

## Bilingual and Multilingual Profile of ESL students in Krishna District

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### *Abstract*

*Mono-lingualism today exists only in non-contact groups like tribes living far tucked in the forests or uninhabitable conditions. But what is common in India or elsewhere is bilingualism, trilingualism (countries following three language formula) or even multilingualism. In order to embrace the benefits of such phenomenon to classroom English teaching it becomes expedient to study the most common patterns of bilingualism or multilingualism. This is an attempt in that regard to document the patterns statistically. The precept is that there are indeed many inherent benefits associated with bilingualism in the classroom. Here is an attempt to demonstrate the phenomena.*

*Keywords: bilingualism, multilingualism, patterns, pedagogy, classroom language teaching, code-switching and code-mixing.*

### **Introduction**

This study is to offer the common and major bilingualism and multilingualism present in engineering and degree third year students even though there are many who profess against bilingualism in classroom teaching. On the contrary recent studies by N Brahmaiah, Abdullah A, SezenSeymenBilgin and other emphasized and focus a comfort periphery that will help release the stress and anxiety associated with foreign language learning. But this is not an easy task as this involves further remodeling and re-conceptualizing existing pedagogical tenants in order to align with teaching methodologies that are in testing phase for example classrooms with bilingual and multilingual flexibility. Of course the starting point for this is to have a general idea of the patterns of bilingualism and multilingualism among ESL learners in statistical terms, after getting a picture of major language mixing it gives us ample scope to probe the ‘comfort, periphery’.

Crystal (1987) suggests that code, or language, switching occurs when an individual who is bilingual alternates between two languages during his/her speech with another bilingual person.

A bilingual is said to be one who is able to communicate, to varying extents, in a second language. This includes those who make irregular use of a second language, are able to use a second language but have not for some time (dormant bilingualism) or those who have considerable skill in a second language (Crystal, 1987).

On the other hand Hudson (1996:53) discusses Code Switching as the inevitable consequences of bilingualism, as anyone who speaks more than one language chooses between them according to circumstances as pointed by Annamalai (1989:48) observed, "Switching is normally done for the duration of a unit discourse. A bilingual speaker can switch between mixed codes as he does between unmixed languages. Switching is found only in a balanced and stable bilingual."

Interestingly, Weinreich (1963: 3) theorizing "Interference phenomenon" says, "The precise effect of bilingualism on a person's speech varies with a great many other factors, some of which might be called extra-linguistic because they lie beyond the structural differences of the languages or even their lexical inadequacies."

Code Mixing exemplifies the most advanced degree of bilingualism to the extent that it requires considerable competence in the simultaneous processing of the grammatical rules of the language pair [cf. Kachru (1978, 1982 a), Sridhar and Sridhar (1980), Poplack (1990), Sankoff and Poplack (1981) and Bokamba (1988)].

Another major characteristic of multilingualism is called selective functionality. Multilinguals develop competence in each of the codes to the extent that they need it and for the contexts in which each of the languages are used. Thus a multi-lingual's linguistic competence is a composite of many partial competencies which complement one another to yield a rich and complex resource adequate for fulfilling all the life functions (Grosjean, 1982).

Hence this study intends the frequent patterns of bilingualism and multilingualism among the said sample. The research tool for this is study is questionnaire and the method is both qualitative and quantitative. Descriptive statistics is used to see the frequency of the phenomena.

### **Scope and Methodology:**

The present study aims at sociolinguistic description of language contact devices such as code mixing and code switching. By examining the aspects of language use, an attempt will be made to understand the attitude of viewers/readers toward code/language mixing or mixed code. The researcher will use questionnaire followed by interviews designed to elicit responses reflecting the changes in the language usage.

The study combines both qualitative and quantitative research approaches to obtain accurate outcomes and sufficient information from the sample of 622 students: Degree III Year and Engineering III Year students' (the sample students will be selected from the three Engineering Colleges and three Degree Colleges in Vijayawada). The researcher concentrates on

Hoffman and Scotton’s theories as well as Labov’s survey method and Gumperz’s interactional linguistic studies, along with Milroy’s approach in obtaining data by building a personal rapport with the respondents.

Below is a list of tables and charts which depict the current scenario of bilingualism and multilingualism as of 2019 among the students studying traditional degrees and professional and technical courses. This detailing also considered similar phenomena among students family members like mother, father, siblings etc., The attempt is to understand the inevitable phenomena of code-switching and mixing as a basis of bilingualism and multilingualism in the region of Andhra Pradesh.

Language normally use to communicate with family	Medium of instruction		Total
	Telugu	English	
Telugu	29	372	401
English	0	54	54
Hindi	1	11	12
Urdu	1	30	31
Mixed at least with two languages	19	102	121
Bengali, Kannada, Odissa each	0	3	3
Total	50	572	622

Table 1: Medium of Instruction for education and regular language used for communication

