Good intentions are invariably ungrammatical

- **Oscare** Wilde

CHAPTER 6

SUMMARY AND CONCLUSION

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A language in common is essential in the universe to exchange information among the mankind and any information that is for the development of mankind should be made common. This is possible only through a powerful tool, that is a lingua franca. All these years English has served as a lingua franca and any other language could hardly replace this position of English. English plays a vital role not only in the fields of language, linguistics and literature, but also in all other fields, such as science, economics, education, culture, social, political, industrial, agriculture, etc. The use of English in all these fields is indispensable. A scientist or a farmer in a remote part of the world has to have contact with the people in the other parts of the world to gather and exchange information related to his/her field. It is highly impossible for these individuals to know all the languages of the world or the language in which he receives the necessary information. Here comes the importance of a lingua franca. Also supplying such world wide necessary information needs painstaking effort on

the part of the sender and he/she, who supplies information to be affluent in the language, because if the information is incomplete, and the channel inadequate then there are lot of chances for misinterpreting the message. In the modern internet world information passes on with rapidity and the world has shrunken and as a result effects of communication, either good or bad, spreads fast and will have its own effect immediately. So to perfect the tools of communication, education plays a vital role.

Presently globalization is gaining momentum in all the areas of knowledge and it has to be extended to education also. The degree given in one University should be recognized and acknowledged by other Universities all over the world. Education should be brought under one umbrella for mutual benefit. Experts from various parts of the world should be a part of the educational system in all the Universities of the world. These experts should play a vital role in the curricula and career advancement of the students. All are possible only through a language which is comprehensible to all, and English plays this role and its influence could hardly be underestimated even in the centuries to come. Most of the

learners of English as a second language, learn it out of interest as well as for common usage. Empirical evidence of this could be found from the sample respondents taken for the present study.

Various methods have been tried so far to develop the four language skills of the learners - listening, speaking, reading and writing. Grammar-Translation Method was a rule-based method and English was taught through the learners' mother tongue. This method gave more importance to accuracy and one cannot learn a language just by memorizing rules and hence this method becomes outdated. Next Direct Method came up as a reaction to the Grammar-Translation Method. Direct Method aimed at establishing a direct bond between thought and expression and students were provided with sufficient practice in listening to the language and then speaking it. But this method neglected the other three aspects of language, except speaking. The Structural Approach, the next method was not a method of teaching in itself but an approach which tells one What to teach.' Students, through this approach, had a mastery over carefully selected structures which would enable them to use English in a

limited way. But this was a mechanical process and uninteresting for the students. Next method was the Bilingual Method and this method was introduced to make the students fluent and accurate in spoken and written language, but there were chances for this method to degenerate into the translation method because of the undue importance given to the mother tongue. Situational Approach was developed later and this approach provided situations to the students where they can use English and through which they can learn the usage of English. But when the students were faced with new situations, there was a lacuna in the communication situations. The present approach that is in vogue is Communicative Approach, an approach based on the belief that acquiring a language means to communicate confidently and fluently in the language. This approach allows a judicious mixture of mother tongue in teaching English, unlike the previous methods which gave more importance to mother tongue or totally denied the use of it. Unlike the previous methods which concentrated on accuracy, Communicative Approach advocates a balance between fluency and accuracy. This method also has its own limitations, that of over

emphasis on oral communication neglecting the reading skills of the learners. Any method or approach should concentrate on what is to be taught, how much is to be taught, the order in which it should be taught, how the message should be conveyed and what is done for the development of language skills by the learners.

The centre of all the methods and approaches is the learners and these learners have their own system of language through which they comprehend the message and communicate it. These learners, when they communicate their message sometimes commit errors or mistakes that do not hinder the comprehension of the message conveyed. Making the learners all over the world communicate in flawless English is near impossible. Hence tolerance should be developed towards such minor mistakes which do not hinder the process of understanding the communication. Sometimes these errors are committed unconsciously, sometimes consciously - that is wilful breach of codes. Once these errors are considered serious breaches of language codes but now the trends have changed. More and more linguists concentrate on the nature of these errors because they are the output of a

learner who faces a problem in a communication situation and these errors provide the linguists with sufficient evidence on where the learners lack proficiency. The linguists have come to the conclusion that these errors are not unsystematic, and to many non native speakers of English these are not 'errors[5] but 'strategies' to be used to fill in the gap of communication.

