

*As long as our language is inadequate,
our vision remains formless*

. Adrienne Rich

CHAPTER 5

**AN ANALYSIS OF STRATEGIES IN
INTERLANGUAGE COMMUNICATION**

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The adoption of interlanguage communication strategies is analyzed to find out whether these strategies could be incorporated in the classroom to develop the learning strategies. This analysis is done in two phases: in the first phase the profiles of the respondents are analyzed to find out the correlation between the demography of the students and their adoption of interlanguage communication strategies, and in the second phase the data collected from these sample respondents are analyzed.

An Analysis of the demographic profile of the respondents

Age wise distribution of respondents is given in Table 5.1. Majority of the respondents belong to 16 to 18 age group and nearly 31 percent of the respondents constitute 20 years and above category. As regards the female students a simple majority of 47.6 percent belong to 16 to 18 age group, while a majority of the male students constitute the 20 years

and above category.

Table 5.1. Age Group

<i>Age</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
16 to 18	233 (47.6)	109 (35.2)	342 (42.8)
19	133 (27.1)	78 (25.2)	211 (26.4)
Above 20	124 (25.3)	121 (39.0)	245 (30.6)
Grand total	490 (61.3)	310 (38.8)	800 (100.0)

Figures in parenthesis are percentages to column total
 Calculated chi-square value is 19.802; d.f = 2, significant at 1 % level
 't' value between male and female respondents is 6.07 significant at 1%level

This implies that the sample respondents are distributed widely based on the age group and chi-square value is 19.802 significant at 1 percent level of probability with 2 degrees of freedom. The mean age of the female students is 18.6612 and that of male students is 19.2226. The students' 't⁵ value is 6.07 significant at 1 percent level of probability indicates that the average age of male students is slightly higher than female students. This also verifies that the distribution of respondents did not accumulate in a segment whereas it is distributed over the age group thus representing the selected sample respondents represent all the three years of education irrespective of the stream. A vast majority (92.1) of both male and female respondents' (92.3 and 92 percent respectively) mother tongue is Tamil and only 8 percent of the respondents have various languages other than Tamil as their mother tongue. Malayalam(3.4), Kannada(0.4-7), Telugu(2.17),

Sourashtra(0.81), Urudhu(0.9), Hindi(0.4) are the other languages of the respondents' mother tongue.(Table 5.2)

Table 5.2. Mother tongue

Category	Female	Male	Total
Tamil	451 (92.0)	286 (92.3)	737 (92.1)
Malayalam	15 (3.1)	12 (3.9)	27 (3.4)
Kannada	2 (0.4)	1 (0.3)	3 (0.4)
Telugu	10 (2.0)	7 (2.3)	17 (2.1)
Sourashtra	4 (0.8)	2 (0.6)	6 (0.8)
Urudhu	5 (LO)	2 (0.6)	7 (0.9)
Hindi	3 (0.6)	0	3 (0.4)
Grand total	490 (61.3)	310 (38.8)	800 (100.0)

Figures in parenthesis are percentages to column total

As many as 571 (71.47) respondents know only English language and remaining 29% of respondents know either of language such as Kannada, Telugu, Sourashtra, French, Hindi, etc. (Table 5.3)

Table 5.3. Other languages

Category	Female	Male	Total
English	345 (70.4)	226 (73.0)	571 (71.4)
Other languages	145 (29.6)	84 (27.1)	229 (28.6)
Grand total	490 (61.3)	310 (38.8)	800 (100.0)

Figures in parenthesis are percentages to column total

Pt&e© of domiciles

Table 5.4. Place of Domicile

<i>Category</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
Urban	161 (32.9)	84 (27.1)	245 (30.6)
Rural	326 (66.5)	226 (72.9)	555 (69.4)
Grand total	490 (61.3)	310 (38.8)	800 (100.0)

Figures in parenthesis are percentages to column total

Place of domicile plays pivotal role in shaping the individuals' personality and communicative skills. It is presumed that urbanites' communicative skills in English are influenced by the place of domicile, urge to speak in English, good education, fairly long years of communicating in English language, etc. Most of the Indian villages are indomitably bound by the ethnic culture and ethnic language criteria; it can fairly be assumed that most of the rural people may find it difficult to communicate in English as they are deprived of the advantage of learning English right from their childhood. In this backdrop, place of domicile of the respondents assume greater significance and 7 majority of the respondents (69%) hail from rural area and 31 percent are from urban centres. Subsequent analysis regarding the strategies adopted while

communicating in English will have a bearing of the place of domicile (table 5.4).

Communication in, English

Table 5.5. Ability to communicate in English

Category	Female	Male	Total
No	170 (34.7)	157 (50.6)	327 (40.9)
Yes	320 (65.3)	153 (49.4)	473 (59.1)
Grand total	490 (61.3)	310 (38.8)	800 (100.0)

Figures in parenthesis are percentages to column, total
Correlation coefficient (fJ) value between place of domicile and ability to communicate in English is 0.277 significant at 1 % level

It is inferred from the table 5.5 that a majority of respondents (59%), 65 percent of the female respondents and 49 percent of male respondents communicate in English with others. The bivariate correlation coefficient (e) between place of domicile and ability to communicate in English is 0.277 significant at 1 percent level indicates that urban people do communicate in English than rural people. This confirms the assumption that place of domicile is important for effective communication of the languages.

From the above table (5.6) it is assumed that 170 female respondents and 157 male respondents do not

communicate in English. Reasons for not communicating in English from those respondents who not communicate in English are discussed in the table.

Table 5.6. Inability to communicate in English

Category	<i>Female</i>	<i>Male</i>	Total
Poor vocabulary	57 (33.6)	30 (19.1)	87 (26.6)
Weak Construction	78 (45.8)	60 (38.2)	138 (42.2)
Mispronunciation	17 (10.0)	48 (30.6)	65 (19.9)
Lack of comprehension	18 (10.6)	19 (12.1)	37 (11.3)
Grand total	170 (34.7)	157 (50.6)	327 (40.9)

Figures in parenthesis are percentages to column total
 χ^2 value between residence and reasons for not communicating in English is 0.215
 significant at 1 percent level

It is inferred from the above table that 42 percent of total respondents (female 45.8% and male 38.2%) have reasoned out that their weakness in constructing sentences in English as the major reason which restrain them from communicating in English with others. Also 87 percent and 65 percent of the respondents have poor vocabulary and mispronunciation respectively as the factors that hinder their communication in English. The correlation coefficient (ϕ) value is 0.215 significant at 1 percent level indicates the relationship between residence and reasons for not communicating in

English, implying that most of the students hailing from rural area might have had their schooling from rural based schools thereby suffering from such inhibitions in communicating in English with others.

Although 41 percent of the respondents do not freely communicate in English, and due to the necessity for understanding the concepts taught in class rooms, raising and clarifying their doubts in classrooms, which are mostly in English, these students have now started to communicate in English as it is sine-qua-non. With this view this 41 percent of students have been included in all the analysis.

It is evident from previous tables that majority of the student respondents have to communicate in English and it is indispensable to precisely ascertain under what circumstances they use the language. Information elicited from the student respondents are presented in table 5.7. It is observed from the table that a good majority (55%) of the female students communicate in English with friends whereas 44 percent of the respondents communicate in English at classrooms. Majority of respondents (48%) communicate with

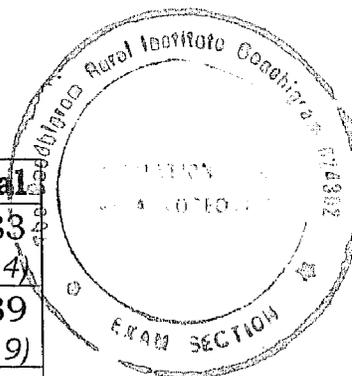
friends and another (35%) communicate in classrooms and only 12% and 4% of the total respondents communicate in English at home and with others respectively.

Table 5.7. Communication situation

<i>Category</i>	<i>Female</i>	<i>Male</i>	Total
Classroom	148 (30.2)	135 (43.5)	283 (35.4)
Home	35 (7.1)	4 (1.3)	39 (4.9)
Friends	268 (54.7)	113 (36.5)	381 (47.6)
Others	39 (8.0)	58 (18.7)	97 (12.1)
Grand total	490 (61.3)	310 (38.8)	800 (100.0)

Figures in parenthesis are percentages to column total

It is observed that most of the female students communicate in English with friends and this behaviour may be attributed to the fact that girls usually form groups in leisure hours and at lunch time and used to discuss the happenings mostly in English. If any one of the female respondent or a good majority of them starts talking in English it is an unwritten code among them to reply in English. This feature particularly among girls would have compelled them to communicate more of their understanding, feeling, etc., in English language. While male students on the



other hand fail to utilize and effectively communicate in English because of their varied interests.

A majority (77%) of both female and male students admit that communicating with friends in English is more comfortable than communicating in vernacular. Only 12 percent of the respondents communicate in English with their teachers and it is striking to see that more of male students communicate in English with their teachers than the female students (Table 5.8).

Table 5.8. Inhibition-free communication

<i>Category</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
Parents	37 (7.6)	10 (3.2)	47 (5.9)
Teachers	51 (10.4)	42 (13.5)	93 (11.6)
Friends	381 (77.8)	236 (76.1)	617 (77.1)
Others	21 (4.3)	22 (7.1)	43 (5.4)
Grand total	490 (61.3)	310 (38.8)	800 (100.0)

Figures in parenthesis are percentages to column total

It is quite evident that the respondents are at least very-comfortable with their peer groups as friends and friends as a whole help them mutually to correct their mistakes and encourage them to communicate mostly in English.

Exposure to Mass media

Exposure to mass media plays a pivotal role in understanding the nuances of English language. The respondents, irrespective of their domicile, have at least access to either one of the modes of communication devices. Most of the respondents might have either radio or television at their homes and the students have full access to newspapers in college and other libraries, as most of the libraries regularly subscribe at least two different English newspapers.

Table 5.9. Exposure to Mass media

Category	Female	Male	Total
	490	310	800
Reading Newspapers	354 (72.2)	230 (74.2)	584 (73.0)
News bulletin in TV	337 (68.8)	194 (62.6)	531 (66.4)
News in Radio	139 (28.4)	104 (33.5)	243 (30.4)
English Movies			
Often	48 (9.8)	60 (19.4)	108 (13.5)
Rarely	270 (55.1)	132 (42.6)	402 (50.3)
Once in a while	75 (15.3)	91 (29.4)	166 (20.8)
Never	97	27 (8.7)	124 (15.5)

Figures in parenthesis are percentages to column total

Information elicited from the student respondents are presented in table 5.9. Most of the female students and male students (61% and 74% respectively) have the habit of reading newspaper, also majority of the respondents(73%) read English newspapers while 66 percent of the respondents update their knowledge by watching English news bulletins. Whereas it is quite distressing to note that only an insignificant number of female and male students listen to news through radio, which implies that radio as a mass medium is losing its glamour and fascination among the younger generation. Regarding watching English films, 55 percent of female respondents and 43 percent of male respondents watch English movies. A majority of male students watch English movies often than female students and nearly 20 percent of female students do not watch English movies at all and in this category too, only a least number of male students (9%) do not watch English movies at all. Thus regarding watching English movies majority of the male students watch English movies more often than female students.

A composite index on exposure to mass media is arrived at by arithmetically summing up the responses of the questions that deal with the students' access to the various vehicles of mass media. (Q. No: 14,15,18 & 20). Q.20 is recoded and '**often**' is recoded as 3, '**rarely**' as 2, '**once in a while**' as 1 and '**never**' as 0, to have uniform and reasonable score. The question above mentioned are summed up and a composite index denoting exposure to mass media is arrived at to assess the overall reach of mass media among respondents. The least score of any respondent on the composite index developed for exposure to mass media denotes that he or she has least access to the mass media and a high score indicates that the respondents have greater access to mass media vehicles. The results of the exposure to mass media index is given below (table 5.10).

