



IMPACT OF ENGLISH MEDIUM ON NON-ENGLISH MEDIUM STUDENTS

P. Sudhakar Reddy¹ and G. Shravan Kumar²

¹Boduppal Hyderabad

²Acharya N.G. Ranga Agricultural University, Hyderabad

ABSTRACT

Medium of instruction plays a great role in teaching learning process. In this paper we discuss the impact of medium of instruction on non-English medium students when they are learning. Development of language is based on psychological aspects. Educational environment, towards attitude, uses of teaching learning materials these all are elements in language development and also help the students to understanding the subject concepts. We also discuss the barriers in language development. Any teacher/lecturer should concern these barriers and language development stages when they are thought. Enthusiastic environment also plays a great role in language development. Teachers and school environment provide a new environment for non-English medium students to participate in learning process enthusiastically. We also discuss the how to overcome the learning barriers in language. Development of language depends upon the developmental stages of the child. Each stage has its level of development. Teacher should consider these levels of development of language while teaching.

Key words : Language development, language barriers, Medium of instruction. Enthusiastic Environment.

Students without English as their native language makes it difficult for them in understanding the learning and teaching processes. Normally it is very easy to make good results from students who are learning in their native language. This is due to the fact that students could easily understand the actual motives and concepts of learning which helps them in remembering for longer periods. With this paper we are going to differentiate and case study the students and its impacts between the students having English as their native language and students without English as their native language and helping them effectively to step forward in getting into English medium schools. We discuss the respective measures that are required to help the students from learning English language. Now-a-days parents who want their children to see at greater heights are forcing their children to join English medium schools without his/her consent. This makes students to feel the peer pressure from parents as well as school management, students who are good at grasping concepts too feel difficulty in competing with other students. In order to solve this problem teachers must understand the non-English medium students and should help them in eliminating the fear of medium of instructions while teaching. This yields us better results.

Does psychology help students in developing their language?

Yes, it definitely helps. Because, language development is the backbone of mental development.

There exist 4 important concepts in language development. i.e. Listening, Reading, Speaking, and Writing. It is due to the fact that students remain backward in language because of lacking in these 4 main skills.

Howard Gardner (Psychologist) In a book titled "Forms of mind, the theory of multiple intelligence" He mentioned the following advantages of languages.

To encourage others to do things.

To use it as a tool to remind others of few things.

To transfer knowledge and wisdom from one person to other person

To know more about language.

How Does Language Development Takes Place In Students?

Language is a part of life. Language acts as a medium of transfer of thoughts from one generation to other generation.

"It is because of language that a child can express his desires, fulfill his needs, control his behavior, communicate with others and can deliver his thinking, feelings, experiences etc."—Halliday

Language development can be done in children at different stages :

Pre Language stage : This is the previous stage of child's language learning. In this stage, child

makes sounds on his own. A child doesn't know the language at this initial level.

Bobbling stage: This stage occurs during the period of 4 months – 12 months. A child observes his/her parents and other persons and makes few sounds. They doesn't have any meaning.

Sound imitation stage: This occurs during a period of 1 year to 1 ½ year of child's age. By imitation and conditioning, child develops his/her language.

Stage of verbal comprehension stage: This stage occurs during a period of 5 years to 10/12 years of child's age. The child absorbs sounds and responses to them accordingly. When compared to boys, language development takes place at a faster rate in girls.

Language development Barriers

Being physically handicapped : Blind, dumb like challenges.

Bi-language Environment : In Bi-language environment due to mix up of two different languages, makes it difficult for children in development of language and also errors occurs while speaking.

Environment at home : Due to two different languages at home and school, makes language development difficult in children.

Social environment : Children living in socially backward areas feel difficulty in developing language.

Learning Habits : Children who does not use dictionaries in learning process, face difficulty in developing language.

According to seashore, a psychologist, as the age increases, vocabulary also increases in children.

A teacher must keep in mind the above factors and barriers should teach accordingly for language development in students.

Psychology strongly explains two of its views on language.

They are :

Man learns language for his growth and development. Learns language from all experiences he faces all through the life.

By having inborn skill in language at birth, a man can acquire perfection in language by using his natural intellectual capacity.

Noamechoamkey : A language psychologist has proposed Regenerative grammar theory in 1950's All Human race together have the capacity to understand few language grammatical rules naturally. He referred this as 'Universal Grammar'

He proposed that a man innately acquires language learning capacity.

With the help of above psychological theories it should be observed that language develops either innately or by giving intense training.

So, even though for Non-English students English is a new language mentally, they have this capability of understanding and learning this language by birth. Teacher must notice those abilities and must train the students in learning language. This makes them to move forward in teaching -learning process.

