



**SUGGESTIVE SOLUTION ON PROBLEMS FACED BY STUDENTS AND  
TEACHER EDUCATORS IN MULTILINGUAL B.ED. CLASSROOM**

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**Abstract**

*The study was conducted on B.Ed. students and Teacher Educators in private education college of Silvassa. B.Ed. students and Teacher Educators were selected by purposeful sampling; qualitative data was collected by open-ended questionnaire which was further qualitatively analyzed. The findings revealed that in multilingual B.Ed. classroom students faced problems like understanding English, topic comprehension, study material in English, writing examinations and even psychological problems due to regional medium background and not having proficiency in English. Teacher Educators have problems in teaching, preparing teaching-learning material, evaluation and classroom activities. The study suggested that these problems can be overcome by multilingual pedagogical approach.*

**Keywords:** *Students, Teacher Educators, Problems, Multilingual, Classroom.*



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**Introduction:**

A person acquires language skills by learning. A child first acquires language in the informal situation of the home where parents are the primary teachers. The child uses a particular language to express his/her feelings. Furthermore, the child probes and experiments into the

world of thought, way of life, his/her outlook and his/her society as s/he grows into the world of the language of his/her immediate environment (Duminy, 1980). Language is a very powerful tool for transmitting information, representing thought, shaping ideas and, generally as a medium of communication. It is very important in learning subjects in general. Learning the language of any subject is an important aspect of learning. The language enables students to understand the information presented to them in the classroom. (Olugbara, 2008)

Language researchers and educators are increasingly embracing the fact that English is spoken by more people as a second language than as a mother tongue, and, consequently, they are taking on board notion that English is no longer exclusively owned by the native-speaking communities but that its ownership is also shared by newly arrived members of the English-speaking community (i.e. non-native speakers), who therefore have a right to be heard in matters affecting the language (Widdowson, 1994).

English is ruling in academia of India before and after its inception on the globe and plays important role at tertiary level which is primarily perceived to be the channel to impart knowledge and skill to graduates. For teachers teaching at tertiary level it becomes rather more important because they are expected to teach by adopting it as medium of instruction. But it also hampers the teaching of those who are not well versed in English language and are to teach teacher education programs pertaining to content through English language. A mixture of two languages, English and some other regional language could be appropriate way to enable prospective teachers understand concepts and terminologies of teacher education. (Iqbal, 2012). Different multilingual approaches like code switching and/or code mixing could be seen as a real, specific discourse strategy for bilinguals especially in multicultural environment of India, remembering that we can use the word “bilingual” to define someone who is able to communicate, to various extents, in a second language. (Gumperz, 1982)

Silvassa capital city of Union territory of Dadra and Nagar Haveli witnesses strong multiculturalism and therefore multilingualism due to, blend of Dhodia, Dubla, Kathodi, Kokna, Koli Dhor, Naikda, Varli, Portuguese, Gujarati and Marathi culture, located in the western region of the India bounded by Valsad district of Gujarat and Palghar (earlier Thane) district of Maharashtra, near and well connected to megalopolis like Mumbai and migration of people from different states of India due rapid industrialization.

Certainly this multilingualism is also reflected in B.Ed. classroom of Education college of Silvassa. Students are not that proficient in English even though their medium of instruction is English as their mother tongue is either Gujarati, Marathi, Varli, Kokna or Dhodi in

addition to this majority of them have done their schooling in Hindi, Gujarati or Marathi medium school. If classroom teaching is carried throughout in English students face difficulty in understanding concept and at same time Teacher Educators find it difficult to conduct lecture in one language i.e. English in multilingual classroom.

Based on these rational researcher studied problems faced by students and Teacher Educators in multilingual B.Ed. classroom and suggest solutions for the same.