Table 5.10. Mass media index

<i>Category</i>	<i>Female</i>	<i>Male</i>	Total
High (5-7)	149 (30.4)	121 (39.0)	270 (33.8)
Medium (3-4)	235 (48.0)	127 (41.0)	362 (45.3)
Low (1-2)	90 (18.4)	58 (18.7)	148 (18.5)
No access (0).....	16 (3.2)	4 (1.3)	20 (2.5)
Mean	3.6327	3.8645	

Figures in parenthesis are percentages to column total
't' value between male and female is 2.11 sig. at 5% level

Nearly 34 percent of the total respondents have high exposure to mass media and another 45 percent have medium access, and only 3 percent do not have any access to exposure to

mass media. The mean value of exposure to mass media for female students is 3.63 and male students is 3.8645. The students zed 't' value is 2.11, statistically significant at 5 percent level of probability indicates that the mean values do not differ significantly and male students have relatively higher access to mass media than female respondents. This corroborates with our earlier finding that mostly male students have diversified interest and spend considerable time in watching movies, news bulletins, etc. in TV without perfectly understanding the nuances of the language.

Language Skills

Earlier sections were devoted to analyzing the respondents' background and place where they hail from, exposure to mass media and their ability to communicate in English. This section aims at assessing the language skills in general and more particularly emphasis has been laid on the respondents' difficulty in communication process. The researcher has analyzed the respondents listening, speaking, reading and writing skills and difficulties arising out of each of the above mentioned skill.

The table 5.11 represents the respondents' chance of listening to English language. It is inferred that majority of the female and male students, 69 percent and 73 percent respectively have the chance of listening to English language in classroom and another 20 percent listen to English language through media. A least percentage of respondents (8% and 2%) listen to English when they are among peer group and at home respectively.

Table 5.11. Chances to listen to English

<i>Category</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
Classroom	337 (68.8)	226 (72.9)	563 (70.4)
Media	99 (20.2)	63 (20.3)	162 (20.3)
Peer-group	48 (9.8)	15 (4.8)	63 (7.9)
Home	6 (1.2)	6 (1.9)	12 (1.5)
Grand total	490 (61.3)	310 (38.8)	800 (100.0)

Figures in parenthesis are percentages to column total
Correlation coefficient (&) is 0.1697 significant at 1% level

The correlation coefficient (e) is 0.1697 significant at 1 percent between exposure to mass media and table 5.11 corroborates with the earlier finding that mass media exposure is one among the vehicles in learning English language.

Since most of them have at least a fair chance of listening to English language as mentioned in the above table, the degree of comprehension of the message is crucial. The student respondents have responded to the question of comprehension of message without difficulty and the results are given in Table 5.12. The same table gives the opinion of the respondents⁵ various constraints in comprehending the message.

Perusal of Table 5.12 reveals that nearly 54 percent of the respondents comprehend the message without any difficulty and only 44 percent and 49 percent of female and male respondents respectively are inept to comprehend the message.

Table 5.12. Problems in listening

Category	Female	Male	Total
Unable to comprehend the message	215 (43.9)	153 (49.4)	368 (46.0)
Pronunciation	55 (25.6)	29 (19.0)	84 (22.8)
Lack of interest	31 (14.4)	35 (22.9)	66 (17.9)
Lack of comprehension	104 (48.4)	80 (52.3)	184 (50.0)
Others	25 (11.6)	9 (5.9)	34 (9.2)
Grand total	215 (43.9)	153 (49.4)	368 (46.0)

Figures in parenthesis are percentages to column total

As regards the constraints in comprehending the message most of the female and male respondents, 48.4 and 52.3 percent respectively opine that lack of comprehension is the major hurdle in comprehending the message. Above 22 percent of the respondents express their inability to follow the pronunciation of words, which makes them inept to comprehend message and another 18 percent responds that due to lack of interest in the language makes it difficult to comprehend the message. To probe further and to ascertain whether pronunciation as the major factor in having lack of interest among the respondents, a bivariate correlation analysis is employed and the results indicate that between pronunciation and lack of interest there exists a negative significant relationship implying that pronunciation is not the factor for lack of interest which is same with the lack of comprehension too.

Respondents' opinion about the chance of speaking, their control over the language and difficulties in having full control over the language while speaking are discussed hereunder to analyze the respondents' speaking skill. From the table 5.13, it is inferred that majority of the

respondents mostly converse in English or have the chance to converse with friends; and female students converse more with their friends than their male counterparts. Another 36 percent of the respondents opine that they get chances of conversing in English language only in the classroom.

Table 5.13. Chance to speak English

<i>Category</i>	<i>Female</i>	<i>Male</i>	Total
Home	40 (8.2)	7 (2.3)	47 (5.9)
Classroom	170 (34.7)	118 (38.1)	288 (36.0)
Friends	254 (51.8)	134 (43.2)	388 (48.5)
Others	26 (5.3)	51 (16.5)	77 (9.6)
Grand total	490 (61.3)	310 (38.8)	800 (100.0)

Figures in parenthesis are percentages to column total

In the earlier section it was said that girl students talk/converse with their friends and effectively converse among their peer group and it is confirmed hereby. Most of the female students (52%) said that they had the chance of conversing in English language with their friends.

Table 5.14. Control over the language

Category	Female	Male	Total
No	391 (79.8)	253 (81.6)	644 (80.5)
Yes	99 (20.2)	57 (18.4)	156 (19.5)
Grand total	490 (61.3)	310 (38.8)	800 (100.0)

Figures in parenthesis are percentages to column total

Thus regarding conversing, majority of the respondents (80.5%) admitted that they did not have full control over the language and only 19.5 percent of the respondents have full control over the language while speaking (table 5.14). The major reasons for not having full control over the language is given in Table 5.15.

Table 5.15. Hurdles to control over the language

Category	Female	Male	Total
Poor pronunciation	30 (7.7)	25 (9.9)	55 (8.5)
Poor vocabulary	61 (15.6)	75 (29.6)	136 (21.1)
Fear of committing mistakes	289 (73.9)	144 (56.9)	433 (67.2)
Others	11 (2.8)	9 (3.6)	20 (3.2)
Grand total	391 (79.8)	253 (81.6)	644 (80.5)

Figures in parenthesis are percentages to column total

Majority of the respondents (67%) reveal that fear of committing mistakes is the main reason behind their non-control over the language and 21 percent of the respondents admit that due to poor vocabulary they are unable to have good command over the language.

Regarding the habit of reading English, majority, that is 690 students (female(436) and male(254)), of the respondents have the habit of reading English and only 14

percent do not have the regular habit of reading English. It has been established by Table 5.16 that 39 percent of the respondents read Text books, 29 percent read Articles, 15 percent read Non-text books and the remaining read Other books so as to improve their language skills.

Table 5.16. Reading preference

Category	<i>Female</i>	<i>Male</i>	Total
Text-books	193 (44.2)	122 (48.0)	315 (45.7)
Non-textbooks	83 (19.0)	38 (15.0)	121 (17.5)
Magazines	152 (34.9)	82 (32.3)	234 (34.0)
Others	8 (1.8)	12 (4.7)	20 (2.9)
Grand total	436 (63.2)	254 (36.8)	690 (100.0)

Figures in parenthesis are percentages to column total

Listening and Reading skills are important ingredients in one's writing. Without having full mastery and control over the language it is presumed that the writing skills may not be honed. Table 5.17 gives respondents ability to write in English and under different contexts they write English. As the sample respondents are college goers, most of them write English regularly, apart from regular test, assignments and the live majority of 744 students (461 female and 283 male) (93%) of the respondents write English and a

good majority of them (50%) mostly write letters in English followed by note making (29%).

Table 5.17. Writing preference

Category	Female	Male	Total
Note-making	128 (26.1)	105 (33.9)	233 (29.1)
Letter-writing	274 (55.9)	129 (41.6)	403 (50.4)
Articles	16 (3.3)	17 (5.5)	33 (4.1)
Others	40 (8.2)	32 (10.3)	72 (9.0)
Grand total	490 (61.3)	310 (38.8)	800 (100.0)

Figures in parenthesis are percentages to column total

Most of the respondents (74%) face difficulty in expressing their ideas while writing.

Table 5.18. Compensatory strategies in writing

Category	Female	Male	Total
Partial use of MT	193 (54.5)	92 (38.5)	285 (40.1)
Leaving blanks	46 (13.0)	34 (14.2)	80 (13.5)
Coining words	98 (27.7)	99 (41.4)	197 (33.2)
Others	17 (4.8)	14 (5.9)	31 (5.2)
Grand total	354 (72.2)	239 (77.0)	593 174.11

Figures in parenthesis are percentages to column total

Though the respondent students face difficulty while writing it is presumed that they do not abruptly end the writing, instead, they follow strategies to express the idea. Some of the

strategies adopted by students are given in Table 5.18 and it can be inferred that partial use of mother tongue as a major strategy has been widely adopted by 36 percent of the respondents followed by coining words (25%) to overcome the difficulty while writing. It is also inferred that only 7 percent of the respondents have admitted that they leave blanks when they face difficulty in written communication. Therefore most of the student respondents do adopt various strategies to communicate the message and fill the lacuna in communication.

It is evident from the foregoing discussion that student respondents adopt strategies to overcome the inadequacy in communicative skills. This section represents the strategies adopted while communicating in English.

Table 5.19. Strategy used to continue conversation

Category	<i>Female</i>	<i>Male</i>	Total
Topic avoidance	23 (5.7)	24 (8.9)	47 (7.0)
Pauses	24 (5.9)	37 (13.8)	61 9.1
Appeal to authority	19 (4.7)	16 (6.0)	35 (5.2)
Coining words	62 (15.3)	43 (16.0)	105 (15.6)
Using MT in between	262 (64.7)	142 (52.8)	404 (60.0)
Others	15 (3.7)	7 (2.6)	22 (3.3)
Grand total	405 (82.7)	269 (86.8)	674 (84.3)

Figures in parenthesis are percentages to column total

Perusal of table 5.19 indicates that most of the respondents, 674 students (female 405 and male 269) search for words while communicating. It is inferred that a good majority (55%) of the respondents use mother tongue in between to overcome the difficulty followed by coining words (13%), pausing (8%) and appeal to authority (4%). This indicates that majority of students hail from rural area and with inquisitive mind to learn the nuances, they do not abruptly end the conversation but adopt strategies to overcome it. Not only they adopt strategies but also develop their communication to overcome the difficulty by consulting their peer groups, teachers and parents.

Table 5.20. Consulting groups

Category	<i>Female</i>	<i>Male</i>	Total
Parents	82 (16.7)	18 (5.8)	100 (12.5)
Teachers	207 (42.2)	117 (37.7)	324 (40.5)
Peer-group	124 (25.3)	99 (31.9)	223 (27.9)
Others	77 (15.7)	76 (24.5)	153 (19.1)
Grand total	490 (61.3)	310 (38.8)	800 (100.0)

Figures in parenthesis are percentages to column total

The result shown in table 5.20 indicates that 41 percent of the respondents discuss with their teachers, 28 percent with peer

group and 14 percent with others and 18 percent with their parents. This shows that the students are trying to overcome their errors and inhibition, to communicate in English without any error.

