Having understood the views of various scholars on syntactic aspects of language, the focus of the study was directed towards the analysis of the practical problems being faced by the learners of Tamil as L₂ while learning the syntactic aspects at the Southern Regional Language Centre of the CIIL, Mysore (and also by those at the PILC and IITS Chennai); accordingly, the problems being encountered in the actual classroom situation were identified, collected, and classified under certain specific categories, after an extensive analysis of the causal factors. The problems so identified, are highlighted in this chapter; subsequently, different methods, considered to be effective for adopting them at various stages of this study are also dealt with. The details are given below:

2.1 Problems being faced in the L₂ Context

The perception about the concept of language varied from time to time depending on the needs of the society. This had resulted in the evolution of a variety of approaches for its teaching and learning. Based on these, a variety of methods too, kept on emerging. Though they were found to be taking care of the needs of society at every point of time, they seem to be insufficient to meet the present day pedagogical requirements as the perception of the language now has reached an unprecedented high demanding the evolution of a more comprehensive approach. In order to facilitate evolving such an approach, the syntactic components of language, are being analysed in terms of problems being encountered by the learners of Tamil as L₂.
2.1.1 Problems related to Phrase

1. Phrase with modifiers
e.g., i. The identity of underlined portion of the sentence மிக உயரமான மைல் evarest mika uyaramana malai is provided as adjective phrase instead of Noun phrase.

e.g., ii. The identity of underlined portion of the sentence கண்ண இறவுக்காண்டு kaṇṇa iravooṭu iravaaka vantu ceerntaan is provided as adverb phrase instead of verb phrase.

   The determining factors of the phrase identity is the final word of that phrase i.e, here noun or verb. However, here problem appears to be arisen because of the two consecutive modifiers is taken as a phrase.

2. Phrase with Inclusive and Exclusive forms
e.g., Inclusive form of noun phrase நாம் naam is often provided as an exclusive form நாஞ்சல் naaṅkal in the sentence நாஞ்சல் வல்லுண்டு naaṅkal celvoom.

3. Phrase with Sandhi
e.g., விடுதலை + பர்ரடு = விடுதலை + பர்ரடு viṭutalai + perratu = viṭutalaip perratu

   Addition of sound ‘p’, where it is not necessary

e.g., இட்டா + புட்டகம் = இட்டா புட்டகம் inta + puttakam = inta puttakam

   Deletion of sound ‘p’, where it is necessary
Substitution of sound ‘y’ with ‘t’

The compound form of words considered to be a phrase such as noun phrase, verb phrase, adjective phrase, adverb phrase are found to have cause this kind of sandhi problems. It will give the requisite form of the phrase.

4. Phrase in Agreement / Concord-1 (Quantifier-Noun)
   e.g., சில புத்தகம் cilai puttakam
   Here quantifier and noun are not concurring for number

5. Phrase in Agreement / Concord-2 (Noun-Quantifier)
   e.g., பெண்ணை அந்த peenaa aintu
   Here noun and quantifier are not concurring for number

6. Usage of phrase-1 (1st person pronoun in oblique form)
   e.g., i. நான் + ஆ + en = நான், naan + ai = nannai
   ii. நாங்கால் + ஆ + nakkal+ai = naangkalai
   Case is added to the singular & plural forms of the 1st person pronoun instead of to their oblique forms when used as subjects of a sentence emerging as noun phrases. They should have been என்றான் ennaai, and ஏன்கலை enkalai respectively.

7. Usage of phrase-2 (oblique form instead nominal form)
   e.g., ஏன்கலை சப்பிடுவைமு
   enkal caappituvoom
Instead of first person nominal form (பெண் naam, பெண்மண் naṅkal), oblique form என்மண் eṅkal is used in a sentence, as a subject.

8. Phrase in Nominative form (subject of a sentence)
   
   e.g., பெண் பெண்மண்டி கண்கள் என்மண்டி
   
   naam munnoorkal kuuriyullakal.
   
   Instead of oblique form பெண் nam 'our', nominative form பெண்
   
   naam 'we' is often used as subject in the sentence.

9. Distinction of phrase meaning
   
   e.g., The idiomatic meaning of கைகழுவதீன் kaikuzuvittaan is provided
   
   as கைகழுவதீன் kai kazuvu in the given context
   
   கைகழுவதீன் kaikazuvitaan
   
   In the given example, underlined phrase gives the idiomatic
   
   meaning 'he abandoned someone' but it is provided as
   
   kaikazuvu, 'hand wash' which is a lexical meaning.

