Speak in French when you
can't think of the English for a thing

- Lewis Carroll

CHAPTER 3

REVIEW **OF LITERATURE**

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Reviewing earlier literatures or studies and works under taken in this area of research reveal that no significant study has been attempted in the interlanguage communications studies in Tamil language and this interested the researcher to take up this assignment. The following are the works on interlanguage communication studies explored by the experts in the field. Such review is done to fill the research gap.

Barry P. Taylor's (1975) "The Use of Overgeneralization and Transfer Learning Strategies by Elementary and Intermediate Students of ESL" was based on an orally administered test for twenty native Spanish speaking students of English as a second language at the elementary and intermediate levels. The findings appeared to be consistent with a theory which considered second language acquisition to be an actively creative process dependent upon a student's ability to assimilate and subsume new information into already existing cognitive structures. The

overgeneralization and transfer learning strategies appear to be two distinctly different linguistic manifestations of one psychological process: reliance on prior learning to facilitate new learning (Ausbel 1967). From our interlanguage communication strategies point of view, these results appear to indicate that learners of a second or foreign language begin relying on their ability to analogise, systematize, and regularize the target language data to which they are exposed immediately upon beginning to learn the new language.

Tarone (1977) in the article "Conscious Communication Strategies in Interlanguage: A Progress Report" used the task of 'description of picture stories', to test nine adult learners of English of different language backgrounds, namely Spanish, Turkish, and Mandarin. Her conclusions were based on seven of the most difficult target items. Though there was no relation between the learners' LI and the selection of Communication Strategies, surprisingly, personality and L2 proficiency correlated highly with the selection of Communication Strategies.

Rolf Palmberb (1978) in "Non-native Judgements of Communicative Efficiency: An experiment in Communication Strategies" conducted experiments with fourteen Swedish-speaking teacher trainees, all future teachers of ESL. They were asked to listen to a tape-recording of twenty-three Finnish and Swedish speaking learners of English attempting to communicate the target item "cave". They were asked to judge whether, in their opinions, (a) the learners had adopted achievement or reduction strategies for the target item in their narratives; and whether (b) the learners' optimal meaning would be correctly identified by a native speaker of English, who is ignorant of other languages. The learners' communication strategies were classified and analyzed to find out the exact statistical relationship between the communication strategies used and communicative efficiency. As the foreign language teachers profited from such a hierarchy of communication strategies, they would find it extremely useful to know what strategies could lead t efficient communication. These teachers could even teach or encourage the students to use certain strategies when they

are faced with language difficulty, especially in the lexical field.

Ervin (1979) in the study "Communication Strategies Employed by American Students of Tussian" firstly wanted to find out what a foreign language student does when faced with the need to communicate beyond the bounds of his linguistic competence, and secondly to know to what extent the learners' attempts are likely to be understood by others. Fourteen American students of Russian at an intermediate level provided English and Russian narrations of three picture stories. Here the subjects' extensive use of communication strategies, especially, Approximation, Topic Avoidance, and Description were analyzed to conclude where a subject's L2 fell short of communicating his/her intended meaning as expressed in the LI version.

Palmberg (1979) collected data in two languages, that is, Finnish and Swedish, to stress the importance of reliable means of establishing the learner's intended meaning and at the same time obtaining spontaneous language material in the article "Investigating Communication

Strategies." Ideally, according to Palmberg, one should have the LI version first, and then the L2 version should be produced, immediately followed by an interview in which the learner is asked to comment on some of the utterances he made. This would at the same time make the classification of communication strategies more objective. Finally, it is pointed out that the strategy preference is partly determined by the task or item.

Bialystok and Frohlich (1980) in their work "Oral Communication Strategies for Lexical Difficulties" subjected the English students of three groups: students of French, students of two age levels and three proficiency levels, whose proficiency had been pretested by means of a close test, and this task was communicative, difficult enough to elicit communication strategies, and enabled the experimenter to easily identify the items to which communication strategies were applied. They concluded, after various analysis and feedback, that a learner has to have a certain proficiency level in order to be able to apply communication strategies effectively.

