaner’s attention more than other linguistic fields. This burden increases if it turns out to be a second language learner. To Tamil speaking under-graduate students who aspire to acquire skills in listening, speaking, writing and reading, a little bit of knowledge of semantics is an added advantage. In the previous paragraphs, a sketch about semantics was given for a broader understanding. As a meaningful communication is vital in any functional language, study of semantics become an essential part of a language learning process. Lack of knowledge of semantics should either make or break one’s ability to communicate. Look at the examples which had been discussed earlier:

a. **She could not bear children** (give birth to, put up with) **(ambiguity).**

b. **The Hindu** can be bought for Rs.5/- or Rs.100 crores **(the daily newspaper or the company).**

Looking at the examples, one can know that it is the second language learners who should be careful while they infer the meaning of word, phrase or sentences. Errors of Fossilization are common in dialogue writing and letter writing. Respected sir, your's faithfully, yours obediently I always remain obliged are some of the errors we had discussed in Chapter V. The sentence “The door is behind you” means “you are no longer needed. You may. Your presence is not required”. But the meaning is hidden. The speaker meant the above meaning. The sentence does not tell so literally. The literal meaning of the sentence is: The door is behind you. This is an answer for the question: where is the door?

### 6.6 Remedial measures

Learning new languages is an extraordinary process. It is not natural and routine. The second language learner has to take efforts to put in hard work and practise the linguistic features of the TL. The mother tongue (MT) will definitely interfere with the learning process. Sometimes the target language and the mother tongue may happen to have some features which are similar and hence, the learner may find the process easy. For example the European languages such as Italian, Spanish, French and English have some features akin to each other. They all belong
to the Indo-European language family. Certain words, meaning, structure, spelling, meaning have some commonality. In this case, Tamil, one of the Dravidian languages, has more differences than similarities. Hence, the Tamil speaking informants find in acquiring linguistic skills in English language, which is one of the Indo-European language families. In any human endeavour, repeated actions, revisions, reinforcements would definitely bring the desired results. Moreover, there is no such as impossible provided the right input is fed. Hence, learning a foreign language, with conscious efforts, would be possible for Tamil informants if some remedial measures are taken. The efforts, methodologies and approaches should help the informants to at least improve the informants’ linguistic skills. A sustained effort would remedy the situation. In this Era of Knowledge which is also called the Era of Internet, the possibilities for either learning a new foreign language or improving the existing linguistic skills are immeasurable. The avenues for improving one’s second language skills are umpteen in many ways.

Where ever one turns, there are opportunities for improving one’s skills in English language. The medium of education is English in many schools and colleges and the subject matters are available in English language. there are a number of technological gadgets and devices to help the informants. Accessibility to English language is no longer limited to a select few. In a globalized context, there is no restriction on information flow.

The information sources, material for the beginners or for those who are in middle or advanced levels, there are free and graded e-contents online in the web. Classroom teaching is now full of language activities with a lot of varieties such as debates, classroom dialogue writing and practising, seminar, symposia, debates, group discussions, report writings, writing advertisements, brochures, memorandums etc., The language lab is a common feature in a number of government and private schools and colleges. There are a number of private specialized institutes to teach and coach English language. Hence, taking remedial measures would help out the second language learners to acquire linguistic skills in morphology, phonology, syntax and semantics. In the absence of any improvement, the teacher should design a proper ELT program which would help the learners in a big way. Remedial measures involve both the teacher and learner – the former has to initiate specialized programme and the latter has to adhere to certain time-tested methods which would help them to improve their English language skills. There is
no paucity of opportunities in acquiring and improving one’s English language skills.

There are a number of books which teach the students to get trained to speak English fluently and write excellent prose. The mass media, the internet and the now ubiquitous mobile phones are some of the main sources which provide opportunities to enhance one’s language skills. The multi-media available in the school and colleges, is highly advanced now-a–days. The Central and State governments provide resources for remedying errors in English language. The Information Technology companies such as Tata Consultancy Services, Cognizant Technology Solutions, Mahindra-Tech, Infosys, Mphasis, SoftTech, HCL, Dell Incorp, etc., provide soft skill training to the teachers of schools and colleges to train the students in English language skill. Hence, the students must make use of the trained teachers whose services are available in the schools and colleges.

The purpose of doing research in English as a Second Language is to bring out the difficulties and challenges faced by the foreign learners. The next aim is to bring out the errors committed by the SL learners. The purpose of identifying the linguistic errors committed by the second language learners is to provide remedies. Hence, the remedial measures are part of the main research findings and this step would help the informants to remove the remnants of inadequacies in English language. First, the Tamil speaking English language learners should be made aware of the English language system. How the alphabet is the basis of the sound system which spawns additional sounds out of the existing letters. Next, the SL learners should made aware of the sound systems which are represented by special symbols and not just by letters. The difference between the letters which represent sounds and the symbols which represent sounds should be made clear to the English language learners. The articulation and manner of producing various sounds should be visually explained with multimedia. The Tamil speaking EL learners should be made to practise repeatedly the sounds. The vowel sounds with diphthongs and the consonant sounds along with special symbols which have unique sound system should be thoroughly explained to them. Basically, the informants are ignorant of these linguistic nuances. The ignorance costs the EL learners a lot. The errors they commit get fossilized and then they are not in a position to change the sound system. Phonologically, the EL learners should be thorough of the rules and regulations of the phonetics with the sound system at the beginning of the course. Without a basic
foundation of the sound system, they could not differentiate between the voiced and voiceless. The phonological difference between the Tamil language and English language should be explained threadbare. Most of the informants are not really unaware the differences. Emphasis should be given in this area. If the EL learners are made to understand the differences, there is less chance of having Mother tongue influence also. English is a subtle language with subtle sound system. The sounds produced are noisy. Even the guttural sounds are subtle. The decibel level for each sound – short vowel, long vowel and diphthongs- should be explained in such a way that the EL learners should produce like the native speakers. In spite of the oddity and arbitrariness, English language has its own music and rhythm. The sentences should be read with this musical quality. Then the love for this language would make the EL learners to get attached to the language and the likeness would make the learners practise more and more. The causes of the errors play an important role in the remedial teaching. If the EL learners come to know why they have committed the errors - overgeneralization, addition, deletion, language transfer or MTI , the efforts of the teachers to give remedial measures to correct the errors would be an easy task. Motivation of the EL learners is important on the part of the teacher. Honestly, language learning should be a voluntary process. In Tamil Nadu, Second language learning is not a voluntary process. The students in schools and colleges are forced to learn English. In the syllabi, the second language is English language paper in colleges. In schools, English is being taught from Standard One from the Primary school itself. There is a meeting point in ESL. The point is the performance of the SL learners and the need of the situations in day-to-day life. If there is a mismatch between the performance or learner’s knowledge of the language and the need of the situations. When there is a gap, the errors occur. But the error analysis helps the teachers to devise a special programme to weed out the errors and stop the process of fossilization of the errors. Corder(1980) talks of these ideas.
6.6 Conclusion

At the end, Corder underlines the importance of remedial measures during a second language learning. He equates remedial measures to a specialized art form. Remedial measures could not be done in haphazard manner. It should be planned in such a way that only experienced teachers should implement it with required skill and ingenuity. Hence, what counts much in remedial measures is methodology or approaches or theories but the inventiveness of the teacher. At the hands of the teacher, the students could rectify their errors and mistakes and improve upon their skills in SL learning. The teaching materials may be textual but they should have scope for visual presentation. More interactions and participation of the students in at stage are vital in the remedial measures.