Majority of respondents (62%) communicate in English because of their own interest, another 33 percent admit that English has become the common usage. These emerge as major reasons for the students to communicate in English (Table 5.21)

Table 5.21. Interest in English

<i>Category</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
Compulsion of parents	5 (1.0)	5 (1.6)	10 (1.25)
Influence of peer-group	19 (3.9)	10 (3.2)	29 (3.6)
Common usage	140 (28.6)	122 (39.4)	262 (32.8)
Self interest	326 (66.5)	173 (55.8)	499 (62.4)
Grand total	490 (61.3)	310 (38.8)	800 (100.0)

Figures in parenthesis are percentages to column total

Regarding the students inner psychological process while communicating in English, nearly 54 percent of the respondents think the concepts to be conveyed in Tamil and translate it into English, another 43 percent think in Tamil

and express it in Tamil and English. It is concluded that most of the respondents communicate in 'English by thinking in Tamil' and express it in English and Tamil. Code-switching/ code-mixing, transfer and overgeneralization might be the inherent strategies adopted by the students. The subsequent sections are dedicated to this analysis (table 5.22).

Table 5.22. Communication Process

Category	<i>Female</i>	<i>Male</i>	Total
Think in English and express in English	61 (12.4)	24 (7.7)	85 (10.6)
Think in Tamil and translate it into English	249 (50.8)	180 (58.1)	429 (53.6)
Think in Tamil and express it in Tamil and English	169 (34.5)	100 (32.3)	269 (33.6)
Others	11 (2.2)	6 (1.9)	17 (2.1)
Grand total	490 (61.3)	310 (38.8)	800 (100.0)

Figures in parenthesis are percentages to column total

This kind of analysis is done in order to find out the demographic details, exposure to mass media, various language skills, etc., of the students which lead them to choose a particular type of communication strategy in their interlanguage communication, especially, when they are faced

with a problem in expressing their idea in a communication situation. As the main objective of this study is to find out the possibilities of incorporating these communication strategies in the classroom teaching strategies in order to develop fluency and accuracy among the students, the choice of strategies plays a vital role in this study. To obtain this the researcher has selected a few achievement and compensatory strategies as these strategies may lead to language learning, and purposely avoided the reduction strategies in interlanguage communication. To explore the possibilities of establishing this hypothesis, the researcher has included a lead question in the questionnaire from which certain inferences are made by bivariate correlation analysis. Bivariate correlation(zero-order) is used to establish relationship between variables selected for the present objective. Although many statistical tools are available, correlation analysis is one among the powerful statistical tools to confirm the relationship among the variables.

The lead question from which the adoption of communication strategies is inferred deals with the respondents' notion about an ideal communication. The

responses for this question are a) grammatically correct; b) conveyed in English and Tamil; and c) anyway conveyed in English only. The researcher's assumption in these options are three fold:

- 1) the response 'grammatically correct' will be preferred by the students who concentrate more on the grammaticality of the utterance they produce. These students know the rules of the target language and they, in order to avoid lacuna or keep the communication alive, try to produce in appropriate target language utterance, which is an outcome of overgeneralization.
- 2) The response 'conveyed in English and Tamil' may be preferred by the students who tend to mix codes in their communication. Hence these students use code-mixing and code-switching as interlanguage strategies in their communication, and
- 3) The response 'anyway conveyed in English only' may be preferred by the students who are influenced by the interference of the native language and they adopt transfer or interference strategy to communicate the message.

Variable	Residence			Exposure to Mass Media			Hurdles in communication			Adoption of strategies			Communication process		
	Female	Male	Overall	Female	Male	Overall	Female	Male	Overall	Female	Male	Overall	Female	Male	Overall
Grammatically Correct	-0.231*	0.262**	0.217**	-0.155*	-0.225*	-0.244**	0.234**	0.239*	0.272**	0.049 ^{NS}	0.053 ^{NS}	0.064 ^{NS}	0.072 ^{NS}	0.092 ^{NS}	0.086 ^{NS}
Conveyed in English and Tamil	0.173*	0.086 ^{NS}	0.294**	0.081 ^{NS}	0.264**	0.280**	-0.186*	-0.172*	0.214**	0.312**	0.286**	0.320**	0.130*	0.121*	0.146**
Conveyed in English only	0.0472 ^{NS}	0.027 ^{NS}	0.0139 ^{NS}	0.313**	0.268**	0.329**	0.221**	0.217**	0.242**	0.138**	0.217**	0.247**	0.148**	0.163**	0.192**

** – Significant at 1 % level

* – Significant at 5 % level

NS – Not Significant

Table 5.23. Correlation table representing the inferences that lead to the adoption of strategies

These assumptions to correlated with a few responses of the respondents for the earlier questions, which is done to substantiate the students' selection of a particular strategy (Table 5.23).

Residence

The area of residence influences the grammaticality of the respondents' communication. This has negative relationship with female respondents and positive relationship with male respondents. As the rural male population constitute the majority of the selected respondents, the overall influence of the respondents has positively significant relationship, which indicates that rural students concentrate more on grammar. As a result these students tend to overgeneralize in their communication.

For the 'message to be conveyed in English and Tamil', the relationship is positive, which indicates that the urbanites mix both the codes in their communication. as the female students' strength is majority the overall performance is also positive with the rural students. As a result code-mixing and code-switching are mostly used by the urban

students, where they are exposed to mixed culture due to the exposure of mass media.

Exposure to mass media

The exposure to mass media also determines the selection of a particular communication strategies by the students respondents. The majority of the students (45.3%) have only medium level exposure to mass media, out of which the female respondents have a positive relationship with their notion about an ideal communication as 'conveyed in English only/ Though these respondents hail from rural area, and have the influence of interference, they want to communicate only in English, which exhibits their ability to transfer from their mother tongue or overgeneralize.

Also a significant number of urban male students have a positive relationship with the variable 'conveyed in English and Tamil', which indicates their exposure to mass media and multilingual exposure. Nowadays mass media give importance to the regional languages and also they encourage code-mixing and code-switching strategies in their advertisements. A student who has access to these mass media is strongly influenced by this phenomenon and as a

result he/she may code switch or code mix in his/her communication.

Hurdles to effective communication

Table No: 5.15 reveals that 67% of students have the fear of committing mistakes while they communicate. This fear hinders their fluency and has a significant relationship with their attitude towards the ideal communication. The responses about their ideal communication, such as 'grammatically correct' and 'conveyed in English only' have positive relationship with the 'Fear of committing mistakes' irrespective of sex. This implies the fact that 'Fear of committing mistakes' also determines the selection of communication strategies.

Adoption of strategies to continue the conversation

The adoption of strategies is also decided by students' attitude when they are faced with a problem in a communication situation and when they search for words. Almost 50 percent of the students responded that they use mother tongue in between their utterances in order to continue the conversation. This factor also has a positive relationship with the students' notion about an ideal

communication as 'the message may be conveyed in both English and Tamil/ This relationship is positive with the female students and the overall response is also positive.

Next to this 'coining words' has a positive relationship with the response 'may be conveyed in English and Tamil', especially among the male students. Both these variables lead to the inference that these students use code-switching and code-mixing in order to make a communication situation alive.

Communication process

The learners' way of communicating in English also decided the selection and adoption of communication strategies. The notion 'conveyed in English and Tamil' is highly positive with the learners' communication process irrespective of the sex. Similarly the message to be conveyed in English only also has a significant relationship with the learners' way of thinking in English and translating in English. These factors confirm the concept that the adoption of overgeneralization, transfer and code-switching/ code-

mixing are directly related to the learners' way of thinking the message to be conveyed.

Analysis of the data

The empirical data collected are analyzed in the following lights:

- 1) The proper names in the utterances of the interlanguage of the learner are deliberately avoided and instead, respective pronouns are given. This has been done to avoid the unnecessary confusion in the proper names in the native language, which in turn hinder the continuation and understanding of the interlanguage utterances.
- 2) While transliterating the interlanguage utterances in the native language form, steps have been taken to differentiate by italicising and emboldening that form of word or expression, which is under discussion. Other words and expression are just transliterated.
- 3) The contexts in which data are collected are given and out of the data collected the expressions in which the communication strategies find a place are taken for analysis and others are not brought into picture for discussion.

4) For overgeneralization

- i. Line no. 1 gives the interlanguage produced by the students, where the expressions or words containing the strategies are italicized. (IL)
- ii. Line no. 2 gives the correct target language form (TL).
- iii. Line no. 3 discusses the strategy of communication in the italicized word(s) or expression(s).

5) For transfer

- i. Line no. 1 gives the interlanguage sentence produced by the students, where the expression or word contains the strategies is italicized. (IL)
- ii. Line no. 2 gives the correct native language form (NL) and has been italicized.
- iii. Line no. 3 gives the literal translation of the native language form.
- iv. Line no. 4 gives the correct target language form (TL)
- v. Line no. 5 discusses the strategy of communication in the italicized word(s) or expression(s).

6) For code-mixing/ code-switching

- i. Line no. 1 gives the interlanguage utterance of the learner, and the word or phrase or sentence where there

is switch in the code or mix in the code is given in italicised bold letters.

- ii. Line no. 2 gives the target language form of the utterance.
- iii. Line no. 3 is the description of the term in italicised bold letters.

An analysis off overgeneralization strategies

The following are data collected from the respondents which can be grouped under overgeneralization strategy. These data are the outputs of overgeneralizing the target language form in an inappropriate target language context, where this type of structures are not called for.

Context: In front of a car.

1. Hai brother, close the ***door of the car.***
2. Hai brother, close the ***car door.***
3. Description: Grammatical consciousness with regard to preposition for is seen here. This is an instance of overgeneralization which also results in the utterances like '***car's door, car's seat⁹, seat of the car⁹***, etc.

Context: Regarding the payment of fee.

1. I ***did*** not ***paid*** the fee

2. I **did** not **pay** the fee.
3. Description: '**Did not paid**⁹ is the out come of the student's attempt to split the verb '**paid**³ to form the negative sense. This overgeneralization is due to the split of the verb in present tense and future tense where the stem verb is not at all affected in the formation of negative sentences.

Context: General rules in a college.

1. No one can pretend for a long time to **he** a good student.
2. No one can pretend for a long time **as** a good student .
3. Description: Over use of infinitive as a form of simplification strategy.

Context : talking about a friend's tour.

1. When **she milt** come back?
2. When **will she** come back?
3. Description: The formation of question sentence with the help of tufo-words is simplified in this utterance.

Context: Shifting of her sister's house.

1. Actually **she move** to her new house next week.
2. Actually **she moves** to her new house next week.

3. Description: In the simple present tense for the third person singular subject '-s' is added to the verb. But for other persons and tenses all the other rules of formation of tense are common.

Context: Talking about the classmates.

1. These **students brings** lunch everyday.
2. These **students bring** lunch everyday.
3. Description: the usage of '**verb+s**' for third person singular has been simplified and extended to third person plural.

Context: About the ongoing programme.

1. Do they continue till the evening or they stop in the afternoon?
2. Do they continue till the evening or **do** they stop in the afternoon?
3. Description: Here the respondent has left out the auxiliary '**do**' used in English to formulate present tense questions. In Tamil structure such a structure does not exist, therefore the student may not perceive the need to use it while transferring.

Context: Reporting to a friend.

1. She told him that she **had had finished** the work the previous night.
2. She told him that she **had finished** the work the previous night.
3. Description: Here the speaker does not commit any error in the time adverbial, but the rule of changing the tense is simplified in the reported speech.

Context: About a missed appointment.

1. The doctor told me that he **would met** him that day itself.
2. The doctor told me that he **would meet** him that day itself.
3. Description: '**Would**' is not considered as an indirect for '**will**', but just for the sake of changing the tense the speaker attempts to change the tense of the verb meet. This is an instance of simplification of the rule to change the present tense into past tense.

Context: About a friend who has pleaded him.