Difficulties faced by non-English medium students in teaching learning process :

Students with non-English background could not compensate their level in understanding the concepts as the language that is being spoken at home and schools are purely different. This restricts them to grasp the actual concept of teaching. It must be kept in mind that the language at home and schools is same, then the student will be very good in academic results. Now-a-days in states like Telangana/A.P, the corporate schools are letting only those students whose speaking language at home is English. Due to this unfairness students with good intellect aren't given much opportunities. Response to teachers views will also be different by the non-English background students. These students are unable to understand the actual concept that teacher has taught to them. This leads to insufficient convey of matter from teacher to the students. Students are unable to learn things easily as they feel low that they don't know basic English. Students with good intellect are also unable to get through the learning due to development of ill feeling towards English language in their mind.

Teachers impact on students teaching methods

also acts in getting good results. Teacher with positive attitude can help non English medium students to learn the subject effectively where as teacher without positive attitude cannot actually help students to get on. Teacher who is teaching non-English medium students must possess enough patience and skills to make them understand effectively. Teaching the topics in such a way that non-English medium students can easily grasp the topics.

Teacher -student relationship and student-student relationship must be very good. This results in helping non-English medium students at all times in achieving their goals. In order to achieve this goals teachers are required to take necessary measures.

At first teacher must possess positive attitude towards students. Teacher must motivate and encourage students in learning English. This makes students to actively participate in learning process.

Teacher must give good examples and experiences in easy way while teaching concepts to students, this can also be done easily in English language which makes students to grasp concepts so easily.

Teacher must use simple and understandable words while teaching to the students. And teacher must observe the responses of students carefully. Doing so teacher can make student understand the set of words and expressions where they could not get easily. Making them reveal in next sessions can help students effectively in learning process.

Teacher in English medium schools must make sure that students are aware of difficult words in the subject before starting a lesson in the class. While teaching, teacher must make note on the interaction between English medium students and non-English medium students and helping them cope up with each other in communication helps the non-English back ground students to get through difficulties. When teaching non-language subjects teacher must be very careful regarding subject's important words, definitions etc. and must deliver exact meaning to the students. Making students to learn with practicals when necessary will help students to get through the

subject easily. Teacher must enhance the self confidence levels in non-English students before starting the lesson. Students with greater interest in learning and their zeal to learn the subject can make any medium student to get through the academics.

Teaching learning material makes learning more effective :

If non-English students aren't able to understand the concept besides intense teaching and explanation, It will be useful if teacher uses any learning material for better understanding of the student. With the help of ICT it is possible to explain one topic in many ways by converting its environment to classroom, this makes student grasp as many concepts as possible. With the help of T LM it is possible to make students to participate actively in teaching learning process. It is also useful conveying the matter easily to the students of any medium. T.V, Radio, computers, projectors type devices will be helpful in developing language skills. Tools which are used in practical help students to learn subjects like math, science and social with ease. Teaching materials make class environment more lively and interesting. This gives strength and courage to the teacher in teaching learning process.

If a student is unable to get the actual concept behind teaching, it can be done by using teaching- learning materials which helps students to understand the concepts easily. A research states that teachers with non-English background were not very effective in explaining subject related topics and extra topics for better understanding of students in teaching learning process compared to teachers with English medium background. It would effect the understanding capacity of students if teachers of non-English background could not use proper vocabulary and wordings. Teacher with non-English background can over come this situation if she/he is well experienced in his/her field.

J.S. Bruner a psychologist says that a topic can be explained to any one in any way. To make this possible he asks us to use symbols, gestures and signals for better understanding. Hence, teachers with non English background can also overcome

this situation if he/she has perfect grip on subject and so making teaching learning process more effectively with the help of symbols, gestures and signals. Teachers with non-English background helps students with non-English background to get the concepts correctly with the help of this notion there exists equal justice to all the students in the class.

What are the facilities that are to be provided to non-English medium students at schools:

Normally, non-English background students think that they are facing a new world with new language in the classrooms at schools. In order to overcome this, management must take special classes to non-English background students and should motivate them in learning concepts along with general students. Doing so, enhances the confidence levels in students while learning language.

Creating an environment where a student of any medium or any level can easily cope up with rest of the students, helps them in eliminating the fear concerned with medium of instruction in their minds. Therefore, creating such environment helps students to actively participate in learning process.

School management on the other hand must consider the qualifications, experience of teachers in teaching and their medium of learning who are going to teach non-English background students And must select them on their respective traits which are helpful to the students in learning process. While recruiting teachers, management must also make them clear about their students' background and their capability in learning the subject. Management should also explain teachers the various measures that are required to foster the teaching- learning process.