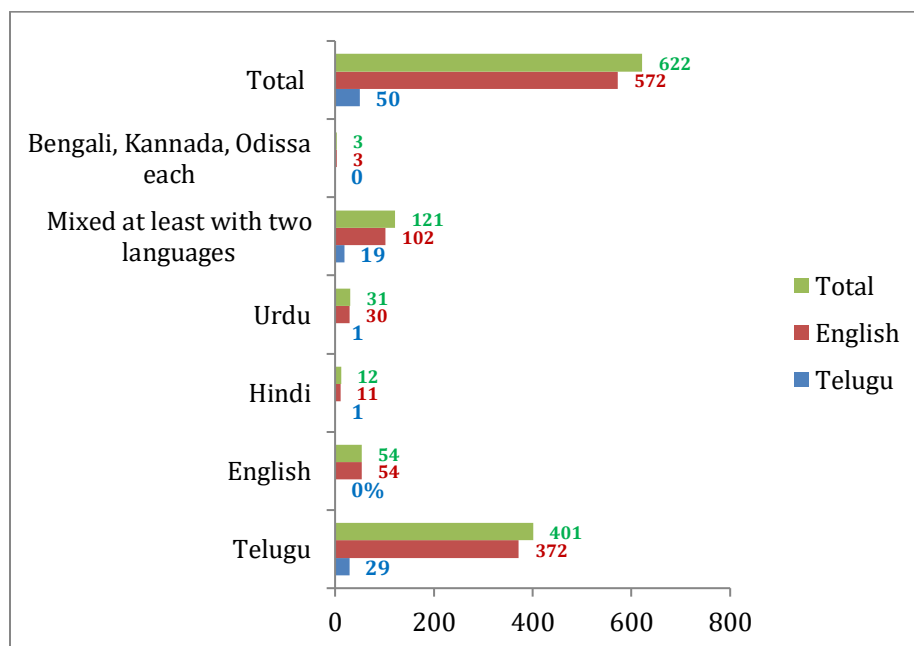


Figure 1: Medium of Instruction for education and regular language used for communication

The table presented above gives the details pertaining to the language normally used to communicate by the participants of the study who studied in schools and colleges where the

medium of instruction was either Telugu or English language. As shown in the table, among 622 participants who studied in schools and colleges which offered Telugu or English as the medium of instruction, 2/3<sup>rd</sup> of the participants used Telugu to communicate with members of their family, English was used by 54 students, Hindi was used by 12 student, Urdu was used by 31 students, Bengli, Kannada and Odissawas almost nill and 121 students mentioned that they mix at least two languages to communicate with their family members.

As shown in the table, among 50 participants who studied in schools and colleges which offered Telugu as the medium of instruction, 29 participants used Telugu to communicate with members of their family, Hindi was used by 1 student, Urdu was used by 1 and 19 students mentioned that they mix at least two languages to communicate with their family members.

Among 572 participants who studied in schools and colleges which offered English as the medium of instruction, 372 participants used Telugu to communicate with members of their family, English was used by 54 students, Hindi was used by 11 students, Urdu was used by 30, Bengali was used by 3 students and 102 students mentioned that they mix at least two languages to communicate with their family members.

Language normally use to communicate with family	Area			
	Rural	Semi-Urban	Urban	Total
Telugu	123	66	105	294
English	6	5	28	39
Hindi	0	0	58	58
Urdu	8	6	17	31
Mixed at least with two languages	20	45	132	197
Bengali	1	0	0	1
Kannada	1	0	0	1
Odissa	0	1	0	1
Total	159	123	340	622

Table 2: Geographical Area-Regular language used for daily communication with family

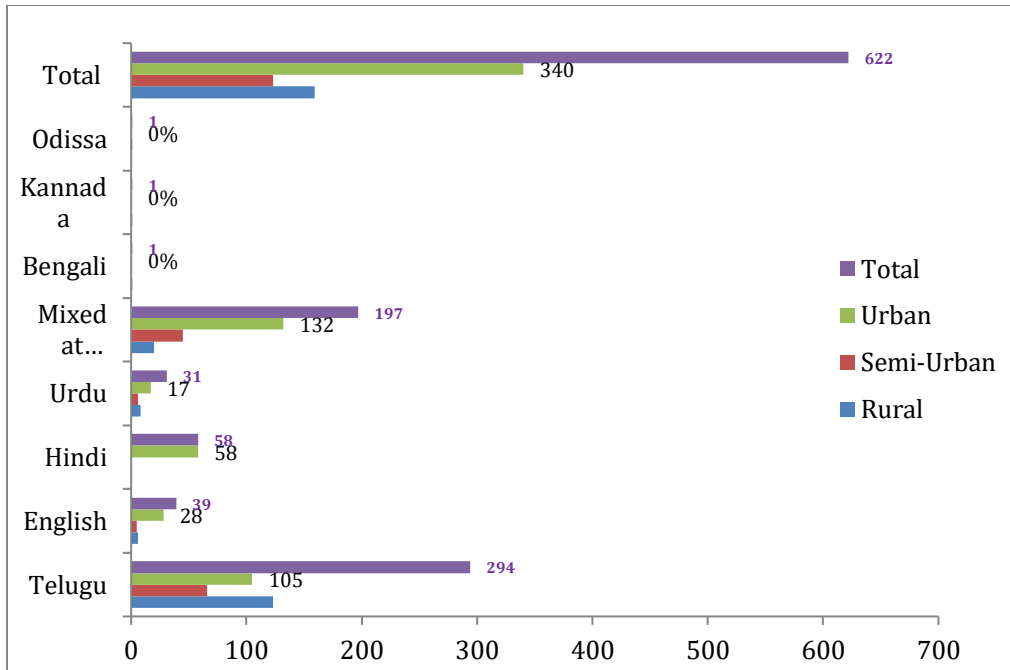


Figure 2: Geographical Area -Regular language used for daily communication with family

As shown in the table, among 622 participants of the study belonging to rural, semi-urban and urban areas, Telugu language was used to communicate with members of the family by half of the students, English language was used by 39 students, Hindi was used by 58 students, Urdu was used by 31, Bengali was used by 1 student, Kannada was used by 1 student, Odissa was used by 1 student and 197 students mentioned that they mix at least two languages to communicate with their family members.