1. He asked me **please** to forgive him.
2. He **pleaded** with me to forgive him.
3. Description: The expression '**please**' in the direct speech is used as the verb - '**pleaded;** — of the reported speech.

The learner retains the expression in the reported speech and uses a general verb **asked/requested**.

Context: About a new watch.

1. My friend **told** me that she **has bought** this new watch before she sees the price, **last week**.
2. My friend **told**, me that she **had bought** that new watch before she **saw** the price, **the previous week**.
3. Description : This is a rare simplification strategy found among the students. When the verb of the direct speech is in past perfect and past tense, the students consider it as indirect speech and try to change it into direct speech, but without changing the reporting verb.

Context: In the canteen. (Pointing toward her friend who has just taken her lunch)

1. I think she **has** also **said** that she **has taken**, her lunch there regularly.
2. I think she **has** also **said** that she **takes** her lunch there regularly.
3. Description: Where the speaker utters **'has said'**⁹ she generalizes the tense of the reporting verb to the direct

speech and the output is also in the present perfect tense instead of simple present tense.

Context: About the classmate.

1. When I told them that unity **was** strength, they never accepted and did not cooperate with me.
2. When I told them that unity **is** strength, they never accepted and did not cooperate with me.
3. Description: As an exception if the reported speech expresses a universal truth, a habit or some characteristic, the present tense of the reported speech must not be changed, even the reporting verb is in past tense. The speaker here has not concentrated on the concept but has concentrated on the reporting verb.

Context: Complaining about his friend.

1. He never treats others as his own **brethren**.
2. He never treats others as his own **brothers**.
3. Description: The speaker is aware of the usage of **'brothers'** and **'brethren'**, where **'brothers'** stands for own brothers and **'brethren'** stands for a community. But when it comes to the treatment of somebody as our own brother means we have to use brothers for plural,

where brethren still does not have the relationship as

brothers' have. This is the result of over use of grammar.

Context: While visiting a site.

1. They need another two or three **manservants**.
2. They need another two or three **men-servant**.
3. Description: The plural of **man** or **woman-servant** is formed by changing both the parts of the word into plural. While generalizing the formation of plurals irrespective of the exceptions then it becomes a strategy of communication.

Context: Describing the celebration of a festival.

1. This year we got ten **boxen** of crackers.
2. This year we got ten **boxes** of crackers.
3. Description : '**Boxen*** might be derived from '**oxen**' the plural form of '**ox**'. This is a peculiar example for overgeneralization.

Context: In a shop.

1. I don't think that **ten feets** are enough.
2. I don't think that **ten feet** is enough.

3. Description : Though the speaker is aware of the plural formation of the word '**foot**', he overgeneralizes it as '**feets**' which is also the cause for the change of the verb.

Context: In the bus stand.

1. **Are** there any new **news** from you area?
2. Is there any **news** from your area?
3. Description : Here the '**news**' is treated as a matter or a piece of information.

Context: Pointing toward her friend.

1. Give her **many advices**, so that she can correct her mistakes.
2. Give her **much advice**, so that she can correct her mistakes.
3. Description : The speaker here tries to use the uncountable noun '**advice**'* as a countable noun. Even though some one gives list of '**instruction**' or '**advice**', it is considered as an uncountable noun and only '**much advice**'⁹ is used.

Context: Introducing her sister to her friends.

1. She got married only six months before. She has **no issues**.

2. She got married only six months before. She has **no issue** .

3. Description : The term '**issues**' stands for children. When there is a plural word formation like child-children, the speaker tries to form the plural '**issue-issues**'.

Context: In an ice-cream parlour.

1. Please give me that **ten-rupees note**.

2. Please give me that **ten-rupee note**.

3. Description : This kind of utterance is a wide spread which is applicable to '**ten-day programme, two-week seminar***, etc. This is one of the commonest usages among the students which is also found among some of the elite also. There are some nouns which denote number, measure etc. which do not change during pluralization, when they are used after numerals.

Context: In the sports room.

1. There is not **enough place** in this cabin.

2. There is not **enough room** in this cabin.

3. Description : '**Place*** refers to the site or area, where as '**room*** refers to the availability of area. But as '**room***

generally refers to a large area the students do not use it to imply a small space.

Context: While discussing the usage of ***rooms***.

1. There is ***no mom*** in this ***room***.
2. There is ***no room here***.
3. Description : To avoid the error of using place instead of room, the speaker over uses the term room.

Context: About her elder sister.

1. I got *many information* from her.
2. I got *much information* from her.
3. Description : The speaker is aware that the plural form of '*information*' is '***information***' but he uses the improper determiner '***many***' instead of '*much*'. Realizing that **information*⁵ is an uncountable noun, he leaves it and instead he uses plural determiner '*many*' in the place of '*much*'.

Context: In a meeting in the college.

1. Total strength of this college exceeds ***two thousands***.
- 2.** Total strength of this college exceeds ***two thousand***.
3. Description : When a noun which denotes a number, is preceded by numerals, it has its plural form, like

'thousands of people, hundreds of rupees', etc. But when it is preceded by numerals, it does not have its plural form.

Context: About her classmate.

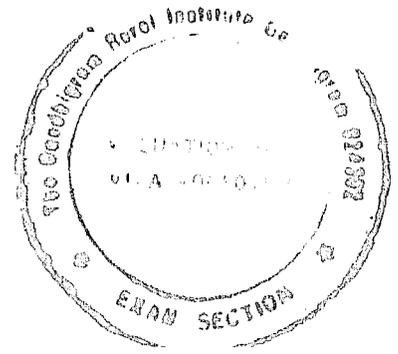
1. She sat under the **shadow** of the tree.
2. She sat under the *shade* of the tree.
3. Description : The speaker here extends the usage of **'shadow'** to the meaning of shade also. As both **'shade'** and **'shadow'** are related to surface, object and light, the speaker generalizes the meaning.

Context: About her cousin who comes the following week.

1. My **cousin sister** is coming next week.
2. My **cousin** is coming next week.
3. Description: **'Cousin'** is a common gender noun, there is no need to write **'cousin sister'** in order to indicate the feminine gender, as it is revealed by the subject itself.

Context: Back from a party.

1. I took my brother and **a friend of him** to the function.
2. I took my brother and **a friend of his** to the function.
3. Description : Instead of possessive pronoun, here accusative pronoun **'him'** is used.



Context: Returning his friend's book.

1. Give it to him, though it is not **him's**.
2. Give it to him, though it is not **his**.
3. Description : Possessives like hers, ours are formed with
but for '**his**', no '**-s**' is added and hence the learners
tries to form possessive by adding '**-s**' to accusative

Context: Having the seminar paper in his hands.

1. **Me myself** prepared this paper.
2. **I myself** prepared this paper.
3. Description : In emphasising his deed, the learner forms
emphatic pronoun with accusative instead of nominative
pronoun.

Context: Appreciating her sister's talents.

1. My sister plays guitar much **better than I**.
2. My sister plays guitar much **better than me**. Or . My
sister plays guitar much **better than I do**.
3. Description: After '**than**' or '**as**', the accusative
pronoun, that is, '**me**' should be used, especially in
informal styles. In formal styles, nominative pronoun,
that is '**I**', is used with verb as '**I do**' in this sentence.

Context: Commenting on the present position of a classmate.

1. Only his uncle **brought up him** to this position.
2. Only his uncle **brought him up** to this position.
3. Description : The parts of a phrasal verb stay together, when a noun follows it. Instead, if a pronoun is used, then the phrasal verb is split and the pronoun is placed in the midst.

Context: About the concept of friendship.

1. **One** should help **his/her** friends in trouble.
2. **One** should help **one's** friends in trouble.
3. Description : '**One**' is treated as a pronoun and hence this kind of possessives are formed.

Context: In front of the examination hall.

1. **Everyone** has to leave **everyone's** calculator outside the hall.
2. **Everyone** has to leave **his or her/their** calculator outside the hall, (or) All calculators have to be left outside the hall.
3. Description : As in the case of '**one should... one's***', here the speaker generalizes it for '**everyone***' also. '**One***' is considered as a common noun, but '**everyone***' is used

as a collection noun, where male and female are inclusive.

Context: Pointing towards his friends.

1. He is *an* **University** rank holder.
2. He is **a** *University* rank holder.
3. Description : Before a vowel sound, not before a vowel letter, the article '**an**' is used. In most cases the letter '**e**', '**o**' '**u**' are pronounced as vowels but sometimes they are pronounced as consonants. The words European and University start with phone /j/ and hence '**an**'* never precedes these words.

Context: Discussing their future.

1. At least I should be **a** **M.A.** graduate.
2. At least I should be **an** **M.A.** graduate.
3. Description: Though '**M.A**'* starts with consonant letter, it starts with a vowel sound only that is **/em/**

Context: about their future plan.

1. **We** want to be **an** **M.Sc. graduates.**
2. **We** want to be **M.Sc. graduates.**
3. Description : Concentrating on the vowel sound, the speaker does not concentrate on the number of the

subject and its respective complement.

Context: Referring to an accident.

1. When he was *going to* cross the road, the vehicle hit him.
2. When he was *about to* cross the road, the vehicle hit him.
3. Description : If something is going to happen immediately or very soon, the expression '**he about to**' is used. Instead, if something is planned or expected to happen, '**be going to**' is used.

Context: Talking about an expert in the computer field.

1. He is very *notorious* for his inventions.
2. He is very *famous* for his inventions.
3. Description: '*Notorious*' means famous but it is used in a derogative sense. But here the speaker tries to praise the expert.

Context: About the published results.

1. I was **very delighted** to see my name on the list.
2. I was **(absolutely) delighted** to see my name on the list.
3. Description: The meaning of delighted is '**very pleased**' or '**extremely pleased**'. As the adjectives already

contain the intensifier '**very**' or '**extremely**', there is no need to use them again. If one wants to intensify this adjective, ***absolutely**' or '**completely**' is used.

Context: About the recently launched cell phone.

1. *According to* my friend *he says* that only prepaid cards are introduced.
2. *According to* my friend only prepaid cards are introduced.
3. Description : A reported clause is not introduced twice. Either an '*according to*'* phrase or '*subject + reporting verb*'* is used, but not both together.

Context: Heated argument on politics.

1. *According to me*, these people should be punished.
2. *In my opinion*, these people should be punished.
3. Description : '*According to*'* phrase is used to report another person's opinion or statement and not our own.

Context: About the staff member.

1. ***According to his opinion***, the class should be advanced.
2. ***According to him / In his opinion***, the class should be advanced.

3. Description : '**ccording** to' is never followed by opinion.

Context: After having an energy drink.

1. Now I feel **much more better**.
2. Now I feel **much better**.
3. Description : Most one-syllabled adjectives form their comparatives and superlatives with **(-er/-est)***. and these are not accompanied by more/most.

Context: Discussing the subject.

1. My **most favourite** subject is ELT.
2. My **favourite** subject is ELT.
3. Description : Some adjectives are not normally used either with '**-er/-est**' or with more/most because they have a comparative/ superlative meaning already. Here the word **favourite** means '**the most liked**'.

Context: About a shopping complex.

1. It is **easiest** to do shopping here.
2. It is **very easy** to do shopping here.
3. Description: If an adjective is to be intensified, only intensifiers like very is used and not comparative or superlative degree is used.

Context: Complaining about the food provided in the canteen.

1. I am not accustomed **to eat** such food.
2. I am not accustomed to **eating** such food.
3. Description : When a verb follows a preposition, it should be in the '**eating**' form. A learner who can implement this rule in all other prepositions, fails in this '**to**' preposition because of the usage of '**to**' infinitive which has only main stem of the verb.

Context: Regarding the timetable discussion.

