



"MOTHER TONGUE AS A MEDIUM OF INSTRUCTION IN EDUCATION -A STUDY ON PRIMARY SCHOOL'S STUDENT OF GOLAGHAT DISTRICT, ASSAM. "

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ABSTRACT : Home is the first classroom for a child. When a child enters a structured learning environment in the form of the school, there is already a tremendous amount of adjustment and adaptation going on. Now, imagine starting school and not able to understand the teacher! There can be no greater stress on a child than this. Having to understand a foreign language while already going through other major changes impedes the learning process. When the medium of instruction is the mother tongue or local language, the child will learn concepts faster, adjust better, and show gains in learning quicker. This extends to parental participation in schooling, as well. In India, due to a lack of fluency in English, parental participation is sometimes limited. A switch to the mother tongue would potentially create a much stronger school-parent partnership which, in turn, would help in laying a rock-solid foundation for a child's education.

KEYWORDS : Mother Tongue, Home Language, Monolingual, Bilingual,

INTRODUCTION : Language is simply a communication method which consist of words used in a structured and conventional way. a system of communication used by a particular country or community. Language is a powerful means of communication which has enabled us to be more developed in comparison to other creatures so far found in the world. It is the principal means used by human beings to communicate with one another. It is that divine gift for human being, 'species specific to man' that has enabled us to enjoy the pleasure available in the world. Our identity lies in the culture we follow. One of the most powerful forms of symbolization and central feature of all human culture is language. Moreover, it is a part of culture which is a system of symbolic verbal and sometimes written representation learned within a particular culture.

The term "mother tongue" refers to a person's native language — that is, a language learned from birth. Also called a first language, dominant language, home language, and native tongue (although these terms are not necessarily synonymous). general usage of the term 'mother tongue'...denotes not only the language one learns from one's mother, but also the speaker's dominant and home language; i.e., not only the first language according to the time of acquisition, but the first with regard to its importance and the speaker's ability to master its linguistic and communicative aspects.

The medium of instruction is the language used by the teacher to teach. Teaching the language, or educational content, through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it, and therefore to develop their control of it. The question of which medium of instruction to use, and the impact on learners and learning, is a complex one. It is useful to consider how the language used supports the aims of the class. For example, it may fit the aims to give all classroom instructions in English in a low level class, because this is useful exposure to new language and will be learnt, but explaining the methodology behind an activity to the same group might be done in L1.

REVIEW LITERATURE : The idea of using the mother tongue as the medium of instruction in primary school is not new to the Indian education system. Article 350A of the Constitution states that every state and local authority should endeavour to provide “adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups”.

The report of the Kothari Commission on education and national development (1964-66) suggested that in tribal areas, for the first two years of school, the medium of instruction and books should be in the local tribal language. The regional language should be taught separately and should become the medium of instruction by the third year.

The Right to Education Act, 2009, also said that as far as possible, the medium of instruction in school should be the child’s mother tongue.

NEP 2020 also said, The mother tongue or local or regional language is to be the medium of instruction in all schools up to Class 5 (preferably till Class 8 and beyond), according to the policy.

OBJECTIVE OF THE STUDY

1. To know about language barriers of student in learning process.
2. To find out difficulties of student learning through second language or third languages.
3. To know student's attitude towards classroom communication through mother tongue.
4. To know the reason why student choose wants mother tongue as their medium of learning.

METHODOLOGY

SAMPLE : 10 sample are collected from primary level student. Among these, 5 sample are collected from rural area and 5 sample are collected from urban area.

Tool and Technique : Questionnaire is used for collecting data from the student. Stratified Random sampling is used for data collection.

Method and Procedure : 2 school has choosen for data collection. One school from Urban area and another from rural area. A set of questionnaire is distributed among those student and asked them to answer. Students academic performance is also observed during the time of data collection.

FINDING AND INTERPRETATION OF DATA

- 1) In the study it is found that student are more interested and motivated to learning through mother tongue.
- 2) 100% student in this study of rural area are mainly communicate through home language or Mother tongue.
- 3) 80% Student from Urban area in this study is communicated through mother tongue and 20 % is generally communicated through second language.
- 4) Lack of textbook in mother tongue, lack of reading materials, lack of trained teacher etc. are main challanges of mother tongue as medium of instruction.
- 5) In the study it is found that Mother Tongue is not only used in communication purpose but also think something or create something in new.

BENIFITS OF PROVIDING EDUCATION IN MOTHER TONGUE.

1. First and foremost it should be noted that a child understands his mother tongue and hence if he/she is instructed in that language itself, his transition to school education is smooth and easy. If a student is made to learn in a foreign language, he/she will not only have to learn to read and write in that language but also learn that language itself, this approach burdens students with learning two incredibly complex concepts at the same time thus resulting in a much slower rate of learning.
2. Educating children in their mother tongue will also build a strong home-school partnership in their learning. Parents will be able to participate in their child's education and make the experience of learning for the students more wholesome.
3. It will also benefit the primary school teachers as many of them find it difficult to express themselves in English and hence are not able to transfer as much knowledge as they would like to, thus creating a knowledge deficit.
4. Providing primary education in mother tongue will also decentralize the task of textbook making which has been long recommended by Dr Yashpal Sharma. This will bring the content in textbooks closer to children and make them understand the syllabus better. Thus targeting mechanical learning.

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