As shown in the table, out of 340 participants belonging to urban area, Telugu language was used to communicate with members of family by 105 students, English language was used by 28 students, Hindi was used by 58 students, Urdu was used by 17 students and 132 students mentioned that they mix at least two languages to communicate with their family members.

As shown in the table, out of 123 participants belonging to semi-urban area, Telugu language was used to communicate with members of family by 66 students, English language was used by 5 students, Urdu was used by 6 students, Odissa was used by 1 student and 45 students mentioned that they mix at least two languages to communicate with their family members.

As shown in the table, out of 159 participants belonging to rural area, Telugu language was used to communicate with members of family by 123 students, English language was used by 6 students, Urdu was used by 8 students, Bengali was used by 1 student, Kannada was used by 1 student and 20 students mentioned that they mix at least two languages to communicate with their family members.

	Area			
	Rural	Semi-Urban	Urban	Total
Telugu	123	66	104	293
English	6	5	30	41
Hindi	0	0	58	58
Urdu	8	6	17	31
Mixed at least with two languages	20	45	131	196
Bengali	1	0	0	1
Kannada	1	0	0	1
Odissa	0	1	0	1
Total	159	123	340	622

Table 3: Codeswitching and regular language used for communication

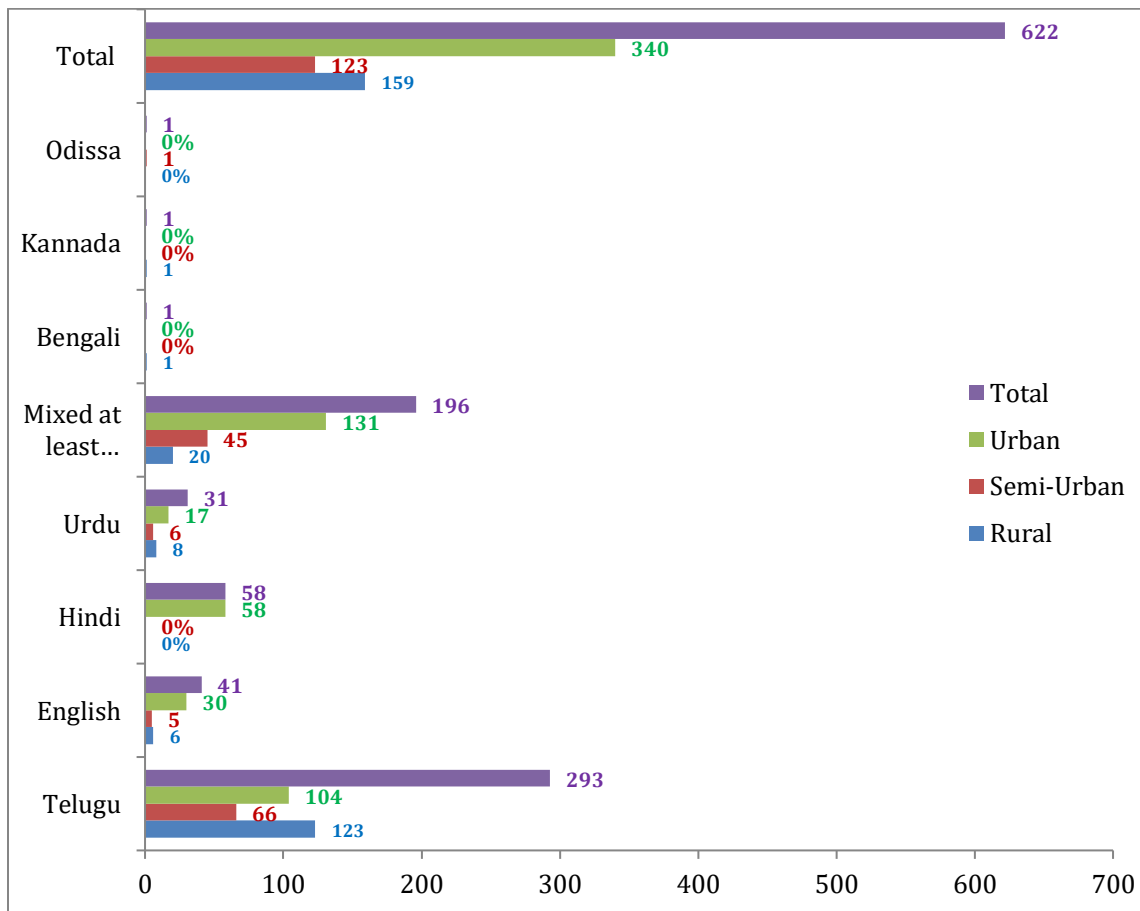


Figure 3: Code-switching and regular language used for communication

Among 622 participants of the study 159 students belong to rural area, 123 students are from semi-urban area and 340 students belong to urban area. Among 159 participants belonging to rural area 123 students use Telugu language to communicate with their family members, 6 students use English language, 8 students use Urdu language, Bengali language by 1 student, Kannada language by 1 student and 20 students mix at least two languages.

