

TEACHING ENGLISH TO STUDENTS WHO PREFER REGIONAL LANGUAGE AS A MEDIUM

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Abstract

English Language is considered as an official language of the world. Success in one's career depends on one's ability to communicate in English Language effectively. But it is possible when the students understand the basic concepts clearly in the English language itself. As the students are born and brought up in their native tongue at its maximum, they stick their mind setup according to their native language and they understand more in native language rather than English language. They can understand the same concept in the native language but find more difficulty in the English language. This paper proposes some problems faced by students who come from the regional background and get a sudden transition to the English medium colleges. This paper suggests some of the problems and its solutions faced by the students of non-English medium backgrounds along with the impact of regional language in their mind set. This paper proposes some of the tips to teach English to non-English medium students. These solutions can be beneficial for the teachers in one or the other way to sort out the problems of non-English medium students.

Keywords: Teaching English, Non-English medium students, Communication Proficiency

1. INTRODUCTION

The headline “English is an official language” has appeared in thousands of magazines and medias in recent years [1]. English has become an apt symbol for globalization, diversification, progress and identity. Wherever you move, there is a touch of English everywhere. There is an urgent need of learning English because it is difficult to live in the present world without knowing English. At least it is a basic need to understand the sentences and to form correct sentences. English has also become an official language as it is used as a medium of communication in all domains such as government offices, law courts, Medias and the most important in the academic world.

Teaching of English has become an urgent need of the students now a days. They need to learn English anyhow. But there are large number of roadblocks coming into their way while they are on the way and this problem is basically faced by the students who belong to non English medium classes. This article suggests some of the problems faced by the students who prefer regional language as a medium and the probable solutions which can help a lot number of us[2].

The aim of this article is one of the common problems that the teachers generally face while they teach in the class rooms and it also feature some of the solutions which might be useful for us. Each and every class is always a mixture of English and non-english medium students and we have to deal with them and the paper focuses more on the students who prefer regional language as a medium to learn in the class rooms especially in reference to the technical education [3].

2. IMPACT OF REGIONAL LANGUAGE IN EDUCATION

Most of the people have a general mindset regarding admitting their children’s in the regional school from the early childhood[5]. They generally have an attitude that the regional level will help them to acquire literary skills and will help them to participate more actively in the class. Moreover, it may alleviate the burden of understanding the content material while simultaneously learning a foreign language.

Psychologically, mother tongue language is a system of meaningful signs that in his mind works automatically for expression and understanding. Sociologically, it is a means of identification among members of the community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistic medium [2].

As the major part of their study is done in the regional language, they have more tendencies to it and they grasp everything in their mother tongue. They are very used to it from the early childhood. They had read everything in their native language. Though they know all the concepts well in the native language, they are not able to express in the preferable language that is English. As a result, when they enter into the under graduate level, they face a large number of problems in understanding in English [5]. The use of mother tongue as a medium of instruction at their school level can lead to lower proficiency in national and/or international languages, which are often the language of instruction in higher education. Therefore, mother tongue instruction does not guarantee ongoing academic success beyond schooling and can reduce attainment in higher education.

2. PROBLEMS FACED BY THE STUDENTS WHO PREFER REGIONAL LANGUAGE AS A MEDIUM

When we talk of students coming from different backgrounds during his primary or secondary level, he feels a large number of difficulties and problems to get adjusted with the new system of learning process through a language which is completely new for him. Since he is tend to learn

everything in his mother tongue, knowledge gets a full stop when it comes to learn through English. Feeling stress and down, having inferiority complex, lagging behind from the fellow classmates are some of the common problems faced by the students of non English mediums [6]. The students start comparing themselves without forgetting the universal fact that “every individual is unique.” We always learn something from others. I had sought various problems in reference to technical education as I am dealing with the class which comprises of both the English and non-English medium students.

3.1. Students’ inability to understand lectures

The subjects taught in technical fields are almost dealt in the English language. The students who come from the non English medium are just like aliens in the class who do not know anything about English language. The students are in a mute mode while a teacher starts teaching in English in a class hour. They do not understand the basic concepts taught by the teacher in the lecture hour.