2.1.2 Problems related to Clause

10. Clause in Conditional and Concessive forms
   
   e.g., i. The identity of underlined portion of the sentence
   
   முன்னோர் பெண் கண்டி கண்டி கண்டி vantaalum naan
   
   varamaṭṭeen is provided as conditional form of clause instead of
   
   concessive form.
   
   e.g., ii. The identity of underlined portion of the sentence
   
   முன்னோர் பெண் கண்டி கண்டி கண்டி kannan vantaal naan varamaṭṭeen is
   
   provided as concessive form of clause instead of conditional form.
The determining factors of the clause identity are -каал and -аалкум markers. However, here problem appears to be arisen because of similarity in the form which caused wrong identity of concessive into conditional form of clauses or vice versa.

11. Clause Coordination (usage of conjunctions)

11.1.

The similar forms of coordinators are causing factors in conjoining independent clauses. Here instead of providing атанаал ‘so that’ аанаал ‘but’ is provided.

12. Clause Distinction / Identity

12.1.

The determining factor of the clause identity is based on function of that particular sentence whether it functions as noun, adjective, or adverb. However, here problem appears to be arisen because of misconception.
13. Clause with Punctuations

  e.g., The quotative markers for the given statement of the teacher is missing in the sentence /uni0B85/g8122/uni0BAA/uni0BBE/uni0020/uni0BB5/uni0BB0/uni0020/uni0BA4/g8123/uni0BAA/uni0BBF/uni0020/uni0B85/g8104/uni0BC8/uni0B95/uni0BC8/uni0BAF/uni0020/uni0BA8/uni0BBF/g8096/g8119/uni0BA4/uni0BBF/uni0BA9/uni0BBE/g8121. /uni0BA8/uni0BC0/g8098/g8112/uni0020/uni0B95/g8118/uni0BA3/uni0BC0/g8125/uni0020/uni0BB5/g8074/g8119/uni0BA4/uni0BBE/g8128 niilik kaṇṇiir vātīṭṭaāl

  Often punctuation marks for the statements are missing before the quotative marker /uni0B8E/g8121/g8096/uni0020/uni0B85/g8104/uni0BC8/uni0B95/uni0BC8/uni0BAF/uni0020/uni0BA8/uni0BBF/g8096/g8119/uni0BA4/uni0BBF/uni0BA9/uni0BBE/g8121.

14. Usage of clauses (Infinitive into VP)

  e.g., /uni0B85/g8122/uni0BAA/uni0BBE/uni0020/uni0BB5/uni0BB0/uni0020/uni0BA4/g8123/uni0BAA/uni0BBF/uni0020/uni0B85/g8104/uni0BC8/uni0B95/uni0BC8/uni0BAF/uni0020/uni0BA8/uni0BBF/g8096/g8119/uni0BA4/uni0BBF/uni0BA9/uni0BBE/g8121. /uni0BA8/uni0BC0/g8098/g8112/uni0020/uni0B95/g8118/uni0BA3/uni0BC0/g8125/uni0020/uni0BB5/g8074/g8119/uni0BA4/uni0BBE/g8128

  appaa vara tampi azukaiyai niruttinaan is provided as

  /uni0B85/g8122/uni0BAA/uni0BBE/uni0020/uni0BB5/g8098/g8119/uni0BA4/uni0BBF/uni0BA9/uni0BBE/g8121/uni0BA8/uni0BC0/g8098/g8112/uni0020/uni0B95/g8118/uni0BA3/uni0BC0/g8125/uni0020/uni0BB5/g8074/g8119/uni0BA4/uni0BBE/g8128

  appaa vantu tampi azukaiyai niruttinaan

  Wrong usage of infinitive into verbal participle form of clauses or vise versa.

15. Distinction of clause meaning

  e.g., The idiomatic meaning of /uni0BA8/uni0BC0/g8098/g8112/uni0020/uni0B95/g8118/uni0BA3/uni0BC8/uni0BA9/g8122/uni0020/uni0BB5/g8074/g8119/uni0BA4/uni0BBE/g8128 niilik kaṇṇiir vātīṭṭaāl /uni0BB5/g8074/g8119/uni0BA4/uni0BBE/g8128 is provided as /uni0BA8/uni0BC0/g8098/g8112/uni0020/uni0B95/g8118/uni0BA3/uni0BC8/uni0BA9/g8122/uni0020/uni0BB5/g8074/g8119/uni0BA4/uni0BBE/g8128 niilik kaṇṇiir vaṭi in the given context /uni0BB5/g8074/g8119/uni0BA4/uni0BBE/g8128.

  In the given example, underlined clause gives the idiomatic meaning 'she is acting like weeping' but it is provided as 'blue tears' which is a lexical meaning

2.1.3 Problems related to Sentence

  Sentence Patterns

16. Sentence Identity-1 (Active and passive)
e.g., The identity of the given sentence கண்ணனும் கமலம் வாணார்கள் tiruvaluvar tirukuralai iyarrinaar is provided as passive sentence instead of active one and vice versa.
Here problem appears to be arisen because of the similarity in meaning, and difference in structure.