1. He is not interested in the **above discussing matter**.
2. He is not interested in the **above discussed matter**.
3. Description : The adjectival form of discuss is '**discussed**' but suffixing '**ed**' forms past tense. So the speaker in an attempt to form an adjective, he uses the term '**discussing**'.

Context: After the publishing of result.

1. It was an **excited news** for me.
2. It was an **exciting piece of news** for me.
3. Description : Two participle forms of a verb are often used as adjectives. The '**—ed**' form usually describes how

someone feels and the '**ing**' form describes the person or thing that caused the feeling.

Context: Arguing with his friend.

1. That was **an** *great insult* to me.
2. That was *a great insult* to me.
3. Description : In an attempt to say '**an insult**', the speaker places an adjective '**great**' to intensify in between the article and noun. And as the article supposes to be '**an**', he retains it.

Context: Praising a friend.

1. You should not forget that she is **most** *intelligent*.
2. You should not forget that she is **very** *intelligent*.
3. Description : To intensify an adjective, '**very, extremely**', etc are used but superlative degree is not used unless a comparison is made.

Context: After the examination is over.

1. The **reason** I didn't take the exam was **because** I didn't think I would pass.
2. The **reason** I didn't take the exam was **that** I didn't think I would pass.

3. Description : Here **'reason'** or ***reason why*** should be followed by a that-clause and not **'because'** As the meaning of **'because'** is included in the word **'reason'**, this utterance is an example of overgeneralization.

Context: About her school days.

1. **Among 1996-2000**, I practised yoga regularly.
2. **Between 1996-2000**, I practised yoga regularly.
3. Description : When we talk about two people two things, two units, etc., **'between'** is used. But when there is a reference to three and more **'among'** is used. Here the years between 1996 and 2000 are four years. To refer to these years the learner has used **'among'**, but the actual reference is between two particular points of time. The learner generalizes the usage of **'among'** in this utterance.

Context: A reference to a boring subject.

1. I always take this book to bed with me **if I** can't sleep.
2. I always take this book to bed with me just **incase** I can't sleep.
3. Description : **If** and **in case*** are not interchangeable.
'In case' is used when we are talking about something

we do as a precaution and **'if'** for something that will happen as a result of something else. But these two are interchangeable in American English.

Context: A comment on TV ads.

1. Nowadays the **medias** are promoting ads.
2. Nowadays the **media** are promoting ads.
3. Description : **'Media'** is the plural form and its singular is 'medium'. Some nouns, usually of Greek or Latin origin, have kept the plural form of the original language like **⁴Phenomenon - Phenomena, Thesis - Theses'**, etc.
Hence **'medias'** is the double pluralization of **'medium'**.

Context: In a book stall.

1. Do you know where **did he keep** the book?
2. Do you know where he **kept** the book?
3. Description : While framing questions the verb is spilt into **^sdo(aux) + verb'** because there is no auxiliary verb in the above sentence.

Context: About a book.

1. Do you know **who did write** this book?
2. Do you know **who wrote** this book?

3. Description : Here there are two verbs and the main verb is **'know'** and 'do' is used as auxiliary verb to form interrogative sentence and the next verb **'wrote'** is in the clause and there is no need to use this verb in the formation of interrogative sentence.

Context: Pointing towards her brother.

1. He is **elder** than me.
2. He is older than me.
3. Description : **'Elder'** is not used in comparison. Elder may be used before a noun like **'elder brother'**. But with the suffix **'-er'**, the learner treats it as a comparative adjective and uses it interchangeably.

Context: In the college day celebrations.

1. **At first**, I want to thank you all for inviting me here today.
2. **First of all**, I want to thank you all for inviting me here today.
3. Description : **'At first'** is a time adverbial which is used to indicate a contrast between two situations in the past. But to signal the stages of talk, **'first (of all)/firstly'** is used.

Context: Entering the physical director's room.

1. The P.D *forbided* me entering his room.
2. The P.D *forbade* me entering his room.
3. Description : The past tense of '*forbid*' is '*forbade*'.
Adding '-ed' for these irregular verbs is an overgeneralization of forming past tense.

Context: About the lecturer.

1. He is *going to finish* the syllabus very soon.
2. He *will be finishing* the syllabus very soon,
3. Description: Though '*going to*' phrase is used to represent a future action, it should be decided before the moment of speaking. On the other hand, if the future action is not sure, and if it shows the probability we use '*will*'.

Context: In the computer lab.

1. *Has* he the floppy with him?
2. *Does* he have the floppy with him?
3. Description : When 'have' is the main verb and there are no auxiliary verb, then normally 'do' is used to form interrogative sentences.

Context: Referring to his home.

1. My **house** is a sweet **house**.
2. My **home** is a sweet **home**.
3. Description : '**Bouse**'* is a building made of bricks, but home represents something more than a building. One can be at home anywhere away from his house. **Home** is a concept and a feeling and these two terms are not interchangeable.

Context: Asking his friend.

1. How much does this **jean** cost?
2. How much do these **jeans** cost?
3. Description : A plural noun like '**jeans**'^s cannot be used with a determiner which has a singular meaning. Even though we are talking about one pair of jeans, we say jeans and not jean. Jeans is a plural noun and does not have a singular form.

The inference from these data or examples shows an interesting phenomena. Overgeneralization supplies the students necessary forms and structures, though inappropriate by target language standard, and as a result they are more fluent in a communication situation. Though

utterances are inaccurate, the learners' grammaticality should not be underestimated. Because without prior knowledge of the target language, it is not possible for them to overgeneralize. If a proper bifurcation is given or pitfalls are indicated, they could easily correct themselves. Also the Communicative Approach recommends a balance between fluency and accuracy. Accuracy cannot be achieved by those who are not fluent in English.

An analysis of transfer strategies

Communication in English as a second/target language with some lapses in the form can be explained by the notion of 'transfer', sometimes called as 'negative transfer' or 'interference.' When the nature of the two tasks happens to be the same, it leads to 'positive transfer' or 'facilitation', which facilitates the learner to communicate better in English. For this study, we have taken the student population who are unable to communicate or who face problem while communicating in English. The discussions and descriptions that follow are the outputs of these L2 learners, who try to transfer their knowledge in their mother tongue, that is Tamil, to the 12 communication.

Context : While watching a football match on T.V.

1. I shall contact him **at** the halftime.
2. Naan avanai idaivelaiyin **pozhu** thodarpu kolkirein.
3. I him halftime **during/at/ in** contact.
4. I shall contact him **during** the halftime.
5. Description: Though there are no specific prepositional words in Tamil '**At**' is the equivalent of '**pozhu**' in Tamil, which means 'at the time of or 'during the time'. In Tamil both these meanings are interchangeable but not in English. This is an instance of negative transfer.

Context: Returning a book regarding.

1. I **return not** this book now.
2. Naan intha bookai **thruppik kodukka mattein**.
3. I this book **return not**.
4. I will **not return** this book.
5. Description: Syntactically '**mattein**' with verb forms negative verb in Tamil, which is unusual in English. Negative transfer leads to this kind of utterance.

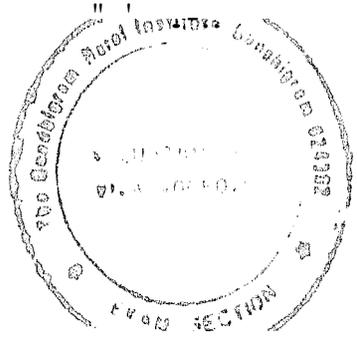
Context: Asking about his brother's arrival.

1. He told like that. He **will come today?**
2. Avan taan sonaan. Avan indru **varuvan-aa?**

3. He only told. He today **come?**
4. He told like that. **Will** fie **come today?**
5. Description: The structure of interrogative sentence in Tamil is formed with the addition of suffix -aa? with the verb with rising intonation. There is no split in the verb. Hence the result in English is negative transfer.

Context: Pointing to a gift box.

1. She presented it or not?
2. Aval koduthal-aa? Illay-aa?
3. She presented ? not ?
4. **Did** she present it or not?



5. Description: The past form of the verb '**koduthal-aa?**' with the raised intonation in Tamil forms question sentence. In Tamil neither '**did**' nor the inversion of the verb with the subject is needed to form questions. While translating this syntax into English, it ends up as a negative transfer.

Context: Talking about a friend's rank.

1. She stood first in the class **no?**
2. Avaltaan classil mudal manavi **illay-aa?**
3. She only in the class first student **no?**

4. She stood first in the class, *didn't she ?*
5. Description: The question tag '*illay-aa?*' in Tamil stands for all persons and tenses. Here the respondent has literally translated it as '*no?*' and result is the negative transfer.

Context: Talking about a festival.

1. You are coming for the festival, *isn't it?*
2. Neyum thiruvizhavirku varukiraai, *illay-aa?*
3. You too for the festival coming, *no?*
4. You are also coming for the festival, *aren't you?*
5. Description: The tag question in Tamil *illay-aa?* is used irrespective of the number and person. The literal translation of '*illay-aa?*' is '*isn't?*'. Here it is generalized for all the second person as a result of negative transfer.

Context: Questioning a friend.

1. You *where go?*
2. Nee *enge pokirai?*
3. You *where go?*
4. Where *do you go?*
5. Description: This literal translation is due to the

syntactical elements in Tamil. In Tamil the verb itself forms question with raised intonation. But in English when there is no auxiliary verb '**do**' is used to form question.

Context: Introducing a friend.

1. **He** *this morning* **came**.

2. **Avan** *indru kalaiyil wantaan*.

3. He today morning came.

4. He came this morning.

5. Description: The speaker here applies the sentence structure of Tamil in English which is syntactically varied in both the languages.

Context : About a problematic friend.

1. **Again again** he creates problem.

2. **Thirumba thirumha** avan prichanai seikiraan.

3. **Again again** he problem creates.

4. **Repeatedly** he creates problems.

5. Description: This kind of double adverb is common in Tamil but it is new to English. In Tamil this is used to stress the verb, whereas the same stress is given by the word '*repeatedly*' in English.

Context: About her next semester.

1. **I am** writing **in** December my next semester.
2. Waan Becemberil enudaym admihm semesterai **ezhuthukiren.**
- 3.1 in December my next semester (am) writing.
4. I **am writing my** next semester examination in December.
5. Description: this is a result of NL word order transfer.

By translating literally from Tamil, the respondent has not taken into account the different word order required in the TL.

Context: Talking about a browsing centre.

1. I *never went* to that centre.
2. Naan antha centreikku **ponathillai.**
3. I that to centre **never went.**
4. I *have never been* to that centre.
5. Description: In Tamil, there is no equivalent to **'have been'**. Instead **'went'** or **'have gone'** is used. For negation **'have never gone'** and **'never went'** are interchangeable, so the speaker may not perceive the difference and use past tense regardless of the restrictions required in English.

Context: Talking about a common friend.

1. He is **at** Andra pradesh now.
2. Avann ippozthuthu Andra **pradesh-il** irrukiran.
3. He now **at/in Andrapradesh** is.
4. He is **in** Andra pradesh now.
5. Description: The postposition in Tamil '-il' translates both '**at**' and '**an**'. The choice that the student has to make in cases like this increases the risk of error. Here in fact, the speaker a wrong choice which results in negative transfer.

Context: Dissatisfied with the bus conductor.

1. His activities **make** me *worry*.
2. Avanudaya natavatikaikal ennai **varunta seikirathu/vaikirathu,**
3. His activities me **worry make**.
4. His activities **worry** me.
5. Description: Though there is a term '**varuthukirathu**' in Tamil which means '**being worried**', most of the Tamil verbs are accompanied by '**vatkirathu or seikirathu**' which means '**make(s)**.'

Context: Pointing towards a corner.