Learning is a conscious process whereas acquisition is unconscious. Learners of English as a second language employ various communication strategies and these strategies are divided into achievement strategies, compensatory strategies and avoidance or message adjustment or reductionstrategies, depending upon the nature of the expression of communication. In a communication situation, if alearner with his existing linguistic resources overgeneralizes or overelaborates the message and succeeds in his attempt, it is called as achievement strategy; if a learner with his linguistic resources manages a communication situation by code-switching or code-mixing, it is called as compensatory strategy; and if a learner tries to avoid the problematic utterance either by

reducing his linguistic resources to suit the communication situation, or by gesture or pauses, it is called avoidance strategy.

Among these strategies of interlanguage communication, the researcher has concentrated on achievement and compensatory strategies which would lead to the development of learning the language by the learners. Regarding avoidance strategies the learner hardly tries to expand his communicative resources in order to meet the requirements in a situation. But the former two strategies enable the learner to expand his/her communicative resources to meet the communicative needs and for the present study overgeneralization, transfer, code-switching and code - mixing are taken for analysis because of the frequency of employment by the sample respondents in Dindigul district.

The main objectives in this study are based on these achievement and compensatory strategies when they are used in an interlanguage communication situation; the frequency of use; analysis of data collected from the sample respondents who use these strategies; the correlation of the

background of these sample respondents with their use of interLanguage communication strategies; the outcome of this analysis for bettering the communicative skills of the second language learners; and exploring the possibilities of incorporating these interLanguage communication strategies in the classroom situations in teaching strategies.

The major findings are based on the analysis of the respondents' profile; correlation between the profile of the respondents and the adoption of interLanguage communication strategies, such as overgeneralization, transfer, code-switching and code-mixing; and analysis of those communication strategies in their interlanguage communication.

The respondents, both from rural or urban domicile, are exposed to English, thanks to mass media. They realize the importance of English. Most of the respondents hail from rural based schools, where the centre of concentration is on grammar. Even now, Grammar-Translation Method is adopted to teach English in these schools and the students give importance to grammaticality.

The questionnaire which the researcher distributed helped him to identify the students who face problem while communicating in English and those who come from rural areas give importance to grammar and rules, and hence adopt overgeneralization as a communication strategy. Due to this grammar consciousness, the students feel the need to be more accurate in their communication, at the cost of fluency. As Communicative Approach advocates a balance between fluency and accuracy, this consciousness of grammaticality has to be minimized in order to bring a balance.

Overgeneralization is an interlanguage communication strategy, which is an outcome of this overconsciousness of grammar. Moreover these students employ overgeneralization in order to keep a communication situation alive. Instead of treating the tendency to overgeneralize as a serious breach of language code, if a pupil is allowed the use of it in interlanguage communication, in due course, it will lead to the development of fluency among the learners. For example, in the utterances, "I was came" and "He goed", the learner uses double past tense and an inappropriate past tense form in the target language form,

respectively. This indicates that the students are aware of the formation of past tense in English through inflection and this partial knowledge which had led to the application of inflectional past form in wrong contexts could be easily corrected; and need not be treated as serious errors but as a form of interlanguage communication.

Also it has been statistically proved from the analysis that fear of committing mistakes lead to the adoption of overgeneralization by the learners. The more they want to be accurate, the more they suffer from inhibitions. If corrections are made immediately or the mistakes are pointed out immediately, it may arrest the learning capacity of the students. Instead they may be allowed to overgeneralize which will increase their fluency and later on a balance between fluency and accuracy may be arrived at, a state which Communicative Approach advocates.

Mother tongue plays an indispensable role in the learners' communication, one could not deny the importance of mother tongue in understanding certain concepts in a target language. The data that have been analyzed in the

previous chapter show the influence of mother tongue. Almost 57 percent of the sample respondents, from whom the data were collected, formulate a concept in Tamil and translate it into English. So the interference of one's mother tongue becomes inevitable in one's communication.

