



Use of Mother Tongue in Teaching of English Literature

Dr. Neha Sharma

Assistant Professor
English Department
Monad University Hapur

Abstract:

Most of the lucky children in the world hear their mother's voice shortly after seeing the light of day. Therefore, it is clear that the mother's voice, which is generally called the mother's language, has a great influence on children. Children understand, remember, understand, react and think better and faster in their mother tongue. But to face the globalized world, they become bilingual and then multilingual. In the process, they develop their linguistic, cultural and intellectual capacity. Linguistic practice at home becomes the foundation of their future learning. Indeed, this paper shows that the mother tongue is very important in learning Sundanese. In addition to that, find out the attitude of students towards using the mother tongue in different language situations and the role of the teacher in the teaching of Sundanese language with the spread of the mother tongue.

Key Words - multilingualism, diffusion, L1, L2, proficiency

Introduction

Modern teaching of English as a foreign language emphasizes the teaching of English only through English. Mastering this language may seem like a daunting proposition to many of us. Also, using the mother tongue in the English class seems inappropriate and should be avoided. Despite our best efforts, our students can improve their speaking and writing skills and still fail. Many linguists do not agree with banning the use of the mother tongue in language classes. The use of the mother tongue in Sundanese language teaching (ELT) is said to indicate

the teacher's low ability. Indeed, this paper shows that the mother tongue is very important in learning Sundanese. In addition to that, find out the attitude of students towards using the mother tongue in different language situations and the role of the teacher in the teaching of Sundanese language with the spread of the mother tongue.

Indeed, there is an opinion that eliminating or strictly limiting the mother tongue does not guarantee good performance or promote a humanistic approach that recognizes the individuality of students (Mattioli, 2004: 24). In the 1970s and 1980s, the teaching of English, that is the teaching of Sundanese in Sundanese, did not include the mother tongue and it was forbidden to use it in the classroom. This idea of avoiding the mother tongue is important in the Indian context. Getting original ideas in MT in Step 1, translating ideas into English in Step 2, and expressing them in English in Step 3 can play a major role in teaching and learning English. The communicative approach to learning the language is traditional and using the mother tongue is not recommended. But recently, the attitude towards the mother tongue has undergone a positive change, the importance of using MT in the Sundanese class has proven to be important for better understanding of the subject. But the amount of native language a student needs depends on their level of proficiency and language status. The BBC English language teaching survey report reported that there were 641 respondents to the survey. 21% of the total respondents use English only, 58% use their mother tongue sometimes, 8% often, 7% often, and 6% half the time. Furthermore, when dealing with a single group of students, it seems counterintuitive to pretend that there is no MT. In Indian context, students also rely on L1. The influence of the mother tongue has been deeply felt since childhood. Outside the classroom, they often hear their mother tongue being spoken around them, so they are not motivated to learn English.

English is recognized worldwide as an international language. Communication in English has become a necessity these days. Therefore, teaching English communication has become a big challenge for teachers of our generation. In addition, teaching and learning English in non-English-dominated countries where the dominant mother tongue faces many challenges. While English is considered an international language, its scope transcends certain civilizational boundaries. McKay argues that "it is appropriate that language learning is not bound by a methodology influenced by a certain culture; it should be taught in a way that is consistent with local cultural expectations" (McKay 2002: 118).

A learner needs high exposure to master this language. Teachers also need to gain more experience in order to be up to speed with the first transformative pedagogy. During teaching, the teacher must adapt to the students' time needs. He needs them

Fluency in the use of L1 and student interaction in the L2 class. It is not wrong to refer to the mother tongue to better understand the topic. In other words, mother tongue makes students more comfortable and confident. J. Harbord "If students are not familiar with the new approach, the teacher may or may not provide explanations in L1, which may lead to student motivation" (Harbord 1992: 352).