Among 123 participants belonging to rural area 66 students use Telugu language to communicate with their family members, 5 students use English language, 6 students use Urdu language, Odissa language by 1 student and 45 students mix at least two languages.

Among 340 participants belonging to urban area 1/3<sup>rd</sup> of the students use Telugu language to communicate with their family members, 30 students use English language, 58 students use Hindi language, 17 students use Urdu language, while 131 students mix at least two languages.

Language normally interact with friends and acquaintances	Medium of Instruction		
	Telugu	English	Total
Telugu	24	166	190
English	12	205	217
Hindi	3	35	38
Urdu	0	15	15
Mixed at least with two languages	11	151	162
Total	50	572	622

Table4 :Medium of Instruction and regular language used with your friends and acquaintances

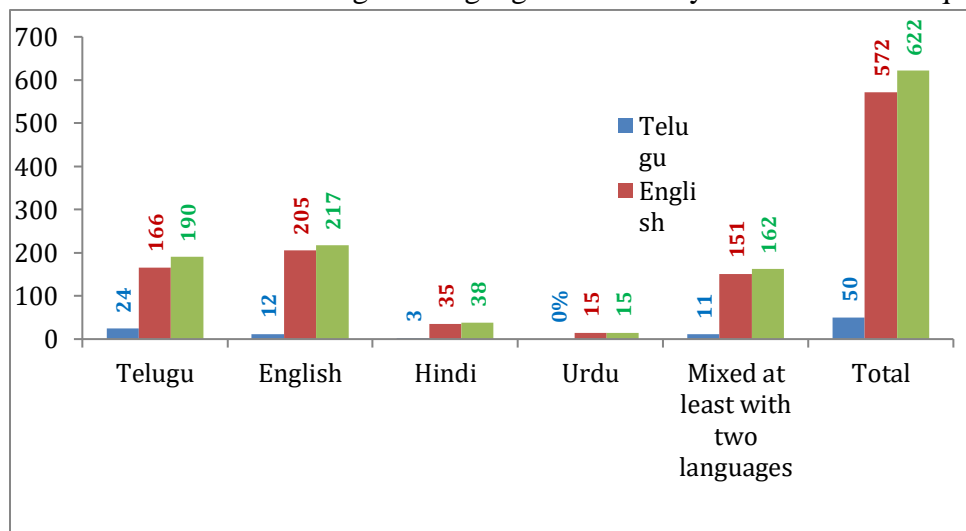


Table4: Medium of Instruction and regular language used with your friends and acquaintances

Among 622 participants of the study, 50 participants of the study are from Telugu medium background. Out of 50 participants 24 students use Telugu to interact with their friends

and acquaintances, English by 12 students and Hindi language by 3 students. 11 students mix at least two languages to interact with their friends and acquaintances.

Among 622 participants of the study, more than 3/4<sup>th</sup> of the participants of the study are from Telugu medium background. Out of 572 participants around 1/3<sup>rd</sup> students use Telugu to interact with their friends and acquaintances, English by 205 students, Hindi by 35 students, Urdu by 15 students and 151 students mix at least two languages.

Table 5: Medium of Instruction and the language for career

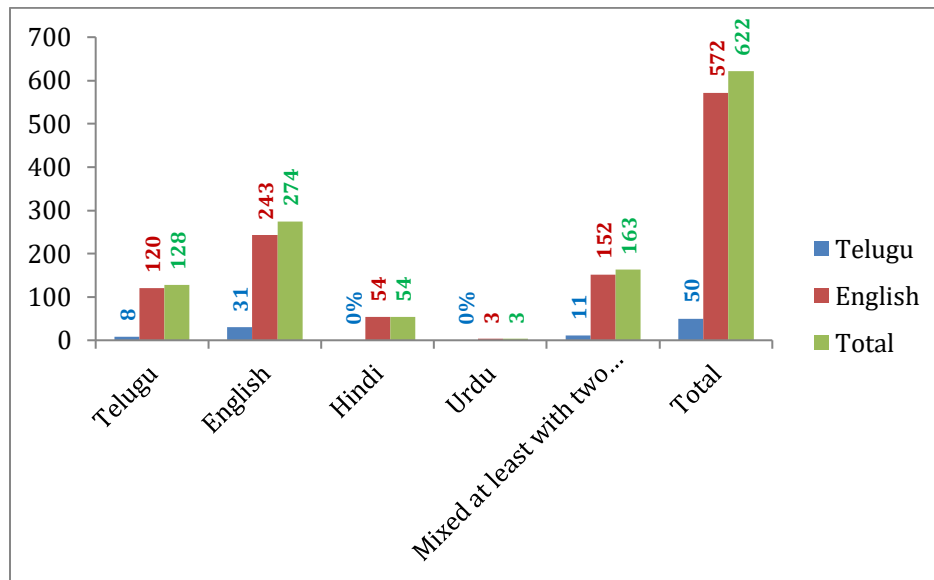


Figure5: Medium of Instruction and the language for career

Among 622 participants of the study, 50 participants of the study are from Telugu medium background. Out of 50 participants 8 students think that Telugu language can make their career and 31 students think that English can make their career while 11 students mix at least two languages.