### **Theoretical Background –**

The present research is based on Krashen's second language acquisition theory and Bloom's Mastery Learning. Krashen's theory comprises of five main hypotheses, namely, the Acquisition-Learning, Monitor, Input, Natural order and Affective Filter. Among these hypotheses Acquisition-Learning emphasize that acquisition is more important than learning and input hypothesis simply refers to words, phrases and sentences, which a language student may understand due to using the context of the language s/he is hearing from a speaker of the second language or reading a text and his/her knowledge of the world around him/her. According to this theory teacher may code switch/code mix to make students understand the language (here particular concept). (Krashen, 1994 in Nolan, 2001). Bloom's Mastery Learning theory advocates that any individual who desires to learn can learn and have mastery on learning, if learning conditions are modified according to the individual need of the students. (Bloom, 2000) Based on this theory investigator has tried identifying problems of students and teachers in multilingual B.Ed. classroom to create conducive learning environment in classroom by teaching with the help of multilingual approach like code switching/code mixing.

### **OPERATIONAL DEFINITIONS**

- 1) Students – Students for this research are those whose mother tongue is any Indian regional language, English was their second or third language during schooling and are of B.Ed. batch 2013 – 14 of SSR College of Education, Silvassa.
- 2) Teacher Educator – Teacher Educator can be operationally defined for present research as Professors teaching multilingual B.Ed. classroom 2013-14 batch of SSR College of Education, Silvassa.
- 3) Multilingual classroom –Multilingual classroom is defined as B.Ed. classroom 2013-14 batch of SSR College of Education, Silvassa, DNH whose students have come with aim to learn Teacher Education consisting of students speaking different languages like Varli, Kokna, Dhodi, Portuguese, English, Hindi, Gujarati, Marathi, Malyalam, Urdu, Oriya, Bengali and Bhojpuri.

- 4) Expert: Expert for this study is an individual who has masters degree in language ( Hindi/ Marathi/ Gujarati) and Education and having experience of teaching B.Ed. college through English medium

**Objectives:**

- 1) To identify problems faced by,
- a) Multilingual B.Ed. classroom students in comprehending the concepts of Teacher education if classroom teaching is done only in English language.
  - b) Teachers while teaching Multilingual B.Ed. classroom students.
- 2) To suggest solutions to solve problems faced by students and Teacher Educators in Multilingual B.Ed. classroom.

**Research Questions:**

- 1) What problems are faced by Multilingual B.Ed. classroom students in comprehending the concepts of Teacher education if classroom teaching is done only in English language?
- 2) What problems are faced by Teacher Educators while teaching multilingual B.Ed. classroom students?
- 3) How to solve problems faced by students and Teacher Educators in multilingual B.Ed. classroom?

**Material And Method:**

Researcher applied descriptive method with survey design for this study. 38 B.Ed. students and 7 B.Ed. teachers were selected by purposeful sampling from 2013 -14 batch students of SSR College of Education affiliated to University of Pune. Open ended questionnaires for B.Ed. students and Teacher Educators was used as data collection tool to generate qualitative data which was later qualitatively analyzed. (Creswell, 2014)

**Delimitation:**

B.Ed. students of SSR College of Education, Silvassa, DNH, affiliated to University of Pune of 2013 -14 year only.

**Limitation:**

Response of B.Ed. students and Teacher Educators to open-ended questionnaire.

**Findings:**

**Problems faced by B.Ed. Students during classroom teaching done only in English.**

**A) Problem in understanding English:**

- 1) Regional medium students face major problem in understanding, speaking and writing English.

2) Malyalam students reported that they find difficulty in understanding English accent of Teacher Educators because they feel there is pronunciation difference in Southern and Northern India.

**B) Topic comprehension:**

1) If lectures are conducted in English students find difficulty in understanding name of the unit to be taught, important points of the topic taught, meaning of new and/or difficult words and overall understanding of the concept taught in classroom.

2) A few students jumble in words, such that they are not able to differentiate between words of different topics/units.

**C) Study material:**

1) Notes provided by faculty are in English therefore Gujarati and Hindi medium students find it difficult to understand.

2) Marathi medium students find it difficult to understand and translate English notes in Marathi during self study.

3) A few students reported that they hardly find anyone to help in note preparation during self study.

**D) Examination:**

1) They face problem in answering questions in English during examination.

**E) Psychological problems:**

1) If lectures are delivered throughout in English, students are not able to concentrate in class.

2) They feel monotonous and do not feel to sit in class.

3) There is inferior complex feeling among students and not able adjust in classroom.

