



## **Use of Regional Languages Along With English In Field Of Teaching**

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### **Abstract**

*In present paper we are trying to probe problem of communication between teacher and student & understanding subject because of English. Based on our survey at B.Sc. level, we examined the problem and are trying to give some simple and practical solutions.*

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**Key Words:** Regional Languages, English Teaching

### **1. Introduction**

Physics is study of nature and its study is universal. So we need one global language to share our knowledge and experiences. In this scenario English is playing role of that global language [2]. But because of this in many countries like India where English is second language, students don't know this language very well and it creates problems in understanding the subject and affect their studies.

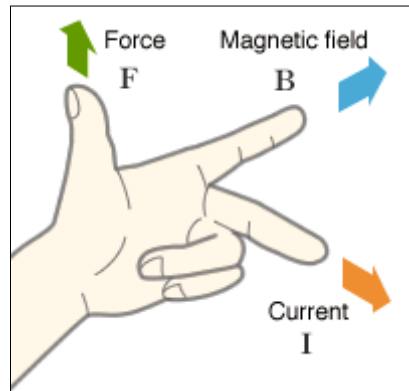
We observe that in our society we give lots of importance to communicate in English. Even in teaching it is expected that teachers must deliver lecture in the best English they can. But what is important?, teachers' fluent lecture in English or students' understanding of the subject? Teachers' primary aim is teaching the subject so it must not matter which language is being used as long as students understand the subject. Teaching methods must be student oriented rather than delivering lecture only in English language. The major issue is to educate students. They must be able to understand the subject completely.

## 2. Whether Students' understanding of subject is depending on the Second Language (English Language) is an important factor?

We observe many times that student don't follow what teacher is trying to explain. This may be because of many reasons but in this paper we will focus only on problem of understanding the subject due to problem of understanding English. This is an important question that, whether using only the second language (English language) in teaching is really important factor for not understanding subject?

Once I (*Corresponding author*) was explaining the theory "Frequency of A.C. main Experiment" to small group of students. So I was explaining theory using Fleming's left-hand rule, that is, "The behavior of a current-carrying conductor in a magnetic field, according to which the directions of the magnetic field, the current, and the force exerted on the conductor are indicated respectively by the index finger, middle finger, and thumb of the left hand when these are held out perpendicular to each other." in English.

After explanation I asked them have you understood the concept. They said yes but I thought that some of them didn't understand. So I asked one of them to explain what he understood. He was trying but was unable to explain. Then that boy admits that he didn't understand completely. I thought that he didn't pay attention. So I explained theory once again in English but situation remained same. So I asked what the problem was. He said that, he was from vernacular medium, and he didn't understand English very well. He did his H.S.C. from vernacular medium and suddenly he is studying Science (Physics, Chemistry and Mathematics) for F.Y.B.Sc. in English.



Physics is difficult to understand even for those who are from English medium. In this scenario I thought what should I do? So as an experiment I explained Fleming's left-hand rule using regional language (in this case Hindi) to that boy. When I asked him to explain, he was trying to explain it in English but was unable. So I told him to explain it in Hindi, and he explained it very well.

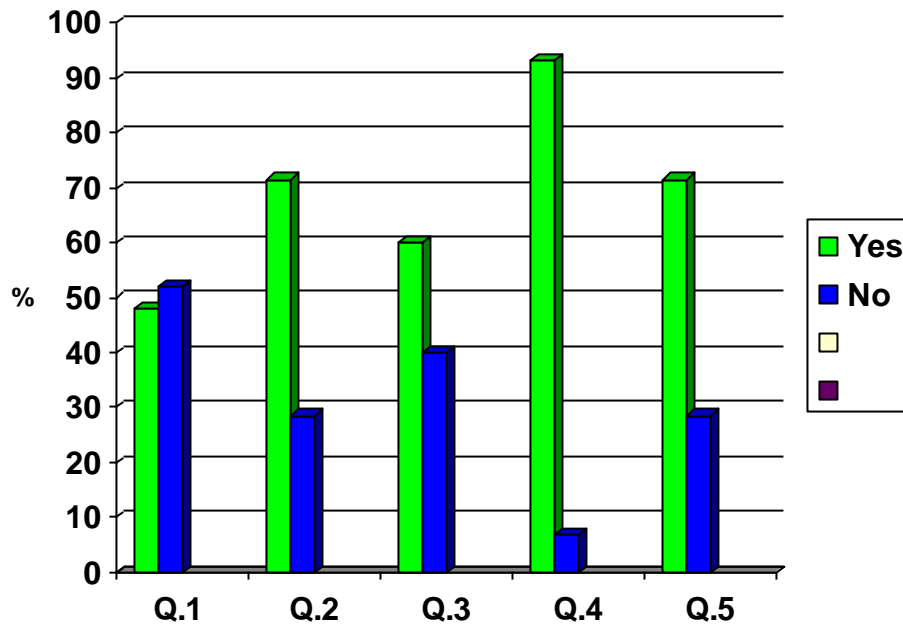
After this incident we thought, can regional languages be useful for better understanding of the science subjects? Here we are not arguing about change of medium from English to vernacular, but using regional language along with English for better communication between teacher and students. Now if there is any problem in basic communication between teacher and students because of English, it would become harder to understand a science subject.