1. There is a gift *to* you.
2. Ange **unakku** / **unakkaka** ora gift irrukirathu.
3. There *to you* / *for you* one gift is.
4. There is a gift *for* you.
5. Description: The postposition '**kku**' and '**kkaka**' in Tamil are interchangeable, where in English the equivalents '**to**' and '**for**' respectively are not so.

Context: Who is less interested in working.

1. They have allotted work for everyone. And **that that** man should do **that that** work.
2. Antha as&tha velaiyai **antha antha** aluthan seiyanum.
3. **That that** work **that that** man-only should do.
4. **Everyone** should do his or her work.
5. Description : In Tamil, double adjectives are used to give emphasis to certain nouns. But when translated into English it doesn't suit the English structure.

Context: About his brother.

1. He will continue **his study**.
2. Avan avanudaya **padippai** thodarvaan.
3. He **his study** will continue.

4. He will continue **his studies**.
5. Description: "paddipai", the singular accusative noun in Tamil is translated as 'study' in English, which finds the same place in this utterance.

Context: About her classmate.

1. She sat under the **shadow** of the tree.
2. Aval marathinadiyil **nizhal-il** amarnthal.
3. She under the tree **shadow/shade** sat.
4. She sat under the **shade** of the tree.
5. Description : ***Nizhal*** in Tamil can be translated as ***shade*** and **'shadow***. As a result of negative transfer without realising the correct native form usage, the speaker tends to use these two terms interchangeably.

Context: Talking about a philanthropist.

1. She has spent most of her life in helping **the poors**.
2. Aval thanudaya vazhnalil perum paguthiyai **ezhaikalukku** uthavuvath.il selavittal.
3. She her most of life **poors** helping spent.
4. She has spent most of her life in helping **the poor**.
5. Description : Instead of saying **'poor people***, in English, the adjective **'the poor*** is used as a noun. These

adjectives do not take plural endings. But in Tamil no such adjectives are used as nouns.

Context: Regarding the working day.

1. We have *no more than* twenty days.
2. Namakku irupathu natkallukku *mel illai*.
3. We twenty days *more no*.
4. We have *not more than* twenty days.
5. Description : '*Illai*' in Tamil is translated as only '*no*' and not as '*not*'.

Context: Criticising a friend.

1. He is *incapable to write* this essay.
2. Avanal intha Katturaiyai *ezhutha iyalaathu*.
3. He this essay *to write incapable/unable*.
4. He is *incapable* of writing this essay. (or) He is *unable to write* this essay.
5. Description: '*Iyalathu*' in Tamil can be translated as incapable or unable and the speaker uses these term interchangeably which leads to negative transfer.

Context: Commenting about his friend.

1. With his superior, he talks in *an afraid voice*.

2. Avanaivida periyavarkalidam avan *payandha kuralil* pesuvan.
3. With his superiors, he in *afraid/frightened voice* talk.
4. With his superiors, he talks in *a frightened voice*.
5. Description : Lexically the adjectives '*afraid*' and '*frightened*' are translated as '*payandha*' which means '*as if he is afraid of*'. Hence the learner tries to use these terms interchangeably. But in English '*afraid*' should not be used before a noun.

Context: About power cut.

1. Five minutes *after*, the power came.
2. Ainthu nimidangallukku *piraku* minsaram vanthathu.
3. Five minutes *after/later/afterwards* power came.
4. *Five minutes later/ After five minutes*, the power came.
5. Description: Syntactically, in Tamil the time adverbial '*piraku*' is used after time indicators. And the English equivalents of '*piraku*' are '*after, afterwards, later*' and the learner here tries to use these terms interchangeably. In English '*after*' is normally not used

as an adverb. Here the negative transfer is due to syntactical and lexical elements of the L₁ or NL.

Context: In a rainy season.

1. If the *rain comes*, I will not go to the computer centre.
2. *Mazhai vanthal* naan computer centreikku poogamatten.
3. If *rain comes* I to the computer centre will not go.
4. If *it rains*, I will not go to the computer centre.
5. Description: '*Mazhai vanthal*' is Tamil is translated as '*if rain comes*', instead of '*if it rains*'. In Tamil to form the verb of 'rain', '*vanthal*', that is '*if comes*' is added but in English the lexicon '*rain*' itself is used as a verb.

Context: Discussion about a competition.

1. *Are* there *anybody* ready to participate?
2. *Yaravathu* kalanthukolla thayaraka *irrukereerkala*?
3. *Anybody* (honorific) to participate ready *are there*?
4. *Is* there *anybody* ready to participate?
5. Description: In Tamil '*yaravathu*' is a honorific plural reference of '*anyone*' or '*anybody*' in English. Because of this pluralization the verb '*is*' becomes '*are*' and results in negative transfer.

Context: Planning to meet a friend in his house.

1. He *always does not go* out of his home.
2. Avan *eppozhuthum* avanudaya veetaivittu *veliye pooka mattaan*.
3. He *always* his house out *does not go*.
4. He *never goes out* of his home.
5. Description : '*Always does not go*' is a negative transfer from L1. The equivalent in English is '*never go*'. The learner transfers sentence morphologically from NL to TL but ends in IL.

Context: Acknowledging her friend's talent.

1. She is very intelligent, just *as* her mother.
2. Aval avalathu ammavai *poola* nalla vivaramanaval.
3. She her mother *like/as* very intelligent is.
4. She is *as* intelligent *as* her mother.
5. Description : Tamil '*poola*' can be substituted with '*as*' or '*like*' in English. But in English when a comparison is made '*like*' is used and not '*as*'. '*As*' is used only when it is a part of the structure like '*as+adj/adv +as*'.

Context: Pointing towards the book shelf (in the library).

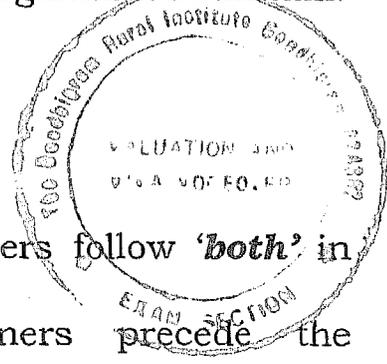
1. *These both books* are useful.

2. *Intha iru puthagakankalum* upayogamaka irakkum.

3. *These both books* useful are.

4. *Both these books* are useful.

5. Description : Syntactically determiners follow '*both*' in English. But in Tamil determiners precede the expression '*both*' as in the above expression.



Context: In a rainy season.

1. *Incase* it rains, I shall give my umbrella.

2. *Oruvelai* mazhai vanthal, naan ennudaya kudaiyai tharukiren.

3. *Incase/If* rain comes, I my will give umbrella.

4. *If* it rains I shall give my umbrella.

5. Description: '*If*' and '*Incase*' are not used interchangeably in English, but both these conditionals have '*oruvelai*' as Tamil equivalent. Due to this interference, the learner tries it in TL utterance also.

Context: About the dressing of a friend.

1. She is wearing a *blue colour/ blue-coloured saree*.

2. Aval *oodha nirathil selai* uduthiyirukkiral.

3. She *blue colour/blue-coloured saree* is wearing.

4. She is wearing a *blue saree*.

5. Description : In English colour is not normally used after the names of colour. We use colour after a colour name only when we try to describe a colour which is a mixture, as, “**orangy-red calouf**. Also coloured is not normally used in compounds with names of colours. Without knowing these target language rules, the learner transfers the NL lexicon into the TL communicating situation.

Context: Referring to the college buildings.

1. This building is **ancient** than that.
2. Intha kattidam athai vida **pazhamaiyanathu**.
3. This building that than **ancient/older**.
4. This building is **older** than that.
5. Description : Ancient is the TL equivalent for Tamil ‘**pazhamaV**. But here a comparative statement is used and therefore only elder only older suits the structure and not ancient.

Context: About the lab.

1. Our laboratory **equipments** are being modernised.
2. Namathu sothanaichalai **upaharaniangaI** ellam naveena padutha padukirathu.

3. Our laboratory *equipments* being modernised.
4. Our laboratory *equipment* is being modernised.
5. Description : '*Equipment*' that is, '*upakaranam*' in NL has plural form as '*upakaranangal*'. But in TL, it is used as an uncountable noun which takes only singular verb. Hence, when this lexicon is translated from NL, it results in negative transfer.

Context: Having answer papers in the hands.

1. My marks are poor and *except* this the handwriting is also not good.
2. Ennudaiya mathipenkal kuraivu *thaviravum*, kaiezhuthum nandraka illai.
3. My marks are poor, *except/besides/as well as/apart from* that handwriting good not.
4. My marks are poor and *besides* this handwriting is also not good.
5. Description : In the NL, the words '*except, besides, as well as, apart from that*' are translated as '*thaviravum*' and as a result the learner uses them interchangeably. But in TL, '*except*' is not used as preposition.

Context: To a new comer.

1. Our college is just *two miles far* from the bus stand.
2. Namathu Kalluri perundhu nilayathilirunthu *irandu milekal tholaiivil* irukkirathu.
3. Our college from the bus stand *two miles far/distance* is.
4. Our college is just *two miles from* the bus stand.
5. Description : When we state a distance in units, we do not use '*far*'. But in NL, the unit is accompanied by '*far/distance*' that is, '*thoorathil*' or '*tholaiivil*'.

Context: In the library.

1. This room is full of wooden *furnitures*.
2. Intha arayil *mara chamankal* niraya irukkinrana.
3. This room wooden *furniture/materials* full of is.
4. This room is full of wooden *furniture/materials*.
5. Description : The uncountable noun '*furniture*' does not have a plural form. But in the NL, '*chamangal*' represents both furniture and materials made of wood. Hence this kind of lexical transfer is attempted by the learner.

Context: A discussion on tour.

1. Many times we **have gone** to Delhi.
2. Nangal palamurai Delhi **sendru irukkirom**»
3. We many times Delhi **have been/gone**.
4. Many times we **have been** to Delhi.
5. Description: **Sendru irukkirom*** is translated as **‘have been*** or **‘have gone***. To say somebody has gone to somewhere and come back, we use **‘been*** and not **‘gone***, in TL. But in the NL it is used interchangeably.

Context: About his trip to Goa.

1. I am **going to go to** Goa leaving you.
2. Naan unnai vituvitu Goavirkku **pogathan pokiren**.
3. I leaving you to Goa **going to go**.
4. I am **going to** Goa leaving you.
5. Description : We use present continuous tense to denote a future action. But here this is an instance of negative transfer. In Tamil, when we want to stress any action, the phrase **‘verb + thaan pokiren*** is used, which means **‘going to do something⁹**. Here the speaker stresses the action or even warns his friend of going to Goa leaving him.

Context: Remitting examination fee.

1. I didn't receive the money order and **hence** I didn't remit the semester fee.
2. Naan kasolaiai vaangavillai, **aathalal**, naan semester feeai kattavillai.
3. I money order did not receive, *hence/therefore/so*, I semester fee did not remit.
4. I didn't receive the money order and *therefore* I didn't remit the semester fee.
5. Description : **'Athalal** in Tamil equals the words *'therefore, so* hence³* in English and therefore the learner uses 'hence' as a conjunction. But *'hence** is an adverb and it should not be used as a conjunction as in this utterance.

Context: In an N.S.S camp.

1. These ill *poor people* cannot afford to see a doctor.
2. Intha **sugamillatha ezhai makkal** vaithiyarai parka mudiyammal irukkiraarkal.
3. These **ill poor people** doctor cannot see.
4. These **poor people who are ill** cannot afford to see a doctor.

5. Description : In Tamil the double adjectives, that is, '*ill and poor*', are placed before 'people' like 'sugamillatha, ezhai'. But in English this structure does not suit as one of the adjectives is introduced by a clause

Context: About her classmates.