Among 622 participants of the study, 3/4<sup>th</sup> of the participants of the study are from Telugu medium background. 243 students think that English can make their career, 54 students think that Hindi can make their career, 3 students think that Urdu language can make their career while 152 students mix at least two languages. Curiously around 120 still think that Telugu language can be beneficial for their careers. This might be out of cultural constraints.



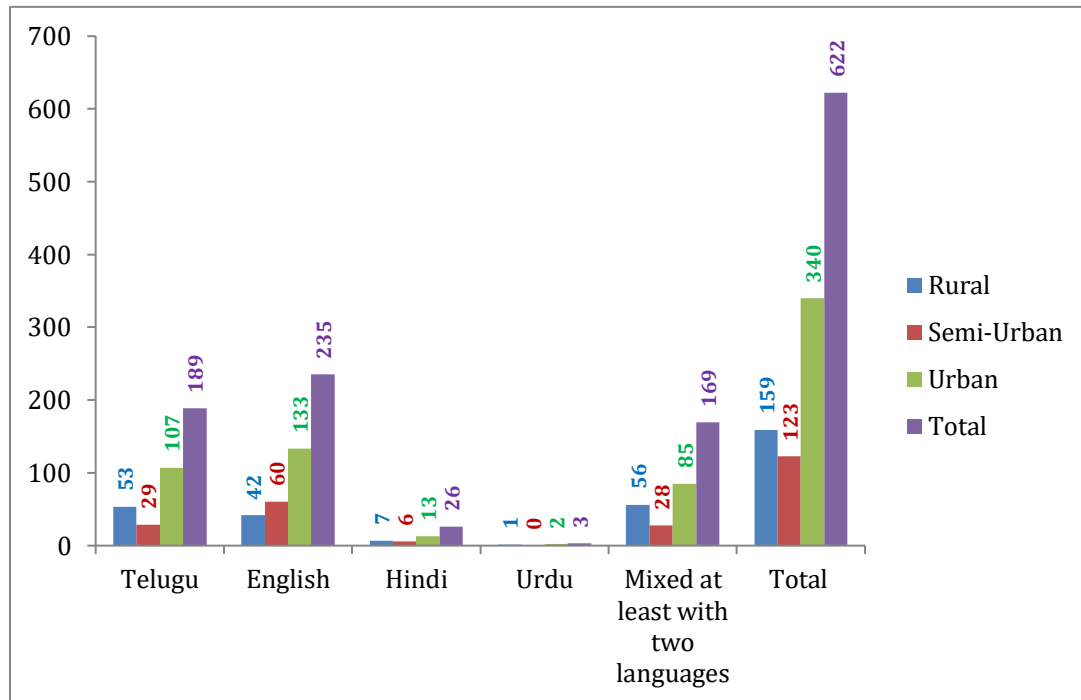


Figure 6: Area and regular language you use to speak to strangers

Among all the participants of the study 159 students belong to rural area, 123 to semi-urban area and 340 to urban area. Among 159 participants belonging to rural area 53 students use Telugu language to communicate with strangers, 42 students use English language, 7 students use Hindi language and Urdu language by 1 student while 56 students mix at least two languages to speak with strangers.

Among 123 participants belonging to semi-urban area 29 students use Telugu language to communicate with strangers, 60 students use English language and 6 students use Hindi language, where as 28 students mix at least two languages to speak with strangers.

Among 340 participants belonging to urban area 107 students use Telugu language to speak with strangers, 133 students use English language, 13 students use Hindi language and 2 students use Urdu language, while 85 students mix at least two languages to speak with strangers.

Table 8: Medium of Instruction normal mixing of languages.

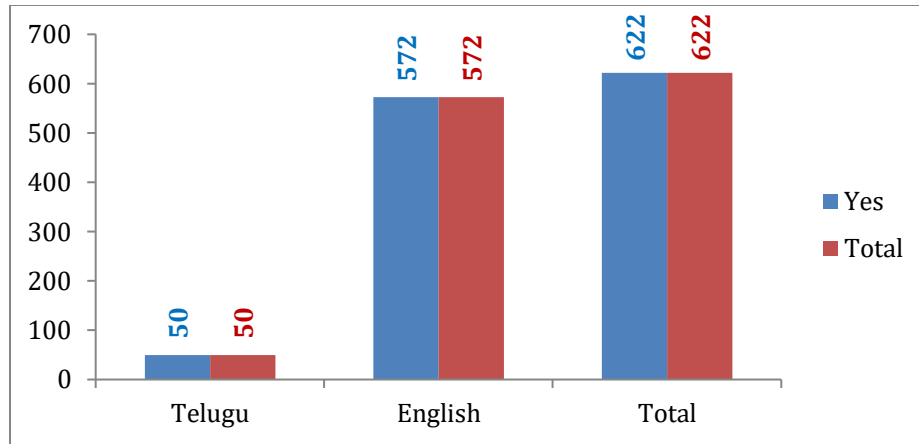


Figure 8: Medium of Instruction normal mixing of languages.

Through the table the researcher wants to understand whether the participants of the study normally mix languages, all the students mentioned that they mix languages.