School management (Either private or Government) should conduct specific training sessions for teachers because the language that is used in teaching plays an important role. School management must also take certain measures in providing teachers better training from experts, teachers and skilled persons in their respective subjects.

Training the teachers is an effort by the school

management for improving educational values. language must not be an obstacle for student in any case in understanding it. Good educational values helps students and teachers advantageously.

After completion of teaching and evaluation process, teachers must update the estimation capacity of students from time to time. This helps the teacher to understand his/her students weak areas and must take respective measures to improve his/her student in such areas.

Environment of classroom must be in such a way that students must feel liberal being there. Students must feel free to express his/her feelings in class rooms. This makes them to overcome the obstacles that are concerned with understanding the subject and language, very easily. Class rooms without freedom of expressions and degradation of student feelings can become major hurdles in their teaching- learning process. This makes students to stay behind in achieving their goals.

School management must take care in making students to participate in curricular and also co-curricular activities. This makes non-English medium students to compete equally with English medium students.

Implementing facilities like libraries-learning and language labs in schools helps students to learn the concepts on their own. This enhances the self learning and self study in students. Self-learning and self -study helps the students to overcome the hurdles in language learning.

Teaching methods also make an important note in schools. This effects the learning process in students. This teaching methods helps the students with native language background to understand the English medium teaching. Teaching methods like heuristic, projects makes students to learn the subject easily without any language barrier.

Amongst all, school management must make sure that the school environment is lively and interesting. Students in such schools can surpass any obstacles in moving forward.

How to plan the Educational curriculum:

In Educational planning, language related topics

must be explained to students easily with understandable Grammatical rules.

Keeping in mind the culture and society of students' background and giving importance to those aspects in curriculum planning plays an important role in development of English language in students.

Planning must take place keeping in mind the students' age and his/her level in language development. Usage of correct vocabulary in any subject helps the students in understanding the subject and makes them to move towards their goals.

Planning must be in such a way that, level of topics must flow from easy to difficult topics. Student experiences must be given importance.

Education planning must allow students to participate in events that enhances their language development process. This helps them to remove any language barriers in learning process. At one point, students will be able to express their experiences in their own words and sentences.

By interlinking the knowledge that is gained at school level and outside world, makes the student in understanding the living very easily.

Findings of the study :

Any students having inborn skills in language at birth that's why we identify that's skills in child for developing the language.

Providing a enthusiastic environment also should help the developing the language.

Positive attitude of the teacher should overcome the obstacles for non-English medium students to understand the subject concepts when teaching learning process is going.

Teacher can identify the psychological barriers in language development also provide a learning environment for non-English medium students to

understand the subject concepts in English medium.

Teaching learning material also helpful for non-English medium students to develop their levels of understanding.

Providing a training for teachers in English medium schools to develop the language skills in non-English medium students.

REFERENCES

1. Language in India www.languageinindia.com ISSN 1930-2940 15 : 2 February (2015). Sanjay N. Shende, M.A., B.Ed. NET A Comparative Study of English Language Teaching in English and Non-English Medium Secondary Schools/Colleges from Grade 8 to Grade 12 in India Auerbach, Elsa. 1993. Reexamining English only in the ESL Classroom. TESOL Quarterly, 27, 1, pp. 9-32.
2. Bahrani, T., & Tam, S.S. (2011b). Technology and language learning: Exposure to TV and radio news and speaking proficiency. *Kritika Kultur*, 17 : 144-160.
3. Baptist, Mapunda. A.J. (2004) Progression or Regression: language of instruction; students' participation and performance in 'Fasihi' and 'Literature' as taught in Tanzania diploma teachers training colleges. Unpublished master thesis, Oslo: Institute for Educational Research
4. Chen, T., & Lin, H. (2007). Reading authentic EFL text using visualization and advance organizers in a multimedia learning environment. *Language Learning & Technology*, 11, 83-106.
5. Cook, V. (2001). Using the first language in the classroom. *The Canadian Modern Language Review*, 57(3) : 402-423.
6. Dave, P.N. and Dave, J.P. Socio-economic environment as related to the nonverbal intelligence of rank and failed students. *Research Reports in Education and Psychology*. Regional College of Education, Mysore, 1971.
7. Ellis, R. (1994). The study of second language acquisition. Oxford, England: Oxford University Press. In Tsafi Timor, (2012) Use of the Mother Tongue in Teaching a Foreign Language. *Language Education in Asia*, 3(1), 2012 : 7-17.