17. Sentence Identity-2 (simple, compound, and complex)

   i. The identity of the given sentence கண்ணனும் கமலம் வாணார்கள் kannanum kamalum vantaarkal is provided as compound sentence instead of simple form.

   ii. The identity of the given sentence கண்ணனும் கமலம் வாணார்கள் atanaal kannanum kamalum vantaarkal naan vanteen is provided as complex sentence instead of compound form.

   Here problem appears to be arisen because of the little bit similar in structure.

18. Sentence Identity-3 (Direct and Indirect speech)

   The identity of the given sentence “னான் உக்கு வரை நான் உட்க்கு வரை” naan uṅkku vareen enru ennittam connaar is provided as indirect speech instead of direct speech of a sentence.

19. Sentence with Punctuations

   The coma is missing in the sentence அல்லா அத்தான அரிங்க வாலக அற்றார் aval akka vaṭṭukkup poonaal

   Often comma is missing which will create ambiguity in understanding the meaning.
20. Word order\textsuperscript{18} in Sentence

\textit{e.g.,} விள்ளுக்கு பூனேன் நான்; (அனைத்து) விள்ளுக்கு பூனேன் நான் விள்ளுக்கு

\textit{vițṭukku pooneen naan; or pooneen naan vițṭukku etc.}

As seen above, though the word order is incorrect, it may not be incorrect in conveying the meaning. However, since the usual pattern of the Tamil language is SOV which is violated here though the meaning conveyed is not distorted.

21. Sentence with Agreement / Concord\textsuperscript{19} (Subject-Verb)

\textit{e.g.,} அவன் வாண்டேன் \textit{avan vanteen}

Here subject and verb are not concurring for person.

\textit{e.g.,} அவன்கா வாண்டை தன் \textit{avanka vantaan}

Here subject and verb are not concurring for number

\textbf{Usage of case markers}\textsuperscript{20} in Sentence

22. Sentence with case markers

\textit{e.g.,} இ. நான் அவனுக்குப் பார்த்தேன்.

\textit{naan avanukkup paartteen}

Among the 2 nouns available in the sentence the object is differentiated by taking appropriate case marker on whom the

\textsuperscript{18} \textbf{Word order}: This refers not only to sentence parts such as subject, object, verb, but also to word order in noun phrases or verb phrases. Tamil is a consistently verb-final language. The verb comes at the end of the clause, with a typical word order of subject, object, verb. However, the phrasal order in Tamil is flexible.

\textsuperscript{19} \textbf{Concord}: refers to the structural relationship or agreement between any of the two internal parts of the given sentence. In the given language, generally it refers to the structural relationship between subject and predicate; adjective and noun; object and verb;

\textsuperscript{20} \textbf{Case marker} is a grammatical category of a noun, or similarly inflected word such as a pronoun, adjective, indicating its relationship to other words in a sentence. In the sentence construction, the role of case markers is very important. It indicates the relationship between the subject, object, and predicate. In Tamil language, case markers have variety of functions and for syntax the case system is very essential.
action is directed; obviously though என்னும் is the object it is provided wrongly as ஆண்ட محمود instead ஆண்ட் i.e., ஆண்ட் is used instead —இ.

e.g., ii. என்னும் ஆண்ட மகள் இன்றும் விளக்கப்பட்டது.

en tankai vilu veliyee vilaiyaattukiraal

Here subject, object distinction is not seen. Missing of case marker in object of a sentence which creates problem between subject and object.

e.g., iii. என்னும் தெய்வம் காலம் கொண்டு என்னும் தெய்வாகக்.

ammaavukku koopappaṭṭu paiyanai tiṭṭinaal

Here, object is not differentiated from the subject though both are nouns; as a result subject is provided with case. The use of case marker where it is not necessary. For nominal form (noun) which occurs as subject does not require any markers.

23. Sentence with meaning ambiguity

e.g., புள்ளி சிறந்த மாகாண

puli kol yaanai

Obviously, the teaching materials available at present have not explicitly specified these problem areas as learnable points. Therefore, a more comprehensive approach by accommodating all such problem areas of language (which could help to overcome these problems) has been evolved with a list of learning points under the broad category of 5 dimensions, as explained in the following chapter. The details of methodology adopted towards this, are given below.
2.2 **Methodology adopted for this study**

‘Method’ refers to a way of doing a thing and the procedure followed systematically. Sometimes it is also referred to as technique. The study pertaining to methods refers to *methodology*. This part of the chapter provides information on the methodology used at different stages of this study.

The objective of this study is assessing the quantum of language being acquired in the L₂ context. In order to achieve the objectives of the study, the broad category of scientific approach has been widely adopted which consists of systematic observation, classification, and interpretation. Scientific approach is a set of research principles used to obtain valid results. Normally for this, observation, preparation of hypothesis, prediction, experimentation and conclusion are the steps which help to organize thoughts and procedures. Some scholars identify every step as method.

