

CONTENTIOUS RESEMBLANCES IN USAGE OF MOTHER TONGUE IN ENGLISH CLASS ROOM

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Abstract

The paper signifies the importance of the mother tongue usage in the English classrooms. Under certain situations, a teacher is provoked to use mother tongue to give a clear idea of the concept which she/he explains in English class room. But use of mother tongue in English class room has diverse opinions in relation to the medium of instruction. The students of English Medium want only English to be used in the class even the concepts are difficult. Whereas the Telugu medium students studying English as a subject want explanations in vernacular in difficult situation. The present analysis is a study made on both the sides and analyses how the mother tongue influences the student right from the childhood till professional settlement. The paper titled: “**Contentious Resemblances in usage of Mother Tongue in English class room**” draws the attention of the reader how and when mother tongue should be incorporated in teaching English language.

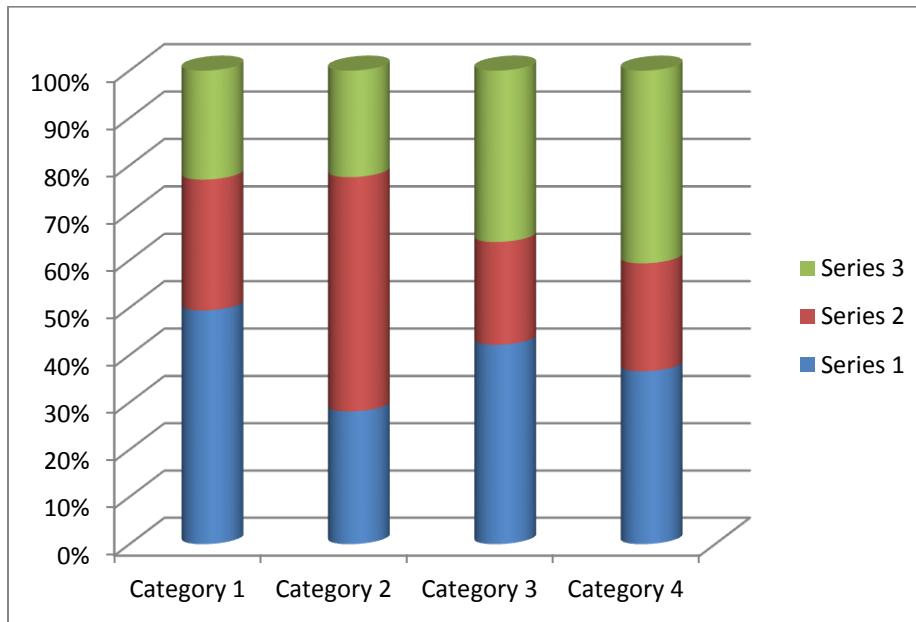
Keywords: Mother Tongue, perception, E1-English medium students with English as their background, E2- English Medium Students with Telugu medium background up to 10th standard, direct method, bilingual method.

Listening, Speaking, Reading and Writing are the four skills which play a critical role in learning any language. It is felt very hard to learn a language like English and get mastery over it. There are many reasons for it. The E1 students with an English medium backdrop use the language very fluently but there is a possibility of committing grammatical mistakes. The reasons are that they never bother about the rules and regulation of language. They pay attention only on the ideas communicated but not on the language structure. The E2 Students with Telugu medium background also speak perfect English, grammatically correct but fails to express their ideas fluently. Here the reasons are that they are much worried about the grammatical patterns and structures in formation of sentences. This may be due to the amount of exposure for the student towards the English language. Another important thing is that their exposure to the foreign language like English is very rare. They use English in their conversation not regularly but rarely.