So we decided to survey about students view on using regional languages along with English for understanding of subjects.

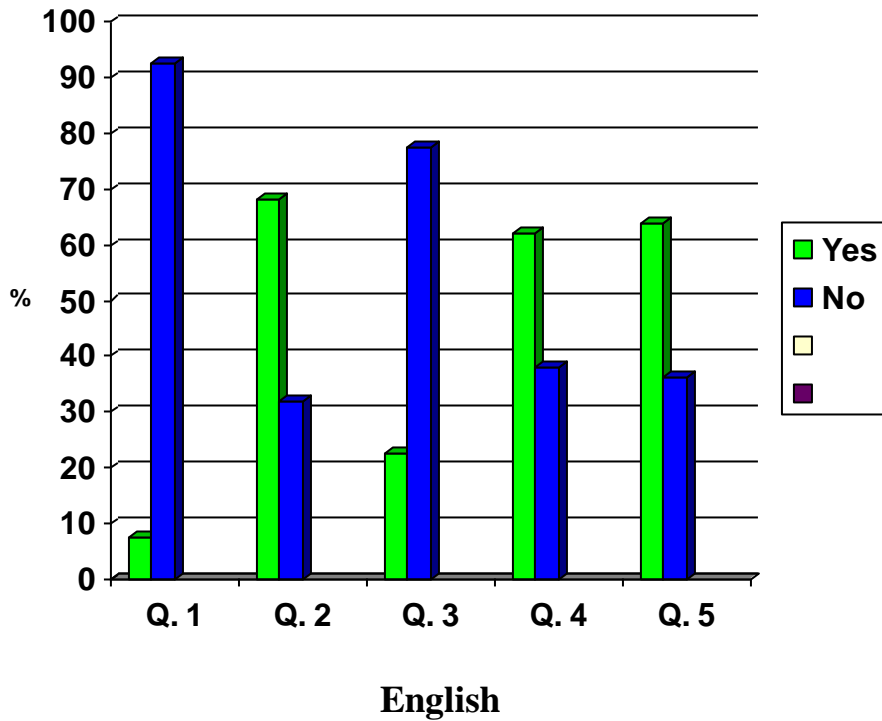
### 3. Survey

Following questions were asked to B.Sc. students, answers gave by English and Vernacular medium students.

1. Do you have problem understanding subject because of English in lecture?
2. Do you think use of regional language to explain subject along with English can help to improve your understanding of subject?
3. Do you think you don't ask question in class because you think you have problem with English?
4. If you are allowed to ask questions in regional language, will you ask your questions more freely?
5. Do you think if regional language is used along with English in a classroom your active participation will increase?



**Vernacular**



#### 4. Analysis of data

From above statistics we can see that majority of vernacular medium students have problem of understanding English (fig Q.1) And use of regional language can solve their problem a lot. Students from English medium also conform that use of regional language along with English can be helpful (fig. Q.2). Even if they don't have any problem of English, they have shown that use of regional language can help to improve the understanding of subject (fig. Q. 5).

From graph we see that students think if regional languages are used along with English, they will ask questions more freely and their active participation in class will increase (fig. Q. 4, 5).

#### 5 Concluding Remarks

In our literature survey we found that, not only in India but in the other countries where English is second language, English creates problems in proper communication. To over come these problems some teaching institutes are using 'Non-verbal, Visual learning methods'. This includes presentations, charts, etc. [6] which could be more useful for students' understanding and visualizing subject.

In our case English creates major problem in teacher-students communication. And it seems that use of regional language can reduce this problem effectively.

It is correct that after graduation in real world they must be able to communicate in English, but it is their challenge. Our challenge is to make them best in their own fields. And the only way that is going to happen if they have complete knowledge and understanding of the subject. Now if there is any problem of communication between teacher and students because of language (English), we will not able to complete our challenge. Our survey shows that regional languages uses along with English language can help to improve teacher-student communication and students' active participation in class.

## **6. Acknowledgment**

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