

IMPORTANCE OF MOTHER TONGUE IN PRIMARY EDUCATION

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Abstract— This article explores the impact of primary school experience on young children's psychological feature attainments at entry to grade school and analyses data collected as part of a wider longitudinal study. Structure analyses of relationships between child, parent and residential environment characteristics and children's attainments in pre - reading, early variety concepts and language skills are presented. Duration of your time in pre - school is found to have a significant and positive impact on attainment over and higher than important. Influences such as family socio - economic status, income, mother's qualification level, ethnic and language background. The research also points to the separate and important influence of the home learning environment.

Index Terms - Language, Mother tongue, Education.

I. INTRODUCTION

Mother tongue education refers to any form of schooling that makes use of the language or languages that children are most familiar with. usually the language that children speak at home with their family. The 'mother tongue' does not have to be the language spoken by the mother. Children can and oftentimes speak more than one or two languages at home. For example, children may speak one language with their mother, another with their father and a third with their grandparents.

There are many overwhelming evidence that shows that children learn best in and through their mother tongues, millions of children around the world receive education in a different language. This is usually the language of the country they live in. In the case of former place, this may not be the language spoken in the community at all, but the language of the former colonial power, for example English, Hindi, Arabic, Dutch and Spanish. Languages that they may hear for the first time when they enter school.

Mother tongue has a very important role in children's overall development. When children develop their skills in two or even three languages, they get a deeper understanding of how to use different languages effectively. In fact, extensive research supports the notion that a child who only knows one language doesn't know it well enough. The situation is different with children who speak more languages. They are often more flexible in their thinking as they can process information in different languages.

Human language has the properties of productivity and displacement, and depends entirely on social convention and learning. Its advanced structure affords a much wider range of expressions than any known system of sign. Language is believed to have originated when early hominines started step by step changing their primate communication systems, acquiring the ability to form a theory of alternative minds and a shared intentionality. This development is usually thought to have coincided with an increase in brain volume, and many linguists see the structures of language as having evolved to serve specific communicative and social functions. Language is processed in many alternative locations in the human brain, but especially in Broca's and Wernicke's areas. Humans acquire language through social interaction in early childhood, and children generally speak fluently by close to 3 years old. the utilization of language is deeply entrenched in human culture. Therefore, in addition to its strictly communicative uses, language conjointly has many social and cultural uses, such as signifying group identity, social stratification, as well as social grooming and recreation.

Education started in prehistoric culture, because adults trained youth within their society with the necessary knowledge and skills. In pre-literate societies, it was acquired through verbal and simulation. Storytelling: Knowledge, value and skills of the following generations have passed from one generation to the next. Since the cultures began to expand their knowledge beyond the skills which would be without delay in learning through simulation, formal education developed. Education has been found to possess a positive impact on human development and tries to make it accessible to all has been a priority for development agencies and governments since the United Nations declared it a human right in the Year 1948.

Mother tongue features an important role in children's overall development. The stronger the children's mother tongue, the better it's for them to learn new languages. kids who have a solid foundation in their maternal language, develop higher literacy skills additionally in different languages that they learn. Once parents and different necessary adults have time to discuss and read in the child's mother tongue and therefore help expand the child's vocabulary, the kid is going to be higher ready once preschool or school starts and might simply learn new languages. Children's knowledge and skills transfer over languages. Skills learned in the maternal language can transfer to the other languages learned at school, as long as all languages are supported.

II. LITERATURE REVIEW

Those people who are against the mother tongue in foreign language class point out that the use of the mother tongue will result in misleading and even faults.

Lado (1964), Gatenby (1967) "opposed the exercises of translating from the foreign language into the mother tongue and believed that this kind of practice could not replace necessary language exercises and would lead to mistakes".

Geogre (1972) "also held the similar idea that the use of the mother tongue would make the students foster the habit of substituting with their mother tongue. Mother tongue is very important part in education and in the life of student".

Atkinson (1987)" had once concluded the nine advantages of the employment of the mother tongue^[4].

Nation (1990)" found that the prohibition of using the mother tongue would give more pressure on the students and thus produce bad influences on their learning.

Py (1996)"pointed out that using the mother tongue ensured the interaction between the foreign language and the mother tongue and benefit the form of the students' language cognition".

Nunan et.al (1996) "were against the total prohibition of using the mother tongue and thought that beginners and learners of the similar language background may consider using the mother tongue".

Dornyei and Kormos (1998) "analyzed the compensatory function of the mother tongue in foreign language classrooms. Turbull (2001) "also endorsed the idea of using the mother tongue". He thought the decisive factor of the achievements of mother tongue teaching is the intake of the language not the input.