1. We are all *mature* students.
2. Nangal anaivarum *muthirchi adaintha maanarvakal!*
3. We all *matured* students.
4. We are all *matured* students.

5. Description : The adjective '*matured*' is used to describe the state of quality of the students. But in the NL, '*muthirchi adanintha**' represents the past tense of the verb '*mature*' and therefore it results in a negative transfer.

Context: About her sister.

1. She *liked not* her new job.
2. Avaluky avaludaiya pudhu velai *pidikkavillai.*
3. She her new job *liked not/ disliked.*
4. She *didn't like* her new job.
5. Description : In English when there is no auxiliary verb, we form negative with '*do + no**'. But there is no such

construction in Tamil. The suffix '**-villai***' gives the negative meaning of a verb.

Context: About the class test.

1. **Nobody** in the class **did not give** me the essay.
2. Vaguppil **yarumey** enakku essay **kodukkamlal**
3. In the class **nobody** me essay **did not give**.
4. **Nobody** in the class **gave** me the essay.
5. Description : In English when the subject is negative, the verb is positive. Only one part of the clause can be negative and the learner followed a direct translation as, '**yarumey - nobody**' and '**kodukkavillai - did not give**'.

Context: On a holiday.

1. **Either** the post office or the bank was **not** open.
2. Thapal aluvalakam© vankii/o **thiraikkavillai**.
3. **Either** post office **or** bank was **not** open.
4. **Neither** the post office **nor** the bank was open.
5. Description : In Tamil both '**either***' and '**neither***' are expressed with the addition of the suffix '**-o***' with the noun as in the above sentence. In English a clause has only one negative word but here as there is interchangeability, the learner uses double negative.

Context: About the Indo-Pak war.

1. It is time for the **people of the world** to unite.
2. **Ulaga makkal anawarum** ondursera ithu than sariyana samayam.
3. **World people** all unite this is right time.
4. It is time for the **peoples of the world** to unite.
5. Description : **'People'** is used to refer to men, women, and children, when the same **'people'** refers to a race or nation, it is countable and it can take an **/-s'** ending. But in Tamil in both countable and uncountable, singular and plural, we use **'makkal** as plural uncountable noun.

Context: To her friends.

1. **This earrings are** new.
2. **Intha thodugal** puthiyana.
3. **This earrings** new.
4. **These earrings** are new.
5. Description : **'Earrings'** is a plural noun and a singular determiner never precedes it. But in Tamil both plural determiner **'these'** and singular determiner **'this'** are

translated as '*intha*'* and therefore this kind of negative transfer occurs.

Context: About a student who secures first mark in the class.

1. He **study** the lessons daily.
2. Avan paadangalai thinamum **padikkiraan**.
3. He lessons daily **study**.
4. He **studies** the lessons daily.
5. Description : To refer to a habitual action, simple present tense is used and if the subject is third person singular, is added to the verb. But in Tamil no such suffix is added instead the verb itself contains suffixes indicating the tense, gender and number. These tense suffixes are common to all the persons and numbers and they also differ from person to person and from singular to plural. But in English only third person singular subject for present tense has **e-s³** with verbs.

Context: About those who have played truant.

1. They **are seeing** a movie in a nearby theatre.
2. Avarkal arukil irkkum theatreil padam
parthukondirukkirkarkal.
3. They nearby in theatre movie **seeing**.

4. They **are watching** a movie in a nearby theatre.
5. Description : The verb 'see' comes under the category verbs of perception which is included in the list of stative verbs. These stative verbs cannot be represented in progressive forms. But the direct English equivalent or '**parthukondirukkirkal**' in Tamil is 'seeing' and not '**watching**'. Also '**matching**' has its own Tamil equivalent '**kavanithukandirukkirkal**'.

Context: To his friend.

1. Where **you are going** tomorrow?
- 2. Nee** nalaikku **enge pokkirai?**
- 3. You tomorrow where going?**
4. Where **are you going** tomorrow?
5. Description : In English, the subject and auxiliary verb change places in interrogative sentences. The auxiliary verb precedes the subject. But in Tamil the verb itself contains all auxiliary as suffixes and there is no need to split the verb.

The inferences from these data show that the learners are not hesitant in using this type of transfer strategies, which in turn fills the lacuna in communication. It

is apparent that the students are confident enough to communicate in English and they are also understood by their peer group. Transfer being an achievement strategy, enable the students to communicate with minor flaws, and if perfected the students may achieve good control over any communication situations in the target language.

An analysis of **code-switching/ code-mixing** strategies

Code-switching, or an interlanguage communication strategy, is used by most of the students who learn English as a second language. This code-switching may be analyzed as inter-sentential code-switching and intra-sentential code-switching. In inter-sentential code-switching, the language switch can be seen at one part of a sentence, where the other language is used in between. But in intra-sentential code-switching, the language switch is seen within the sentence itself. Intra-sentential code-switching may be classified as (i) lexical/phrasal insertion, where individual lexical items or phrases from other languages are inserted, (ii) quotes/translations, where code-switching is used for the purpose of directly quoting somebody and metalinguistic speech, etc, and (iii) language assignment shift, where the

utterance is started in one language but there is a change of code usually, larger than in lexical/phrasal insertion and this category includes code-switching that takes place at the clausal boundary, but also in cases when a conversational unit starts with a short discourse marker, rapidly followed by a shift to the other language. Apart from this, another type of code-switching is seen among these learners which is called as 'word coinage', where the code-switching is used within a word itself. Here the learner tries to form a word using his knowledge in both native language and target language, which is incorrect in both native language, and target language norms but has the linguistic component of both these languages. Here an attempt to give the native language form of the utterance is not taken, because the learner attempts to convey message in his target language, and failing, he uses code-switching as an interlanguage communication strategy to fill the lacuna in communication.

Inter sentential code switching

Context: To the class in-charge.

1. Our professor wants to meet you. ***Nee udane poo.***
2. Our professor wants to meet you. Go immediately.
3. Description: Here in this inter-sentential code-switching, the native language is used by the learner to emphasize the urgency of the matter. Though it could be said in English, the learner feels that his message may be lost in this communication and if it is said in his native language it reaches the receiver without being dissipated and also the urgency is conveyed with more emphasis.

Context: Trying to shed off responsibilities.

1. I don't know anything. ***Ennakku onrum theriyathu.***
2. I don't know anything. I don't know anything.
3. Description: This is a peculiar case of inter-sentential code-switching, where the learner tries to convey the same message in both the languages. This kind of code-switching is done in order to stress the matter.

Context: About assignments.

1. We have to bring them tomorrow. ***Sarithane.***
2. We have to bring them tomorrow. Am I right?

3. Description : '**Sartthene**' may be translated as 'Am I right' or 'Isn't it?', that is, here this term serves as a question tag. But the learner switches over to native language in order to verify the statement. The learner feels safe when he verifies or clarifies anything in his mother tongue or native language.

Context: On the sports day.

1. I am not interested in participating. **Thirumbavum solkirren.** I am not interested in participating.
2. I am not interested in participating. I repeat it. I am not interested in participating.
3. Description : The code-switching is sometimes used to repeat the statement, in order to stress the point and the same statement is repeated in both the languages. But here the statement and the repetition are in the same language that is in the target language, but the stress is laid in the act of repeating, that is, 'I repeat it', which stresses the importance of the statement.

Context: Inviting his friend to his home.

1. **Nee naalaikchu en veetukku varukirraai.** Don't forget.
2. You are coming to my home tomorrow. Don't forget.

3. Description : Here the learner switches over from native language to target language. Sometimes this kind of intersentential code-switching is used to stress the matter that is conveyed. Also, it is easy for the learner to use this kind of imperative sentences in English.

Context: Asking her senior for a favour.

1. You have to help me in this matter. ***Ennakku vera vazhiye illai.***
2. You have to help me in this matter. I have no other alternative.
3. Description : This kind of code-switching from target language to native language, is used to express the inability or helplessness and to create sympathy on the speaker. If this kind of helplessness is communicated in native language, the learner hopes that she could arouse the feeling that she expects from the listener.

Context: Arrangement for a function.

1. You don't worry. ***Naan ellavatraiyum paarthu kolkirein.***
2. Don't worry. I will look after the arrangements.

3. Description : This kind of intersentential code-switching is vastly used by the learners. In this utterance, for the sentence in English, there is no chance of committing any mistakes, as it is a simple construction. So they use this kind of simple sentences first and they turn to their mother tongue to convey the message of assurance.

Context: Apologizing to the staff.

1. I am sorry sir. ***Inimel ippadi seiyamatten,***
2. I am sorry sir. I will not do this again.
3. Description : Generally any kind of feeling is intensified when expressed in mother tongue than in a second language. So when apology is expressed in mother tongue, it embarrasses the speaker to a greater extent, whereas in English, it is used just as a phrase without much feeling on the part of speaker. Also the listener is satisfied by the apology in any language.

Context: Expressing gratitude.

1. Sir, I am greatly indebted to you. ***Neengal seitha uthaviyai naan marrakkamatten.***
2. Sir, I am greatly indebted to you. I won't forget the help that you have rendered.

3. Description : To express gratitude to somebody who has helped, the learner uses high flown language in English. At the same time to intensify the feeling or to please the listener, he switches over to native language also. Moreover, it has become fashion nowadays to express thanks, regret, etc in English.

Context: In the canteen.

1. *Konjam **thalli ukkaru***. Thanks.
2. Please move a little. Thanks.
3. Description : In this utterance the thanks is received by someone who is unknown to the learner and just for the sake of courtesy, the speaker thanks him. So there is no need to express it in full sentence either in Tamil or in English and hence this kind of code-switching.

Lexical/phrasal Insertion

Context: In the bus stop.

1. Innamum **bus** varavillai.
2. The bus hasn't come yet.
3. Description : The Tamil equivalent of '**bus**' is '**perunthu**'. But this is not widely used by the Tamil speakers. The

term **'bus'** is more familiar than **'perunthu'** and certain terms are known to people only in English and not in Tamil and 'bus' is one among such terms. It is also seen that in other literatures in Tamil these terms are transliterated into Tamil.

Context: Criticising his friend's posture.

1. Avanai para, **photovirku pose** kodukira mathiri nirkirraan.
2. Look at him, he stands as if he poses for a photograph.
3. Description: The noun **'photo'** is inflected here by adding Tamil post position **'virku'** which means **'for'** or **'to'** in English. In Tamil, there is no prepositional phrase, and only postpositional phrases are used. Nowadays these terms **'photo'**, **'pose'** are treated as Tamil words by the students and they are used comfortably in Tamil.

Context: Asking about a friend's family details.

1. To your parents **nee ethanaiyavathu** child.
2. What is the position of your birth to your parents.
3. Description: To indicate a position of something in a series, we use ordinals like first, second, etc. But when the term is related to a question like this, we do not have

any single term. For this in Tamil, we have a term '**eihamaiyavatku**' and hence the learner to avoid confusion by using too many words in English , switches over to Tamil.

Context: Showing her new dress.

1. Only my **amma** bought it.
2. Only my mother bought it.
3. Description: regarding the relationship, we prefer the utterance or language, what we have been using for a long time or from childhood. As majority of the students are from rural area they use to address their family members in Tamil and even though they refer to these relations among friends they retain this code-switching.

Context: Pointing towards a person standing outside.

1. I am going now. My **chithappa** has come.
2. I am going now. My uncle has come.
3. Description: In English, uncle is a common term to refer to both father's brother and mother's brother, whereas in Tamil there is no such common term and '**chithappa**' refers to father's younger brother, '**periyappa**'* refers to father's elder brother and '**mama**'⁹ refers to maternal

uncle. To avoid this kind of confusion the learner here resorts to code-switching. This kind of construction is common to the term 'aunty' also.

Context: Apologising to a friend.