4) They feel there is behavioral difference between English and regional medium students.

Deviating from aforementioned response a few vernacular medium students reported that they can understand lectures in English. This group of students comprises of,

1) Science graduates who pursued their B.Sc. through English medium.

2) Malyalam, Oriya and Bangla medium students who understand better English than Hindi as Hindi is not prominent language in their respective home states.

3) One Bangali student expressed that though her schooling, graduation and post graduation was in Bangla medium, her liking towards English as a foreign language and desire to enrich English vocabulary helps in understanding lectures in English language.

**Justification of Teacher Educators on regional medium B.Ed. students facing problems in classroom if instruction is given only in English language.**

Majority of Teacher Educators reported that Gujarati and Hindi medium students faced major problems in B.Ed. classroom teaching because they have to study and write B.Ed. exam in English medium and their English is comparatively very weak. The reason behind weak English of Gujarati and Hindi medium students is not only their schooling medium but also illiteracy or poor educational background of family, poor financial condition, majority of students come from tribal area of Dadra Nagar Haveli and Talasari which is in Palghar district of Maharashtra state. Gujarati, Hindi, Varli, Kokna and Dhodi which are dialects of Marathi are major language of daily use. Apart from this students belonging to this belt are less exposed.

Marathi medium students face very less problem in B.Ed. classroom because B.Ed. notes and books are available in Marathi and University of Pune permits students to write exam in Marathi language.

**Problems faced by Teacher Educators in multilingual B.Ed. classroom.**

**A)Teaching:**

- 1) Majority of the Teacher Educators responded that they cannot make use of only English language for multilingual classroom teaching. They have to make use of minimum two languages i.e. mixture of English and Hindi.
- 2) Due to bilingual teaching, teaching process takes long time.
- 3) All terminologies cannot be exactly translated or explained from English to Hindi.
- 4) Teacher Educators have to illustrate many examples to clearly explain the concept which is time consuming.
- 5) Due to linguistic barrier Teacher Educators are unable to give equal attention and cater needs of each and every student.

**B) Teaching-Learning Material:**

- 1) Although teaching can be done in English – Hindi, notes can be prepared only in English and Marathi only University of Pune permits students to write paper in English and Marathi only.
- 2) There is dearth of good B.Ed. related books in Marathi.
- 3) Non Marathi Teacher Educator finds difficulty in reading and understanding Marathi books.

**C) Evaluation:**

- 1) Evaluating B.Ed. exam papers in Marathi language is difficult.
- 2) Evaluation of B.Ed. exam papers written by regional medium students is also difficult as their answers in English language are poor.

**D) Students' Problem:**

- 1) Due to linguistic limitation concept comprehension of English medium and regional medium students differs.
- 2) During classroom discussions regional medium students are unable to share or express their view.
- 3) Regional medium students hesitate to clear their doubts with faculty.

**Suggestive solutions to solve problems faced by students and Teacher Educators in Multilingual B.Ed. classroom are based on teaching experience of Teacher Educators in Multilingual B.Ed. classroom, expectations of students studying in Multilingual B.Ed. classroom and experts.**

Multilingual pedagogical approach i.e. code switching and code mixing can be employed in Teacher Education. (Nadeem, 2012) Code switching occurs when bilinguals alternate between two languages during an interaction with another bilingual person. Code mixing involves the use of affixes, words, phrases and clauses from more than one language within the same sentences and speech situation. (Myers-Scotton, 1993).

Here code switching means alternating between English, Hindi, Gujarati and Marathi languages during Teacher Educator's interaction with students in B.Ed. classroom teaching and code mixing refers to use of affixes, words, phrases and clauses from more than one language i.e. English, Hindi, Gujarati and Marathi languages within the same sentences and speech situation during Teacher Educator's interaction with students in B.Ed. classroom teaching.

Multilingual pedagogical approach can be employed in phases of teaching (Mangal, 2009) as follows:

**I) Preactive Phase**

**A) Objective:**

- 1) To teach Education subject/s related units in multilingual B.Ed. classroom.