III. OBJECTIVES OF THE STUDY

- To study the importance of mother tongue in education at primary stage.^[10]
- To determine the effectiveness of the mother tongue as a language of instruction on the learning abilities of students

IV. HYPOTHESIS FOR THIS STUDY IS:

- Mother Tongue language has a very powerful effect on the formation of the individual. Our first language, the stunning sounds which one hears and receives acquainted with before being born at the same time as within the womb, has such an important position in shaping our thoughts and feelings. An infant's mental and character development will rely upon what has been conveyed via the Mother's tongue
- In most of the case learning in English Medium results as students are not able to increase this talent and subsequently lack self-belief even as talking in English and Face Problem While Reading or Writing Their own Mother Tongue. ^[3]
- There may be no great difference in the learning abilities of children who have been exposed to the practice in their mother tongue and those who have been no longer uncovered to the preparation of their Mother tongue.
- There's no substantial distinction in mastering abilities among male and female youngsters after being uncovered to the instruction of their mother tongue.

V. DATA ACQUIRED

Here in this classification problem we have used the checklist, to understand student habit of learning in group and in individual and what the impact of their study is by asking their suggestion. "We had collected the data in online form where we had used Google form for framing question which is used for survey. In this survey we had use question like what is your mother tongue. In which language did you took your primary education? And many more questions and after getting response we had tried to implement the responses in pie chart and tabular form for better understanding.

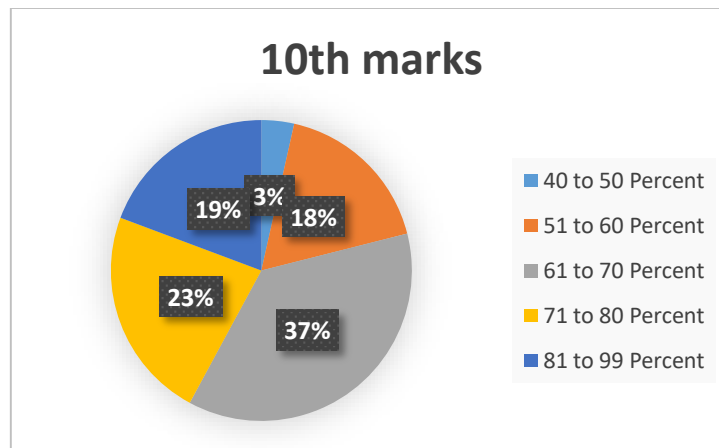
VI. METHODOLOGY

- Descriptive Google survey
- Interview method was used with Students and Parents

VII. DATA ANALYSIS & INTERPRETATION

The collected data was analyzed both quantitatively as well as qualitatively. Studying the importance of mother tongue in education, the following techniques were formulated

Students obtained percentage in 10th according to their mother tongue. These values show's their bases of understating in their mother tongue. According to the results taken from people this are percentage criteria which show their level of understanding of their languages are better. The percentage of students obtained percentage between is 61% to 80% is 60%. The percentage of students obtained percentage between is 81% to 99% is 19% as shown in fig 1.0 below

Fig 1.0 Graphical Representation of marks preserved by students in 10th std

Students obtained percentage in 12th according to their mother tongue. These values show's their bases of understating in other languages. These values show's their bases of understating in their mother tongue. According to the results taken from people this are percentage criteria which show their level of understanding of their languages are average. The percentage of students obtained percentage between is 61% to 80% is 38%. The percentage of students obtained percentage between is 81% to 99% is 4%

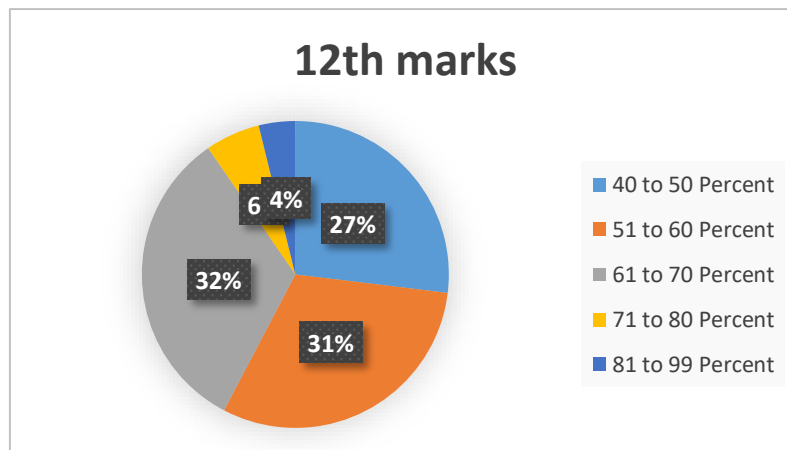
Fig 2.0 Graphical Representation of marks preserved by students in 12th std