Table9: Medium of Instruction and mixing languages while speaking to parents

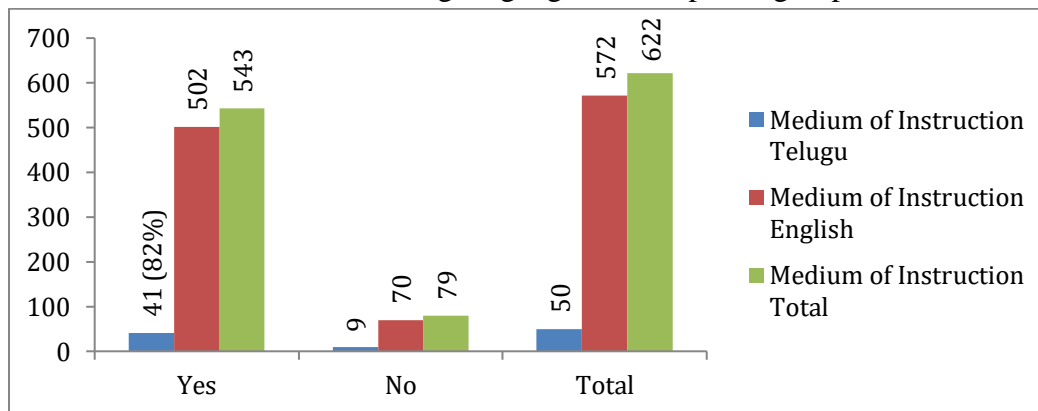


Figure 9: Medium of Instruction and mixing languages while speaking to parents

The table presents the data related to code mixing while speaking to their parents, 41 students out of 50 students pursuing their education with Telugu as the medium of instruction state that they mix languages while speaking with their parents and 9 students mentioned that they don't mix languages while speaking with their parents.

Chi-Square: 1.377, P-value: 0.241, Not Significant.

The P-value of the chi-square value explains that there is no significant association between Medium of instruction and mixing of languages while speaking with parents i.e., whatever may be the medium of the students their opinion on the said statement is not varied at 5% level of significance.

Table 10: Medium of Instruction and variety of languages you mix with your mother tongue

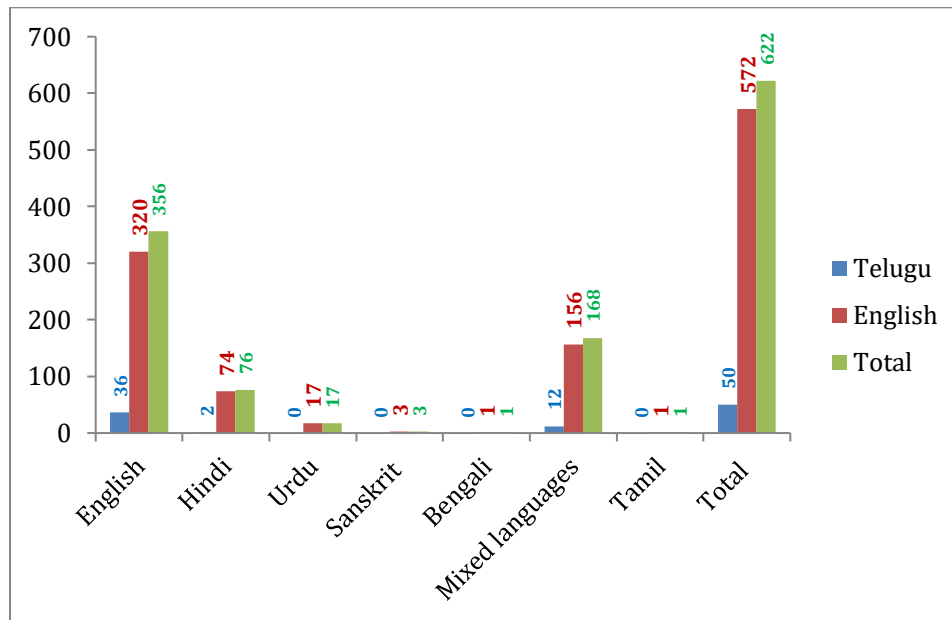


Figure 10: Medium of Instruction and variety of languages you mix with your mother tongue

Among 50 participants pursuing their education with Telugu as the medium of instruction, 36 students mix English language and 2 students mix Hindi language with their mother tongue. While 12 students mentioned that they mixed Telugu, English and Hindi all the three languages. Among 572 participants pursuing their education with English as the medium of instruction, 320 students mix English language and 74 students mix Hindi language with their mother tongue. While 17 students mentioned that they mix with Urdu language, 3 students mix Sanskrit, 1 student mixes Tamil language and 156 students mix more than three languages like English , Hindi, Telugu or Tamil, English and Bengali etc.,