Interference was once considered as a hindrance to the acquisition of an L2. But when this interference leads to positive transfer from mother tongue, it gains an importance in interlanguage communication as an achievement strategy. Though negative transfer is adopted by the students, it facilitates them to express themselves freely in a communication situation, by which they fill the lacuna in communication. Above all in the Communicative Approach the importance of one's mother tongue is realized and a judicious use of mother tongue is allowed in a learning situation. Communicative Approach advocates a judicious use of mother tongue in the English classroom. The Tamil Nadu text book for English prepared by language experts have included one component where translation is used as an art, as an exercise and not as method. Proverbs in Tamil are given and the pupil

has to find an equivalent one in English. In the following pair there is almost literal translation of the concept.

Minnuvathellam Ponnalla (Tamil)

All that glitters is not gold (English)

Whereas in another context literal translation will sound absurd.

Kattrullapothe thootrikhol (Tamil)

Make Hay When the Sun Shines (English)

The pupil has to comprehend the meaning of the proverb before finding its English equivalent. Transfers such as these will definitely have positive results and should be incorporated in learning situation. Similarly comparison of structures in native language and the target language will result in positive transfer and hence should be viewed as achievement strategy and not as detrimental to learning the target language.

Language development process is a creative one. The latest accounts on language development across cultures underscore the notion of an orderly and systematic linguistic process which is half imitation and half invention. The target language has to be subjected to addition, elaboration, refinement, reapplication and reorganization. These processes

could be better done with the help of the learner's native language, as it can speed Lip the process. The commonality in the target language and native language could be used to better the learner's language. This may be one of the reasons why right from the Grammar-Translation Method to the Communicative Approach to language teaching, the mother tongue has occupied an important place. Though some methods discouraged the use of mother tongue, Communicative Approach allows a judicious mix of mother tongue in target language communication.

In code-switching and code-mixing, mother tongue spontaneously finds a place in the process of mixing codes in an interlanguage situation. The present study which the researcher has taken has also proved this notion. Unless there is some knowledge of the target language, a non native speaker would not adopt this strategy in his/her communication. The learners taken for the study and the data analyzed so far, have proved the students know the rules in both the languages; and try to use them in mixed code in order to convey their thoughts whenever there was a gap in communication.

The students know the use of the rules of both the languages and with their limited knowledge of the target language they create their own expressions, which are ungrammatical, inappropriate as per the target language forms. For example the respondent with his knowledge of the target language rule that -mg' is suffixed to present form of the verb to show continuity of action uses expressions like Vanthing' where the root word 'come' is substituted with native Vanthu' and the English suffix is added to show continuity of action. Likewise the addition of '-s' to form plural of a Tamil noun 'kuzhappam' (which means 'confusion') as 'kuzhappams' is an example to prove that the pupil is aware that inflectional 's' is added to make plurals in English. Here also they do not mix this plural suffix with a verb in Tamil. This indicates that these students have partial knowledge of the target language forms. That the student add inflectional 's' only to nouns to make plurals and suffix '-ing' to verb forms to show the continuity of action itself is a sign of achievement.

This proves some positive indications towards language learning. The students employ code-switching and code-mixing mainly for two reasons. One is to keep the

continuous flow of communication and the other is it has become the fashion of the day. The analysis in this study provides evidence for these two factors. It is evident that to develop fluency, that is in order to make a communication situation alive, a good majority of rural students use code-switching and code-mixing strategies in the communication situation, whereas the urbanites use it mainly as a fashion, because of their exposure to mass media. Area of residence and mass media play an important role in the selection of strategies, as discussed earlier. It is quite interesting to note the point that these students, either influenced by mass media or by the area of residence, switch over to or mix another language unconsciously. This switching or mixing is done in two ways. The smooth switch over is effected from the native to target language at times and at other from target language to native language. The role of mass media in the employment code-switching and code-mixing is very important. Advertisers in the Newspapers and televisions adopt this kind of code-switching and code-mixing, to add novelty. In an advertisement in Tamil for Bajaj Motorbikes the slogan "sema bike" is repeatedly use. The adjective "very good"

is in Tamil and the product "Bike" is in English. There is another interesting instance of advertising a refreshing beverage, where they use the term "suthifying Fanta." The name of the product (Fanta) is added with the adjective "suthifying" which means "can be rotated". This is a reference to the shape of the bottle. Here the verb "suthi" in Tamil is mixed with the "-ing" to form the adjectival form of the verb. Similarly another powerful mass medium, cinema, uses bilingualism very frequently. Most of the Tamil films have English titles such as **University?** 5 **Star, Game,** and mixed one such as **I Love Youda** and most of the film songs make a free use of English words. All these factors influence people, especially young students.