1. **Pleaseda**, enna mannichiru.
2. Please, forgive me.
3. Description: '**Please**'* is the term used to express polite requests. Students feel that this kind of expressions from English could be more apt in such situations than the expressions from Tamil. The suffix '**-da**'* which is added to '**please**'* refers to the gender of the person to whom it is addressed. Here '**-da**'* refers to male; and the suffix '**-dl**'* and '**-ppa**'* refer to female and neutral genders respectively.

Context: During refreshment.

1. **Staffkallukku** cool drinks **kodu**.
2. Give cool drinks to the members of staff.
3. Description: The learner knows that the plural of staff is staff and if he uses '**staffs**'* it is wrong. But out of necessity to use plural form, he switches over to Tamil

where the suffix *'-Kallukku** is common to all plural accusatives.

Context: To his elder one.

1. Ethu ellavatrirkkum kaaranam ***you***.
2. You are the reason for all these incidents.
3. Description: Here the utterance is towards someone who is elder to the speaker. In Tamil, the pronoun for addressing an elder is ***'neengal***, which is honorific plural of second person singular pronoun ***'nee'***. But the speaker is not interested in giving respect to his elder; he prefers to switch over to English, where ***'you'*** is common to both elder and younger ones.

Context: In an STD booth.

1. Avan yarukku ***ringuraan?***
2. To whom he is ringing?
3. Description: The verb ***'ring**** is here inflected by adding a prefix which is an indicator of third person singular male gender. This kind of verbal inflection is common in Tamil, but in English only the tense indicator is prefixed to a verb. Here the learner tries this Tamil structure in his inter language communication.

Context: Pointing towards a watch.

1. By which it is **makeappattathu?**
2. By which company is it made?
3. Description: The past participle of a verb gives its passive construction. Here to have passive construction the learner tries to express '**made**' by adhering to the principles of converting active into passive in Tamil poetics. In Tamil the prefixes '**patt-athu/ana/aan/aal**' is added to the verb to form passive construction depending upon the person and number of the subject.

Context: A reference to the lady principal in the college.

1. Our **princi (/prinsi/)** is absent today.
2. Our lady principal is absent today.
3. Description: In Tamil the prefix '**-i**' is added to form a feminine gender of a noun as in '**maanavan** (male student) - **maanavi** (female student). The students normally abbreviate the noun principal as '**prince'(/prins/)**. And for a lady principal here the student uses the term '**princi**'.

Context: Pointing towards a group.

1. Look there stands a colourful **cumbal**.

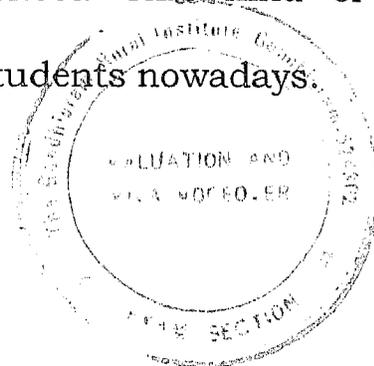
2. Look there stands a colourful group.
3. Description: The term 'colourful *cumbal*' refers to a group of students in multicoloured attires. Though group is a common word which could be used in this context, the student switches over to Tamil for the term '*cumbal*' in order to give an alliterative effect. This kind of construction is widely used by the students nowadays.

Context: In the cafeteria.

1. Still coffee *comelai*.
2. Still coffee hasn't come.
3. Description: The prefix '*-alai*' is used to form negative forms of verbs in Tamil. In the utterance the learner wants to avoid the confusion in the usage of simple past and present perfect tense and hence he switches over to Tamil in the formation of negative verb, where no tense form is needed in this kind.

Context: Asking his friend.

1. You are coming to the *functionaa*?
2. Are you coming to the function?
3. Description: To form a question, in Tamil, the verb is inflected by adding a suffix '*-aa*' and placed at the end of



the sentence. But, in English the auxiliary verb or be verb is brought to the front in interrogative sentences. Here the student starts the interrogative sentence as a statement and he switches over to Tamil structure at the final stage and inflects the noun which is placed at the end of the sentence to form an interrogative sentence.

Context: While playing cricket.

1. Intha **catchai** pidi.
2. Catch it.
3. Description: The term '**pidi**' is the Tamil word for 'catch'. Though both these words are verbs, here the speaker uses the term 'catch' as a noun and also affixes an accusative suffix -af. Also the stress is laid in the 'catchs.

Context: To his friend.

1. Ange **nadu centrela** nirkiravan yaaru?
2. Who is standing there at the centre?
3. Description: In Tamil this construction is called 'reduplication' of noun for the sake of stress. Here such reduplication is done using both Tamil and English. Such reduplication usages are common among English

speaking Tamil students. This is widely used by majority of the students.

Context: About a friend who is playing in the ground.

1. He is *vilayadimg* in the ground.
2. He is playing in the ground.
3. Description: The verb '**vilayading**' in Tamil which means '**play**' in English here is inflected by the addition of the suffix '**-mg**' to form the present continuous tense. This kind of code-switching is used abundantly among the students.

Context: Asking others not to disturb her.

1. I am *yeochiching* now.
2. I am contemplating now.
3. Description: The English equivalent of the Tamil verb **yeochlis* '**think**'. But '**think**' is not used in continuous tense form as it is a verb of perception. Hence '**contemplating**' is used. The construction of the continuous tense of the Tamil verb '**yeochi**' is based on the principle of doubling the final phoneme '**-chi**' in the formation of the formation of the past tense, that is , '**yeochichen**', which means '**thought**'.

Context: In the canteen.

1. Today the food is to some extent **smppidable**.
2. Today the food is to some extent eatable.
3. Description: To form the adjective of the Tamil verb 'sappidu', that is 'eat⁹', the learner follows the rules in English and due to code-switching he says 'sappidable⁹' which means 'sappida koodiya⁹' that is *fit enough to eat⁹* (eatable).

Context: Asking to ignore the matter.

1. Please itha *unkadukkabla* enna vittiru.
2. Please leave this unnoticed.
3. Description: The root verb is 'kandu', that is '**see**' or 'notice⁹'. The affixes '**un-**' and '**-able⁹**' are added to form negative and noun form of the verb 'kandu'.

Context: Being confused.

1. There are lot of **kultaps** in this issue.
2. There are lot of confusions in this issue.
3. Description: '**Confusion**' in English is translated into Tamil as '**kullapam**'. This '**kullappam**' is shortened as '**kullup**' and the suffix '**-s**' is added to get the plural form.

Context: Blaming his teacher.

1. He is **suthifying** me here and there right from the morning.
2. He has made me wander here and there right from the morning .
3. Description: '**Suthi**' is the Tamil word for '*wander*'. The suffix '**-fying**' with the word '**suthf**' is used as a passive voice construction which means made to '**suthi**' that is wander.

Context: Narrating an incident that happened in a fare.

1. *Balloonai shootinein.*
2. I shot the balloon.
3. Description: To form the past tense of 'shoot*', the learner uses the present form '*shoot*' with the suffix '-ineisi*' in Tamil which indicates the past tense form along with the first person singular marker. Also balloon's accusative is formed by the suffix '**-ai**' which is used in Tamil noun to form its respective accusative form.

Context: On sports day.

1. Avan kadaisiyil oru **jump jumpinaan.**
2. He jumped finally.

3. Description: This kind of reduplicating a verb is common in Tamil but is unusual in English. To say **'thavu thammaan'** which stresses the act of **'jumping***, the learner says **'jump jumpinaan'**. In these words the first jump is considered as a noun and the second jump is inflected to give the past tense and male gender.

Language assignment switch

Context: After a minor introduction with a student.

1. **By the by**, nee pona varusham enge padiche.
2. By the by, where did you study last year.
3. Description: Certain phrases in English do not have equivalents in Tamil like **'by the by'** and therefore such phrases are retained in the students' interlanguage communication. The students start their conversation with discourse markers in one language and then switch over to another language later.

Context: About writing an essay.

1. **After all** ithu oru chinna visayam.
2. After all this is a small matter.
3. Description : The term **'after all'** describes the nature of the job, which is very easy to do. More over this term

exhibits the learner's talent to write an essay. If the learner has to use the term in Tamil, he has to use a lengthy phrase, which most of the time never gives the required effect.

Context: Advising her friend regarding access to Internet.

1. *Naan enna solrenna* you better approach the principal to get the permission.
2. What I say is, you better approach the principal to get the permission.
3. Description: This kind of phrases are quite common in Tamil. When someone wants to advise others, he/she uses **naan enna solrenna** or *'enna porutha varayil** which means **"according to me"** or **'in my opinion'**. These kind of phrases add stress and increases the importance of what is said after these phrases. Considering the importance of the message, the learner, here, switches over to Tamil in his utterance.

Context: Acknowledging the delay in executing the order.

1. **Actually**, ittha naan poona varame mudichirukkanum.
2. Actually, I should have finished it last week itself.
3. Description: Certain phrases in English are used by the

learners as hackneyed phrases. This kind of hackneyed phrases are used as discourse markers, to fill the lacuna in communication. Some people are obsessed with such phrases while communicating only in a foreign language, where they face communication problem. The common hackneyed phrases by Tamil students are '**actually**', '**understand?**', '**do you follow me**', '**right**', etc.

Context: To give a warning to his friend.

1. **I warn you**, inimel ippadi natakka koodathu.
2. I warn you, hereafter this should not happen.
3. Description: The speaker starts warning in English and then the language is shifted to Tamil and starts advising the listener in Tamil. Here the main purpose is served, that is, warning the listener is served by communicating in English. The speaker prefers English as tool to warn, because it is more effective than the term used to warn in Tamil.

Context: In a gathering.

1. **Listen here**, neengal ellarum naalaikku kalaiyil vanthrungal.
2. Listen here, all of you come here by tomorrow morning.

3. Description: To attract the attention of the listeners the speaker uses the term 'listen here' in English and then he switches over to Tamil to convey the message.

Context: Regarding the denial of permission for tour.

1. **Permission is denied and** naangal mudinthal thirumbavum pesi parkirirom.
2. Permission is denied and if possible, we will again talk to them.
3. Description: The speaker being in charge to execute some work, at the outset, conveys the result or output, in English first, that is, permission is denied. Then for explaining the discussions held and the steps to be taken, he switches over to Tamil.

Context: About a book in an exhibition.

1. **Ithai parthiya,** intha book is so wonderful.
2. Did you see, this book is so wonderful.
3. Description: To express exclamation, the learner, here uses the mother tongue, that is Tamil, and then he switches over to English to convey the message. Though '**ithai parthiya**' which means 'did you see it' is not an exclamatory phrase, the learner uses it to seek the

attention of others and the stress and raising intonation make this phrase an exclamatory one.

Quotes and translations

Context: While waiting for a bus.

1. **Avan sonnan**, "I take the ticket for you."
2. He said, "I'll take the ticket for you.'
3. Description: Here the direct speech is given in English, in order to give the message as it is and the speaker switches over to Tamil in giving the reporting verb.

Context: In the class room.

1. **Sir** says, "naalaikku ungalukku paritchai irrukku."
2. Sir says, "tomorrow you have exam."
3. Description: This is another instance where the reporting speech is in English and the direct speech is in Tamil.

Context: About his uncle.

1. **My uncle told me**, " naan parthu kolkiren, you don't worry."
2. My uncle told me, "I'll take care, you don't worry."
3. Description: In giving the direct speech, the learner gives the exact utterance of his uncle which has language assignment switch within itself.

From these data we could infer that by adopting code-switching and code-mixing the learners are more fluent in a communication situations, and these strategies enable them to express their idea more confidently. Steps may be taken to perfect their tools of communication incorporating these strategies in developing their communication skills.