Table 11:Area and languages you mix with your mother tongue

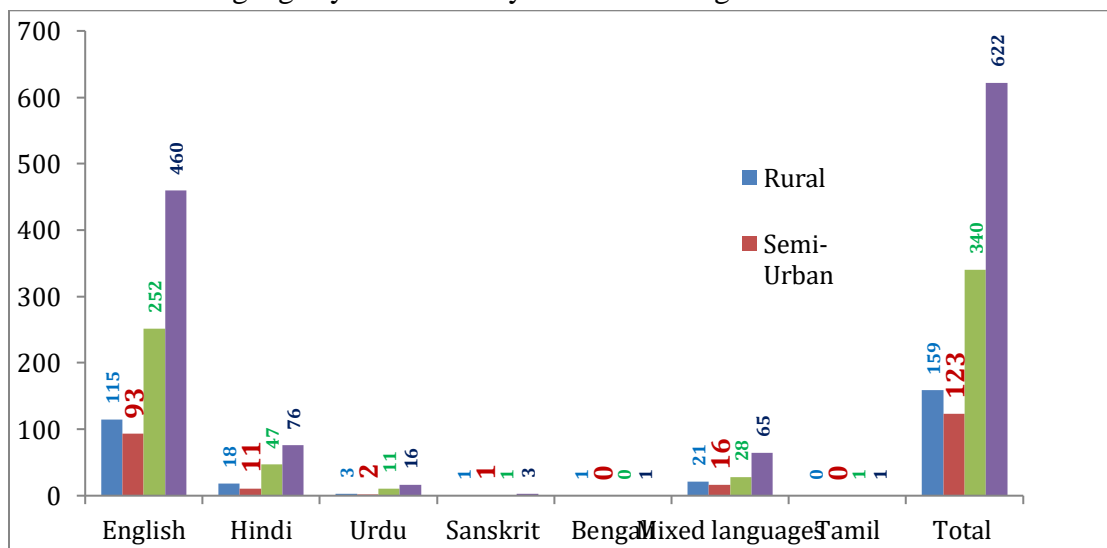


Figure 11:Area and languages you mix with your mother tongue

Among 159 participants belonging to rural area, 115 participants mix English language, 18 students mix Hindi, 3 students mix Urdu language, 1 student mixes Bengali, 1 student mixes Sanskrit and 21 students mix languages. Among 123 participants belonging to semi-urban area, 93 participants mix English language, 11 students mix Hindi, 2 students mix Urdu language, 1 student mixes Sanskrit and 16 students mix languages. Among 340 participants belonging to urban area, 252 participants mix English language, 47 students mix Hindi, 11 students mix Urdu language, 1 student mixes Tamil language, 1 student mixes Sanskrit and 28 students mix languages.

Table 12: Area and the kind of feeling of some subjects when people use mixed languages when they speak

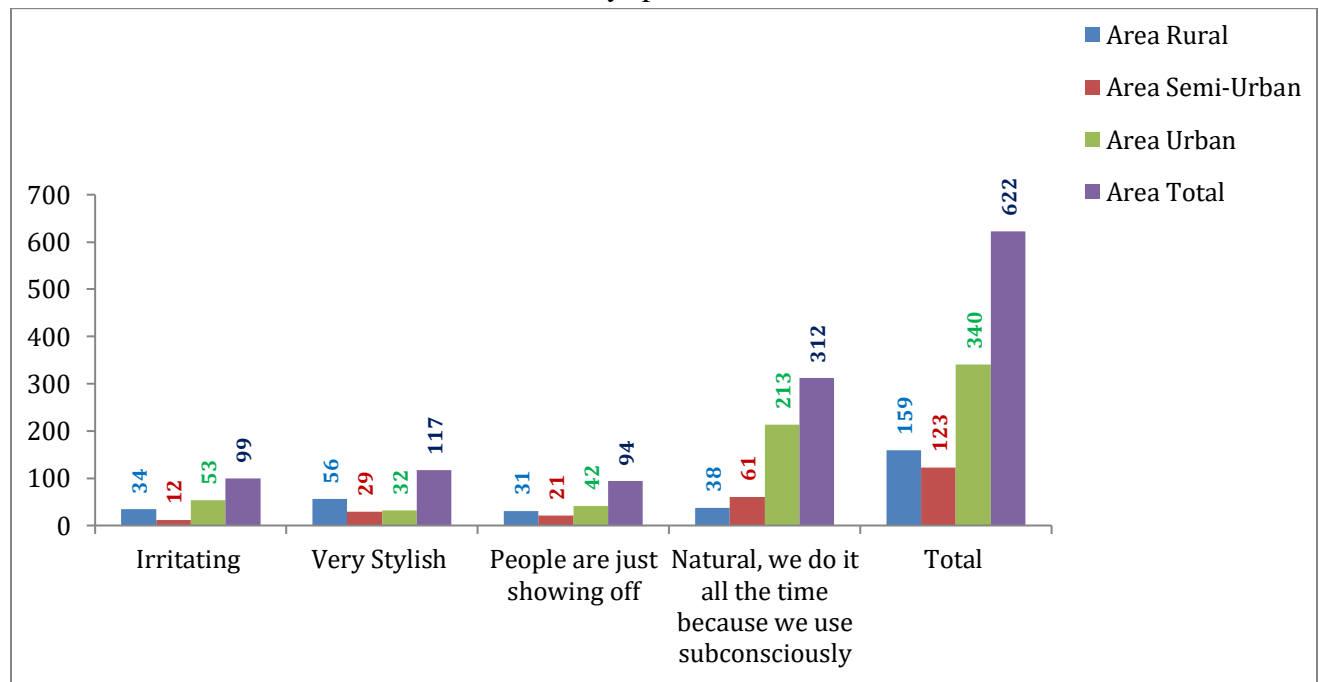


Figure 12: Area and the kind of feeling of some subjects when people use mixed languages when they speak.