3.2. No curiosity in non English medium students

The students of present generation are keen to learn everything from their teachers. when a teacher enters a mixed class of English and non-English medium students, there is a utter silence from the non-English medium students [8]. They do not ask a single question to the teacher about the concepts. Even they hesitate to communicate with the teachers and fellow students. When the teacher asks a question as “any queries”, there is not a single question from the non-English medium students.

3.3. Fear of coming out in English background

The students of non English medium students are having a good background knowledge in the subject but sometimes they fear a lot for coming out with their knowledge to compete with the fellow students as they think that fellow classmates will laugh on him or else he will be insulted by others in the class and sometimes he cannot express himself in the English language.

3.4. Inferiority complex within the non English medium students

As and when they enter into the professional courses, they start feeling an inferiority complex when they see their classmates who are very fluent in speaking English as well as having a good background knowledge of the subject. Inferiority complex is like poisoning one’s own body and unless and until they don’t come out of this, they will never experience a change.

3.5. Poor teaching methodology during the primary and secondary level

English is one of the most neglected areas in the regional schools. The teachers give more emphasis on the subject knowledge where everything is taught in their native language and they keep the English language lying stake behind this. At the same time they are not encouraged to learn English which is the most important part at that time. Due to which they miss one of the wheels of their future life.

3.6. Poor communication skills from the students of non English medium students

Knowing English language is one of the most important skills for getting a job and it will give them a great confidence level when they are going for an interview. As they did not get a scope

of learning communication skills in their schooling, they lack behind in it and they face a lot number of hurdles in the professional carrier.

4. A FEW SOLUTIONS FOR THE TEACHERS TO TEACH ENGLISH TO THE STUDENTS OF NON ENGLISH MEDIUM STUDENTS

Teaching English to a sandwich class may be a difficulty for a teacher. There may be time constraint for a teacher to solve all the problems of the students within a limited time period. At the same time, a teacher have to focus on all the students whether he is from the English or non English background. Here are some of the solutions for the teachers which may be helpful for the teachers to teach English.

4.1. Understand the Individual Needs of Students

In a classroom, English language proficiency and academic experience among students can vary greatly [8]. In order to help every student improve, teachers have to understand every individual student's level of language proficiency and educational history. The best way to make lessons comprehensible to all students is to replace difficult texts with simpler terms. They should not use oversimplified vocabulary because some students may find this insulting. It is important for a teacher to establish a more personal relationship with every student and their family where it can help us to get a feedback of the student.

4.2. Make Sure that Students Know What is Going On in Class

The students coming from regional background do not have sufficient knowledge of the English language to understand the instructions that are provided by their teachers. As such, they may not know exactly what is going on in their classes [6]. Teachers have to encourage their students to ask for clarification when they do not understand certain instructions. During the course of a lesson, they have to let their students know which points are important and give them more time to ask questions. At the end of the lesson, they should ask the students to write down all the things that they have learned and aspects of the lesson that they are unsure of. Then, they can use the information to provide better clarification at the beginning of the next lesson.

4.3. Help Students Speak English More Comprehensibly

There is no need for a teacher to eliminate accents when they are teaching their students to pronounce English words [3]. The important thing is to teach them to speak comprehensibly. Teachers should speak clearly and repeat words that are difficult to pronounce, and Students should be encouraged to speak slowly, so that their pronunciation will be clearer and more accurate.

4.4. Introduction of activities in the class room

Introduction of various activities in the class room helps a lot to the non English medium students to make an involvement and interaction with the fellow classmates. This gives them a chance to come out with their views and they started behaving friendly with the other classmates in the class. They start thinking out of the box.

4.5. Giving motivation especially to non English medium students and attending them deeply

The students should be encouraged in the classroom to involve themselves in the class room lectures. They should be motivated that each student has the capacity to express themselves and

can do well. The students of non English medium should be focused more than the English medium students. They should be attended with special care which they need utmost at the initial stage of their college life.

5. CONCLUSION

Despite the remarkable growth in the use of English, at least two-thirds of the world population do not use it. In certain parts of the world, English has still a very limited presence. The best role in the present scenario can be changed with the help of teachers. The teachers should start playing an important role to realize the importance of English to the public at different levels. In this article some issues and probable solutions related to teaching English in colleges where regional language is preferred, is discussed. Throughout the discussion we are emphasized on students of engineering colleges. Further studies in this topic are going on and more analysis with solutions is expected in the next version of the work.

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