TABLE OF STUDENT WHO COMPLETED THEIR PRIMARY EDUCATION IN MATERNAL LANGUAGE OR MOTHER TONGUE

Table No. 1: Percentage values of 10th and 12th standard

Percentage	10 th (SSC)	12th(HSC)
40 to 50	3%	27%
51 to 60	18%	31%
61 to 70	37%	32%
71 to 80	23%	6%
81 to 99	19%	4%

In table no.1 we have compared the result of 10th and 12th. We have found that there is decrement in percentage of the student of 12th standard i.e., student who got 40 to 50 percentage in 10th were only 3% which increased to 27% in 12th, student who got 51 to 60 percentage in 10th were only 18% which increased to 31% in 12th, student who got 61 to 70 percentage in 10th were only 37% which decreased to 32% in 12th, student who got 71 to 80 percentage in 10th were only 23% which decreased to 6% in 12th, student who got 81 to 99 percentage in 10th were only 19% which decreased to 4% in 12th, due to change in education language shown in fig 3.0.

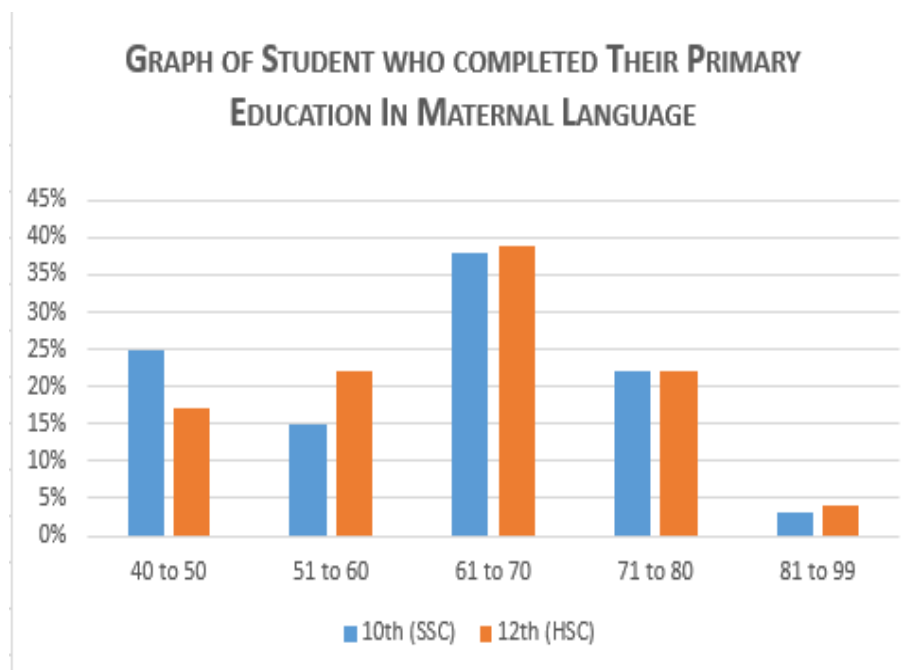


Fig 3.0 Graphical Representation of students who completed their primary education in maternal language

Table No. 2: following table represent, the most effective language as medium of instruction in primary education

What is the most effective language as medium of instruction in Primary Education?	Male	Female	Total
Any	1	1	2
Hindi	2	2	4
English	15	8	23
Mother Tongue Language	19	6	25
Total	37	17	54

In table no.2 we have found via survey data and Interview with Students and parents the following data has been emerged which shows the mother tongue is preferred by maximum people in both the genders the same is shown in graph in fig 4.0 below.