Empirical studies have proved that the interlanguage communication strategies, especially achievement strategies and compensatory strategies lead to language learning. The respondents of this research use these strategies as a part of their conversation. Any language when acquired and not learnt proves to be a pleasurable experience and is more permanent. That is why the Second Language Acquisition research is gaining momentum nowadays.

Learning a foreign language, certainly, is not an easy task. It is a painful process and requires a lot of practice. But acquiring one's mother tongue is a natural process. If we probe into the process of acquisition and learning we can arrive at some valid conclusions.

First, the child who acquires his/her mother tongue has the strongest social compulsion to learn the mother tongue. The child has various desires which must be expressed in speech to get them fulfilled, and this serves as a motivation to acquire a language. Secondly, when a child is learning his/her mother tongue, the exposure of that mother tongue is maximum in level, that is, the child is being exposed to the language all through the day. Thirdly, the child mostly learns a language by imitation rather than rules. And finally, the child is able to associate certain vocal symbols with the objects for which they stand for. All these four concepts indicate that speech is of great importance in learning a language, whether mother tongue or a foreign language.

The communication strategies have been taken for the study are also based on the speech or spoken

communication. Like a child who is motivated, a second language learner should be motivated. Success is an element of motivation and when the learner is successful in his attempt to fill the lacuna in a communication situation, he is motivated. A maximum exposure to the foreign language could be brought only if the second language learner sheds off all the inhibitions while communicating. To shed off these inhibitions, the learner may be allowed to use communication strategies. Situational teaching also enables the learner to associate certain words with certain concepts and if appropriate situations are given in the classroom, the learner can acquire a foreign language.

According to Selinker, learning strategies are "the cognitive mechanism that are conscious or easily made conscious which the learner thinks will help him/her to gain a more target-like interianguage" **(Good and Bad Language** 39). Language learning strategies are defined as steps taken by learners to improve the development of their language skills- ("Language Learning Strategies" 21). Therefore if these unconscious adoption of achievement strategies and compensatory strategies by the learner of English are made

part of teaching/learning strategies then these strategies will lead to the development of learning on the part of the learners and provide the teachers with samples of forms and structures which could be incorporated in the classroom situation to make learning pleasurable, spontaneous and stimulating.

In the course of this study the researcher came across sample of other interianguage strategies used by the students. Instances are given below.

Context: Talking about the telephone system.

1. If I have to call you, I have to ... do... ***rotate the number.***

2. If I have to call you I have to ***dial the number.***

3. Description : The student tries to explain the term 'dial' and ends up in using prefabricated pattern.

Context: Talking about the examination fine.

1. They have ***made me pay*** the fine of Rs. 100.

2. They have fined me Rs. 100.

3. Description: this   is an instance of **prefabricated pattern.**

Context: Getting an application form.

1. The government has **put** the tax for our business.

2. The government has **leaved** the tax for our business.

3. Description: This is also an instance of prefabricated

    pattern.-

Context: Getting an application form.

4. To get the application form, you have to write a **need**

    tetter and get it.

5. To get the application form you have to write **requisition,**

    letter and get it.

3. Description: This is an example of prefabricated

    pattern,.

Context: About the words of a captain after winning a match.

1. The captain actually **happily shouted** with delight that

    they had won the match.

2. The captain **exclaimed** with delight that they had won

    the match.

3. Description: The discourse marker 'actually' indicates

    that the speaker is not so confident about the right term.

    Even then to fill the lacuna, he avoids the problematic

words and uses 'happily shouted.' This is an instance of

paraphrasing.