**B) Selection of content:**

- 1) Content selected for multilingual pedagogical approach i.e. code switching and code mixing should be such that if that content is taught only in English, regional medium students will find it difficult to comprehend.

2) Content can be explained easily in simple English and regional language.

**C) Support material:**

- 1) Teacher Educator should refer books whose content is available in both English and regional language.
- 2) Teacher Educator should take aid of English to regional language dictionary possibly which is dedicated to one special subject for e.g. English- Marathi dictionary on Education subject. Apart from this Teacher Educator can also take support of online dictionary or translation websites.
- 3) Yet if any difficulty persists teacher can take help of person who has good command on English, regional language e.g. Marathi or Gujarati and particular special subject (e.g. Educational Sociology or ICT)

**D) Technological Aids:**

- 1) Teacher Educator can make use of power point presentation because in one slide one point can be presented in two or more languages at one time.
- 2) Video with subtitles (English or Regional language) can be played with clear certain concept.

**II) Interactive Phase.**

**A) Classroom teaching.**

- 1) Teacher Educator should declare the topic to be taught in English and Marathi both.
- 2) Teacher Educator should write name of topic on board in both English and Marathi.as Marathi students shall appear for exam in Marathi language only.
- 3) Even though teacher is going to teach and explain the content in multi-languages, she should inspire and motivate students to comprehend/understand and learn at least basic keywords in English pertaining to topic.
- 4) Teacher Educators should code switch and/or code mix between English – Hindi –Marathi. Major code switching and/or code mixing can be done between English – Hindi as Hindi is commonly understood among Gujarati, Marathi, Varli, Konkani and Dhodi speaking people but technical terms should be explained in Marathi
- 5) Hindi used during code switching and/or code mixing should be simple and lucid as Hindi is not their native language for all students, for many students Hindi is second or third language.
- 6) Continuous translation of difficult words and terms should be done in Hindi and Marathi, so that regional medium students i.e. non-Marathi medium students who shall appear for



exam in English can understand English words and terms and Marathi students who shall appear for exam in Marathi can understand English words and terms in Marathi.

### **III Post Active Phase**

#### **A] Learning/study material.**

- 1) For Hindi and Gujarati medium students B.Ed. related text books in Gujarati and Hindi should be made available by college library so that they can understand concepts clearly and then appear for exam through English. Provide notes in English and regional language. Regional language should be approved by university as a medium of writing examination paper.
- 2) Notes should be made in simple and understandable English. Difficult vocabulary should be avoided.
- 3) List of difficult words in English with meaning in regional language/s should be provided at the end of notes.
- 4) Notes should be in complete points or sentences as expected in university exam.
- 5) Encourage students to clear doubts if any in regional language or in combination of English - regional language.

#### **B] Preparing Students for Exam.**

- 1) Tests on small topics can be very helpful for final exam preparation.
- 2) Give writing practice to students especially for application based questions.
- 3) Provide answer key of questions of previous year question papers.
- 4) Help students to solve previous year university question papers.

#### **C] Evaluation.**

- 1) Teacher should prepare answer key in Regional language with the help of expert.
- 2) Possibly Teacher should check answer papers on his / her own but if totally impossible she / he should get paper checked from expert, provided answer key in given to him / her.

#### **D] Remedial Teaching.**

- 1) Remedial teaching should be arranged for regional medium students for clearing doubts and revision of difficult units. Students should be divided into different groups according to needs for remedial teaching and practice session.

#### **General expectations from Teacher Educators to teach in multilingual class room.**

- 1) Teacher should immediately try to learn major regional language which is also approved medium of Instruction by University. This will help in basic communication while teaching – learning process. (Learning regional language here means basic speaking, reading and writing)

- 2) Teacher should learn key words or important terms of subject which she / he teach in class room.
- 3) Proper time management should be done by Teacher Educator according to difficulty level of the topic or unit as bilingual teaching takes more time.
- 4) Teacher Educator should provide individual help and motivation for students through counseling.

**Conclusion:**

Research concluded that both students and Teacher Educators face problems in multilingual B.Ed. classroom. But suggested use of multilingual pedagogical approach in all the phases of teaching can be helpful in solving problems of students and Teacher Educators in multilingual classroom.

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