Among 159 participants belonging to rural area, 34 participants mentioned that mixing languages irritate them, 56 participants stated that it appears to be very stylish, while 31 participants mentioned that it appears to be showing off and 38 participants mentioned that mixing languages has become natural and it is done subconsciously. Among 123 participants belonging to semi-urban area, 12 participants mentioned that mixing languages irritate them, 29 participants stated that it appears to be very stylish, while 21 participants mentioned that it appears to be showing off and 61 participants mentioned that mixing languages has become natural and it is done subconsciously.

Among 340 participants belonging to urban area, 53 participants mentioned that mixing languages irritate them, 32 participants stated that it appears to be very stylish, while 42 participants mentioned that it appears to be showing off and 213 participants mentioned that mixing languages has become natural and it is done subconsciously.

With regard to the statement “How do you feel when people use mixed languages when they speak”, a significant the urban area students are feeling that if people are using mixed languages while speaking then they are saying it is a natural and they are doing the same because they use subconsciously.

Table 13:Area and the amount of code mixing while speaking

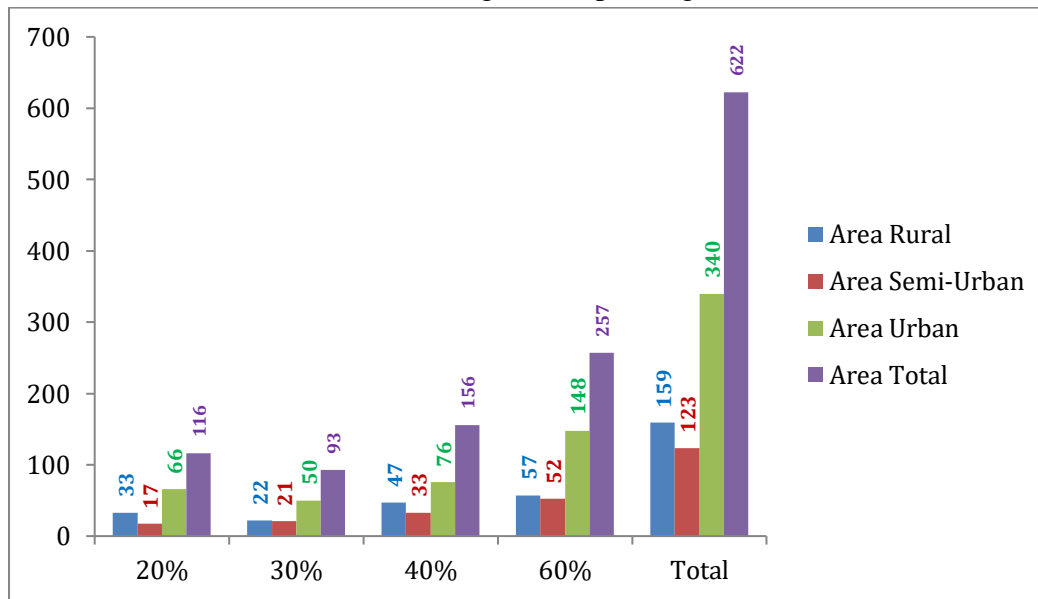


Figure 13:Area and the amount of code mixing while speaking

The table presents the percentage of mixing languages by rural, semi-urban and urban participants of the study while speaking. Among 159 students belonging to rural areas, 33 participants mentioned that they mix languages by 20%, 22 students mentioned that they mix languages by 30%, 47 students mentioned that they mix languages by 40% and 57 students mentioned that they mix languages by 60%.

Among 123 students belonging to semi-urban areas, 17 participants mentioned that they mix languages by 20%, 21 students mentioned that they mix languages by 30%, 33 students mentioned that they mix languages by 40% and 52 students mentioned that they mix languages by 60%.

Among 340 students belonging to urban areas, 66 participants mentioned that they mix languages by 20%, 50 students mentioned that they mix languages by 30%, 76 students mentioned that they mix languages by 40% and 148 students mentioned that they mix languages by 60% while speaking.

Chi-Square is 6.549, P-value:0.365, Not Significant. Since the p-value of the chi-square test explains that there is no significant association between the Area and % of Mix languages while speaking i.e., there is no significant proportion difference among the rural, semi-urban and urban areas with regard to the % mix of languages while speaking.

### Conclusion:

The overall picture of linguistic profile of the above mentioned emphasizes that bilingualism and code-switching and mixing are day to day phenomenon in all urban, semi-urban and rural areas. Moreover majority of people consider this to be natural and have positive attitude towards bilingualism and multilingualism. However, with this small sample one cannot generalize the attitude towards code-switching and mixing. Nonetheless the results and the general profile of ESL learners in the region are normally bilinguals with English and Telugu. But proficiency levels and competencies vary again depending on socio-economic background. One can say that generally the impression is that people and learners are habitual bilinguals in terms of code-switching and mixing. Another phenomenon is that some can speak Hindi, Odia, Kannada, Tamil and other Dravidian languages owing to seasonal and vocational migration in large numbers. Another important phenomenon is that minor languages like some tribal language Gadaba, Erukula etc., have also been experiencing the thrust of code-switching and mixing. This is important in terms of research because it enables the researcher's to study language endangerment in the light of this of type multilingualism where the subjects use tribal language at home, regional language and little English in the market place for daily transactions. These results are a byproduct of the field research done along with the main study. Finally, the phenomenon is bilingualism is very common and irreversible in Andhra Pradesh region. This can better be improvised to suit pedagogical methods to teach English to literates and semi-literates.

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