Context: About the attender in the college.

1. He *said **accepted*** that what he did was wrong.

2. He ***admitted*** that what he did was wrong.

3. Description: This is an outcome of prefabricated

pattern.

Context: Introducing himself

1. I am a relative to your owner. He is ***my*** *uncle **and I am***

*Ms sister's son**.***

2. I am a relative to your owner. I am his *nephew.*

3. Description: This is an instance of paraphrasing.

Context: Discussing about a fair.

1. Yesterday people were mad after that ***big*** *wheel with*

seats going round$_P$ up and down.

2. Yesterday people were mad after that *giant wheel* or

merry - go-round.

3. Description: This is an instance of paraphrasing.

A careful scrutiny of the data has led to the

conclusion that the four strategies namely, overgeneralization,

transfer, code-switching and code-mixing taken for this study

are predominantly used by the undergraduate students of Dindigul district. The students hailing from rural areas favour overgeneralization as a communication strategy and those who come from urban background prefer code-switching and code-mixing. These strategies could be incorporated in classroom successfully as teaching strategies. The students could be asked to converse on a particular situation and the communicative strategies used by them could be analyzed and used in acquisition of the target language.

Before concluding the researcher would like to recall the experience of John Holt. John Holt, a famous psychologist and educationist narrates an interesting as well as illuminating experience with a young child named Lisa, in his book entitled ***How Children Learn.*** Once when he visited Lisa at her home she eagerly asked him "Uncle, would you like to see what my brother teached me?" and somersaulted before him. He duly expressed his appreciations over what her brother had "taught" her. John Holt never made an attempt to point out her error. He gently spoke the correct version and after due consideration Lisa said "Yes what my brother taught me." The narration does not stop here. Lisa's father soon came

to the room where Lisa was demonstrating before Holt and Lisa, with a sly look at her father told him, "I have been showing uncle what my brother teached me." She got the expected reaction from her father. He exploded into correcting her error and Lisa cocked her head and defiantly repeated, "I was showing uncle what my brother TEACHED me" *(How Children Learn?* 57). Almost all students are like young Lisa. Immediate and vigorous correction puts them off learning. The mistakes committed by the students should be treated as an attempt to communicate and not as 'wilful breach of language code.' Because code-switching etc., do not sound conventional, and because we do not understand the role they play in natural language development and usage, and because we have little control over them, we tend to see them as aberrations. Because we do not understand well the linguistic and communicative rules and purposes which explain them as natural and creative outgrowths of being bilingual we cannot accept them as a pattern unique to bilinguals. Because they are neither fish nor fowl we may see them solely as alingualism, semilingualism, interference, confusion, or fossilization instead of as a new and alternative forms created

by cognitive/conceptual synthesis of two languages. Whether code-switching is used to fill a gap or if it is a conscious desire to mix the two languages to create new forms, the language created in most code-switches has internal linguistic consistency and validity for the learner's deep structure. While the surface structure also has bilingual consistency and validity to those communicating with it, for language separatists and language purists it is otherwise.

In stable bilingual/multilingual contexts confusion does not seem to be the case. In fact, for bilinguals, it seems to be a case of a three - pronged language growth. It is important that people charged with the language growth of bilinguals lend support to all three forms in order that they lend support to the development of the two separate languages. No studies have so far outlined the development of binguality without the use of interlanguage, code-switching, and other cross-linguistic phenomena.. We do not know empirically for sure whether and where and how the use of these cross - linguistic creations helps or hinders the separate development of all the languages in question. We do know that bilinguals eventually do learn to separate their languages but

that sometimes they choose not to. As with the larger bilingual education vs. monolingual education story, the story of cross - linguistic influence may show a history first of negative effects, next of neutral effects, and later still of some positive effects.

Finally interlanguage communication strategies seem to have a function of facilitating and supporting thinking and communication, no matter how the outward information may appear. It remains for us to use how we might approach such facilitation in the bilingual classroom. Humans are capable of constructing many changes, and once having constructed them to use them or abandon them. The interlanguage communicative strategies which are non-normative forms of language one day or other may come to be seen as normative and as significant in the life of the learners of English as a second language.