As the classes are with a combination of both E1 and E2 students', teachers use the bi-lingual method of teaching. Generally, English classes are expected to be carried on only in English. But the teachers adopt to use regional language to create a better comprehension for the students. There are many reasons for doing so. According to the survey made, it is observed that the pedagogy incorporates Telugu in his/her teaching either to make the vocabulary easy or to make the logical questions easy. It also observed that the pedagogy follows this method for quick completion of syllabus with understanding and to make the students with rural background comfortable in understanding the language. As a result, they raise doubts to become perfect in understanding the techniques of language. But some of the linguists feel that a perfect English class should go on with complete English words. The teacher can implement the direct method of teaching by showing signs, altering their body language or by reading the content with exact intonation and stress. They suggest that the pedagogy is not supposed to use Telugu language because it makes the student to listen and pick up Telugu words quickly which becomes a hindrance to develop English language. They opine that mother tongue is allowed in English class only to teach a few rigid concepts. There is a saying, "We speak what we hear". Therefore a continuous use of Telugu language in English classrooms makes every possibility for the student to pick up more Telugu words than English. This is the reason why many students immediately shift to mother tongue when they fail to communicate in English language. To give a perfect expression, they shift to Telugu. This can be uprooted by exposing the student's knowledge towards phrasal verbs, proverbs, figures of speech and so on. Therefore the student will be benefitted if the teacher uses English in classroom.

Statistical Observations: Regarding the usage of mother tongue in English class room, we made a survey on SSC, Inter and professional degree students. Most of the professional degree students expect mother tongue usage for critical concepts. They opine that 20% of Mother tongue intervention is unavoidable in certain situations. Though the most of the students are from professional degree courses, their roots are in Telugu background. Their primary, secondary and Higher secondary education is in Mother tongue. Their performance in the examinations and mock interviews is excellent. But the main drawback is their social, familial background where they are born and brought up. This influences most of the students of E2. There is a slight difference of opinion between E1 and E2 students regarding the intervention of mother tongue. An English medium student expects the teaching to be done only in English with an occasional use of Telugu words but the E2 students expect a double teaching. They wanted the first teaching

in Telugu which helps them to understand the context and the second time is to compare and contrast the words used in English language but unfortunately they absorb the content of the lesson but fails to identify the basic idea of the given content or to gain the command over the subject as it will be boring for anyone to hear the same for the second time.



The readings taken from the English medium schools showed the result more likely towards the usage of L2 but when statistics collected from the Telugu medium schools it is answered that they are likely to hear the concept and the content in mother tongue which makes their understanding easier. In their first instance they grasp only the content and in the next instance they wanted to absorb the typical words or structures or idioms or phrases used in which they correlate to the mother tongue. That is the reason why the English is hard for few teachers and students because the student tries to sink everything in the mother tongue and searches for the words in mother tongue. In case if the teacher fails to give an appropriate expression /exact word, it is hard for them to sink. Therefore English is hard for them to use or think or create a new combination of words what they can express in their mother tongue. At this juncture, many English experts express the idea that English should be thought in English so that the beauty of the language will be used optimum.

Even the teachers also find it difficult to search for the exact words both in Telugu and in English. Those who are well versed in both the languages can only establish themselves as excellent teachers. They have no need to search for the words and expressions in both the languages. A creative teacher, who takes class only in English, identifies the need of mother tongue at the particular instance which makes her job easy in explaining the crucial points from the text. He/she might use Telugu to make the subject interesting but not to deviate students from usage of the language. After using Telugu terminology the teacher is expected to draw various examples in English using that particular content. Creativity and teaching are two different branches of the same tree. An excellent teacher may not be creative but definitely a creative teacher can make her teaching excellent. They play an important role in their interpretations and

receive a successful acceptance to their teachings. That is the reason many of the orators even though they use a simple language gain a lot of vitality for their orations.

Therefore the survey concludes that even an illiterate person can also understand the target language when taught in English. Therefore the amount of exposure we create to the students the much they will be benefitted.. Hence the priority of language either speaking or writing skills needed the intervention of mother tongue not regular but very rare.

Research Findings:

- Students should be encouraged to speak in English language irrespective of the sentence structure formation. This increases the verbal power of the student which later gives rise to correct sentence construction with the correction of teachers.
- Teaching concepts twice should be terminated so that they focus their mind to understand the concepts for the first time. The teachers should make the concepts clear either through their body language (actions) or through the intonation and stress (sound).
- If the idea of teaching twice is implemented, it will be fruitful only when the students are regular with 100% attendance.(particularly while teaching grammar concepts)
- The teachers should create an urge to use the dictionary, newspapers or browsing after giving the synopsis of the content.
- An assignment should be planned to the topics dealt in Telugu.
- A lot of exposure should be created to listen to the English language and should create a taste to listen to direct teaching method

Workcited

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