Elsen et al. (1982) in the study about "Proficiency Level and the Use of Compensatory Strategies by Learners of English" devised a closed task with sixteen Dutch learners of English at two different proficiency levels with a series of forty-four photographs, each picturing one concrete object, which the subjects were asked to describe. The experimenters refrained from making comments during the experiment. This kind of closed task is used on the following grounds: 1. the effect of the feedback can be controlled, 2. the nature of the task is such that the problems it pose have to be tackled, 3. communication strategies are comparatively easy to identify, and 4. the task can easily be reproduced, which enhances comparability.

Ellen Bialystok (1983) in the study "Some Factors in the Selection and Implementation of Communication Strategies" collected data from sixteen grade twelve English students learning French in high school (divided into two groups: ten from regular French programme and six from an advanced class), and fourteen adults learning French in a Civil Service French Language Training Program. The subject was instructed to look at a picture and then to describe it in

detail so that the second experimenter, French native, could reconstruct the same picture until all the correct terms were placed on the board. The issue of implementation of strategies which learner used was based on the following: 1. who used the strategy (selection), 2. when (distribution), and 3. with what effect (effectiveness)? The taxonomy of communication strategies in this experiment is based on LI based strategies, like language switch, transliteration, etc., and L2 based strategies, like description, word coinage, etc. It seems that the best strategies are based in the target language and take account of the specific features of the intended concept. The best strategy users are those who have adequate formal proficiency in the target language and are able to modify their strategy selection to account for the nature of the specific concept to be conveyed.

Gunter Nold and Peter Dines (1983) in their empirical research project "Systematic Training and Foreign Language Development: A Study of the Interlanguage of Advanced Students" investigated the interlanguage of advanced adult foreign language learners in the contest of a controlled environment. The respondents were students of

English of Padagogische Hochschule Ludwigburg (West Germany), thirty in number and in their first to third academic year. They participated voluntarily over a period of up to ten months in programmes specially developed for them. They embarked upon this project with the aim, on the one hand, of gaining a corpus of foreign learner interlanguage produced in the context of instruction, which in keeping with recent developments in interlanguage research (Corder, Roulet 1976; Smith 1979) would take into account contextual factors involved in the foreign language learning process, and, on the other hand, of using their corpus as the basis for an investigation of how systematic training affects interlanguage development. This project also tested the applicability of the five psycholinguistic process - "language transfer, transfer of training, strategies of second language learning, strategies of second language communication, overgeneralization of target language linguistic material" - claimed by Selinker (1972) to be central to second language learning, and also tested the validity of different categories of learner types - risk taker (Corder 1978), low input generator (Selinker 1977), etc. - in the context of a controlled learning environment. The

attention, here, is directed to the area of interlanguage (IL) research in order to gain insight into the dynamics of foreign language acquisition which would enable teacher and learner to make best use of the individual learner's learning potential

Ghana (1984) in his study "Evaluative reactions to Punjabi/English code-switching" evaluated reactions to code-switched speech by a speaker who was also fluent in Punjabi and English and found that the speaker is more fluent, more intelligent, and more expressive in his code-switched utterance rather than in Punjabi or English, and this indicates the influence of code-switching strategy.

Chen Si-Qing's (1990) article "A Study of Communication Strategies in Interlanguage Production by Chinese EFL Learners" reports an empirical research into the nature of the relationship between L2 learners' target language proficiency; and twenty communication strategies employed by twelve Chinese EFL learners of both high and low proficiency in their target language communication with native speakers were identified and analyzed. The results indicate that the frequency, type, and effectiveness of

communication strategies employed by the learners vary according to their proficiency level. The language distance between the learners' LI and L2 is also found to affect their choice of communication strategies. These findings lend strong support to our hypothesis that learners' communicative competence could probably be increased by development of their strategic competence.