The issues pertaining to the quantification of language for assessment in the context of teaching and learning (with special reference to second language) were discussed in introductory part, by adopting the method of observation and recalling.

The views of various scholars on the phrase, clause, and sentences have been brought out in detail (in the first chapter) in order to find out the scope of their role in language. The details include, the components that constitute the above concepts, their characteristics in the language operation for different purposes, meanings conveyed, etc. For this purpose ‘historical and survey’ methods have been adopted to derive the inferences from the

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21 Technique : Ability of doing something in a specialized manner.

22 Scientific approach : is a body of techniques for investigating phenomena, acquiring new knowledge, or correcting and integrating previous knowledge.

23 Procedure : Planned way of doing something

24 Historical method : the process of establishing general facts and principles chronologically and historical evolution of what is being studied.
views of the scholars. Subsequently, the problems encountered by the learners of Tamil as $L_2$ with reference to syntactic part of language were identified by observation.

The ‘dimensions’ associated with the syntactic components viz., phrase, clause, and sentence (which were identified at the end of the previous chapter) have been defined – first in a subject free context i.e., in general terms; and subsequently in the context of language followed by appropriate examples from that area. This has been done by adopting ‘logical method’\textsuperscript{25} (which involves developing abstract idea(s) or theory or new concepts, etc., with correct reasoning) in order to have the conceptual clarity.

Following this, the concept of ‘problem’ as conceived in different contexts has been analysed and its applicability to the language pinpointed. The manifestation of these problems could be seen as the inappropriateness of the language use when the dimensional factors are added to the components of language. Such problem causing factors together with components and their operating contexts are conceived as the learning points. Accordingly, they are identified, analysed, classified, and listed hierarchically under each of the dimensions associated with syntactic components of language. The ‘conceptual method’\textsuperscript{26} has been adopted for this purpose.

The next stage of this study is quantification and assessment. The prerequisite of assessment is quantification. The notion of quantification varies from context to context. Hence, its role in language is assumed to be the quantified values of evidences comprising the structure and nature of the language, for making value judgment. Keeping the above details in mind, formulation of a set of questionnaires, details of target groups, field tryout,

\textsuperscript{25} Logical method : It is a criteria of correct reasoning and evaluation of the adequacy of the evidence to affirm a conclusion.

\textsuperscript{26} Conceptual method : Used for developing abstract idea or theory or new concepts.
collection of data, their categorization, etc., have been focused by adopting ‘experimental method’\textsuperscript{27}.

A set of questionnaires, and opinionnaires are used as the tools for this study, the formulation of which is filled with mixed type of question items. In order to have a good choice index, they were constructed by using different types (both under objective and subjective categories), each with a number of variants.

Each question item included in the questionnaire has been verified for its relevance with the component of language, phrasal structure used for its clarity, effectiveness in adopting the principles of item writing and other such parameters required for that, and finally the usage of action verbs and their appropriateness to ascertain whether the question item attempts to test the quantum of language.

The problem factors pertaining to all the dimensions have been covered in the questionnaire of 75 questions covering 94 problems. The listed problem factors embedded in the learning points have been divided into different subgroups of phrase, clause, sentence under each of the dimensional factors viz., form, boundary, structure, function, and meaning. A ratio has been maintained by appropriately selecting them by adopting the method of ‘stratified sampling’\textsuperscript{28} procedure to accommodate all the details mentioned above.

As regards the experimental group, all the trainees who were learning Tamil as L\textsubscript{2} have been taken for this study. The written and oral responses to

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\textsuperscript{27} Experimental method : refers to a scientific experiment in order to see how well something works.

\textsuperscript{28} Stratified sampling : Stratified sampling is a probability sampling technique wherein the researcher divides the entire matter into different subgroups or strata, then randomly selects the final matters proportionally from the different strata.
the questionnaires were collected from the experimental group in the actual classroom situation (for written responses), and outside the classroom situation (for oral responses) by adopting the ‘field study method’.

The details pertaining to all the aspects of syntactic categories, the dimensional factors causing the problems to the learners, their proportions under each category, etc., have been highlighted by accommodating them in a table format, and obtained their quantities through rows and columns for individual and group performance respectively. This was intended to facilitate observation of different types with reference to dimensional categories. For this purpose ‘statistical method’ has been adopted.

Finally, the mechanism of a list of learning points proposed to overcome the problems being faced under different categories (cited in pre pages of this chapter), was analysed for its compatibility and viability for pedagogical purposes. Here the analytical method has been adopted.

Thus, a pragmatic approach consisting of variety of methods has been adopted for this study, in order to facilitate the quantification of language being learnt in L2 context and also to overcome the problems of different categories being faced by the learners of Tamil as L2 while learning the syntactic part of language.