Even for non-native teachers, it takes a long time to explain difficult words in English, and maybe less time in the native language. However, often using the mother tongue in the language class is not allowed. Studies show a general consensus about the moderate use of MT in L2 learning.

Using Mother Tongue in Sundanese Classes in India

The overuse of Hindi in India reduces interest in English classes. Therefore, the bottom line should be drawn that the use of mother tongue is not allowed. Research shows that more than 97% of schools in India are regional languages. But in higher education, it becomes English. So, after 10 years of learning in the local language, students move to colleges and universities and move to other modes of learning that hinder their quick acceptance.

Our students and teachers face some common challenges in the English classroom. Indian students make mistakes when trying to speak and write in English and are afraid to move forward because of mistakes and criticism. They expect their teachers to speak the local language.

Monitoring and Results

There is a group of students who are afraid to speak Sundanese because they are afraid of what their classmates will say and they are afraid to speak. Pronunciation is often affected when the influence of the mother tongue dominates the corresponding pronunciation. Often this mother tongue affects the correct accent. Even sometimes the regional dialect affects the accuracy and correctness of the language.

Some weak students feel that speaking Sundanese is lower than speaking Sundanese with their better friends. This insecurity holds them back. Some students deliberately use their mother tongue in English class because they are proud of their mother tongue. They think they are using a language other than their own. Some do not open their mouths in class because of internal misunderstandings. They think in the local language and translate it into English using their cognitive resources, but they don't speak it. This may be due to the lack of experience at the elementary, secondary and even college and university levels.

The study found that 25 out of 30 students in an engineering-level English class in Odisha, India rated the teacher as using Hindi and Odisha to explain high-level concepts. The remaining 5 students prefer teachers who explain similar concepts in plain English.

DESCRIPTION

As the first step in effective language learning, students must develop interest and love for language. To eliminate the fear factor, teachers must logically prove the ease of English. It should prove that English is easier to speak, read and write than other regional languages as a mother tongue. The teacher should encourage students to open their mouths with a few words in English and then quickly practice speaking, reading and writing. When teaching English, you should invite participants to build trust among students and ensure the participation of the weakest students in the class. Another way to engage students is to start conversations about interesting topics in class. Group discussions on simple topics that students are interested in can be an effective way to promote English learning. Reading elite English magazines, surfing the Internet, chatting on social media channels, watching English TV programs, listening to the radio, listening to recorded speeches by good speakers can all help improve your English speaking and writing skills. However, teachers have an important role in students' English proficiency. In the classroom, the teacher must accept all the students' answers and explanations, even if they are wrong, thus encouraging them to participate in teaching and learning. Correcting mistakes does not take time for teachers, but creating motivation to learn English takes time and is difficult. Therefore, teachers in India should use the right resources and try to make the best out of the opportunities available in our educational environment.

CONCLUSION

From the description above, it can be seen that the mother tongue can be used in teaching and learning Sundanese. In sustainable work, students at different levels provide linguistic, cultural and intellectual strength. Language experience at home is often the basis for future learning. Therefore, instead of frequently using the mother tongue throughout the class, teachers use sensitivity, wisdom, and method in monolingual, bilingual, and multilingual classes with care and attention. Good use and maintenance of lexical and syntactic balance between the mother tongue and English strengthens the understanding of the historical affinity of language and culture.



Certificate Of Publication

This Certificate is proudly presented to

Dr. Neha Sharma

For publication of research paper title

**“Use of Mother Tongue in Teaching of English
Literature”**

Published in ‘Shiksha Samvad’ Peer-Reviewed / Refereed Research Journal and
E-ISSN: 2584-0983(Online), Volume-01, Issue-02, Month December, Year- 2023.

Dr. Neeraj Yadav
Editor-In-Chief

PASSION TOWARDS EXCELLENCE

Dr. Lohans Kumar Kalyani
Executive-chief- Editor

Note: This E-Certificate is valid with published paper and the paper
must be available online at www.shikshasamvad.com