Lotfollah Yarmohammadi and Shahrzad Self (1990), in their study "Communication strategies: Classification, Resources, Frequency and the Underlying Processes" aimed at identifying and classifying communication strategies (CS) adopted by Persian EFL learners in their elicited written and oral data was developed. The proportional uses of major categories of CSs are statistically verified and the subjects' adoption of the CSs to the task demands are demonstrated specifying the processes underlying the adoptions of these strategies. Finally, the implications of these experiments were related to acquisition of L2, English.

Poulisse, el al., (1990) in their study "The use of Compensatory Strategies by Dutch Learners of English" collected data from forty-five Dutch learners of English at three levels of acquisition: advanced, intermediate, and low, aiming at investigating the compensatory strategies at different L2 levels, in LI and L2, and in terms of efficiency. These data were collected in following methods: photo description, description of drawings in LI and L2, retelling stories, and interview and analyzed conceptually (analytic and holistic) and linguistically (morphological and transfer). Poulisse concluded that strategies vary inversely according to proficiency, vary partly in type according to proficiency, vary according to task, and vary according to superordinate versus subordinate level.

Helana Halmari (1992), in her article "Code-switching Strategies as a Mirror of Language Loss: A Case Study of Two Child Bilinguals" discussed a pressing social issue in today's multilingual and multicultural societies (Wong Fillmore 1991), the language loss among bilingual children. An investigation was done on the code-switching patterns of two Finnish LI children who, after a relatively short period in

the United States, had become fully fluent in their L2, English, and frequent code-switchers in the home environment. While code-switching behaviour can be, and often is, independent of LI deterioration (Haugen 1973; Seliger and Vago 1991), it is also possible that code-switching "may become a precursor stage for gradual language attrition or loss" (Seliger and Vago 1991). Language loss is a complex phenomenon and this paper aimed at the code-switching strategies as indicators of starting/ongoing LI loss. Though no hypotheses of the possible loss of LI competence was made here, which remained an area for further research, the topic discussed and attempts taken corroborate with our hypothesis that £interlanguage communication strategies like code-switching may lead to L2 competence, that is, by the loss of LI.

Maria Grazie Zingale (1997) collected data from seven native speakers of Italian who produces forms of interlanguage in Italian and English, and analyzed them under the title "Bidirectionality in Interlanguage" as part of fulfilment of her M.A., degree under the guidance of Professor

Laiy Selinker. The researcher has followed this work for his presentation of data.

Anna Flyman (1997) in the work "Communication Strategies in French as a Foreign Language Lund University" examined the role of communication strategies played in the maintenance of communication in a classroom and the effect these strategies may have on the acquisition of a language was also discussed,. A pilot study was carried out in Swedish classroom with learners of French as a foreign language. The subjects are in their fourth year of French students and have no or little experience of French in natural situation. The purpose of this study was to determine the role of communication strategies in communication between two learners in three different tasks. The tasks differed in that they involved varied degrees of control, that is the extent to which the subject was free to choose his own utterances. To create an authentic classroom setting, the tasks were designed in order to be able to be used as a means ot communication training in a classroom.

Lorraine Anne De Silva (1997) in "Code-switching Among Preschool English-Malay Bilinguals" aimed at studying the code-switching occurrence, that is, when and why it occurred, in the home as well as the kindergarten, among the preschool English Malay bilinguals. This study was geared in the direction that code switches served to enhance conversation and proposed that code-switching as a positive strategy.

Piyasuda (2001) in "Culture-specific Notions in L2 Communication Strategies" aimed at exploring communication strategy use for culture-specific notions in L2 from thirty Thai native speakers with intermediate English proficiency. What kinds of communication strategies will Thai ESL speakers employ to convey these referential concepts in English? and will there be any patterns that can be observed as different from communication strategies used in other kinds of tasks? were the questions focussed on and the results showed that circumlocution and approximation were the most preferred strategies. Finally, the study suggested that the familiarity of the L2 speaker with a concept did not always help them in dealing with communicative problem,

rather it was their knowledge of about it in the L2 that mattered more.

After careful review of the previous studies undertaken in this area the researcher came to the conclusion that the present study undertaken by him will make a significant contribution to this particular area.