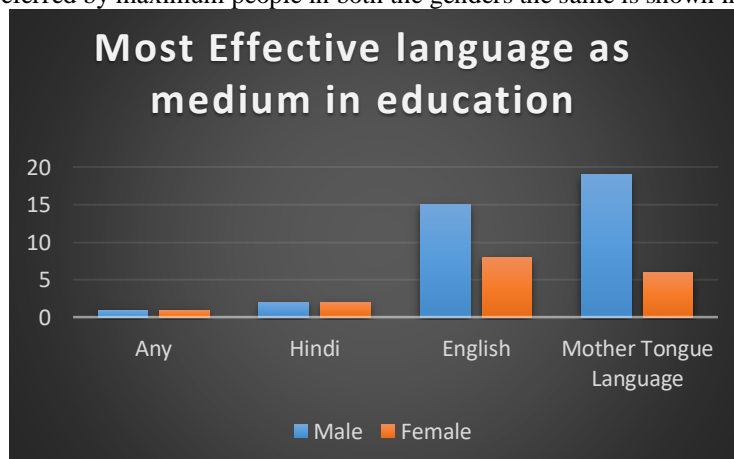


Fig 4.0 Graphical Representation of the most effective language as medium of instruction in primary education

Table No. 3: following table represent, the language used by the student while speaking or communicating with friends

Which Language Do you Prefer To use for Speaking With Friends?	Male	Female	Total
Hindi	13	8	21
English	5	3	8
Marathi, Hindi	1	0	1
Marathi, Hindi, English	1	1	2
Mother Tongue Language	17	5	22
Total	37	17	54

In table no.3 we have found via survey data and Interview with Students and parents that for their social grouping they use their first language preferably as shown in fig 5.0 below

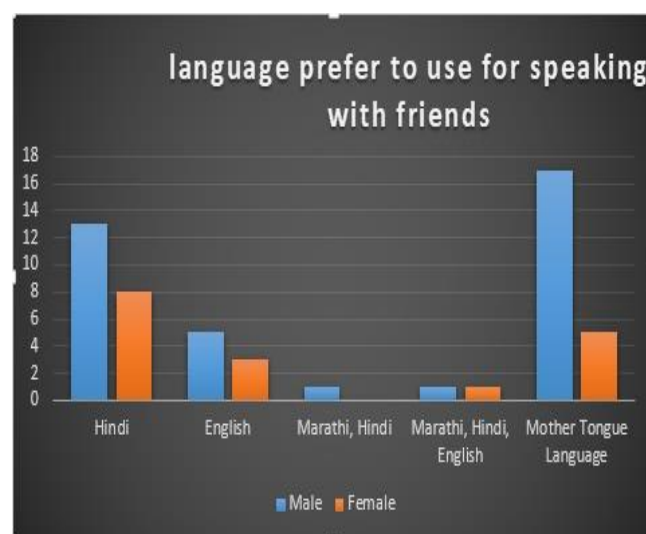


Fig 5.0 Graphical Representation of the language used by the student while speaking or communicating with friends

Table No. 4: following table represent, numbers of male and female students which represent their happiness with their primary education

Are You Happy With Your Primary Education?	Male	Female	Total
Yes	30	13	43
No	6	3	9
Maybe	1	1	2
Total	37	17	54

In table no 4 examine the difference in the impact of the mother tongue as a language of instruction on the learning abilities and their satisfaction with primary education in Mother Tongue for both male and female candidates the same is shown in fig 6.0 below.

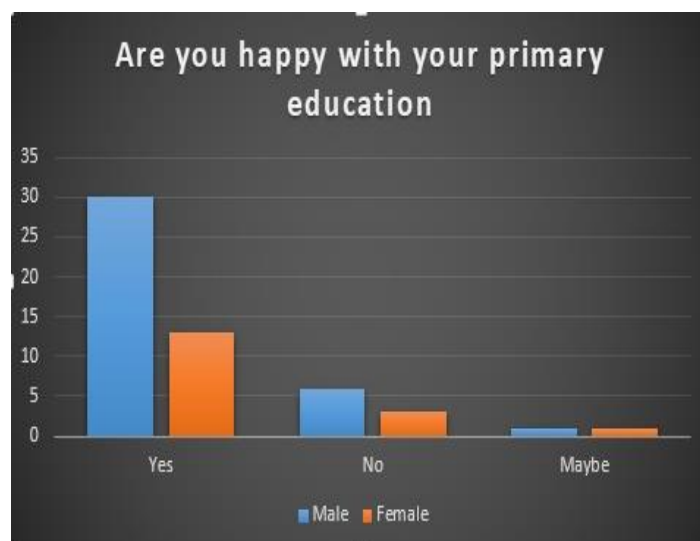


Fig 6.0 Graphical Representation of male and female students which represent their happiness with their primary education.

VIII. CONCLUSION

This study has discovered that a mother tongue as a medium of instruction in early Primary level is very effective in improving student's learning abilities. The result of the research confirmed that there was a direct relationship between the language of instruction used by the teacher and student's learning abilities. In line with the findings of this study, the following recommendations are made.

The Indian Government should address the implementation of the National Policy on Education in the part of the language of instruction in primary education settings more seriously.

Seminars and workshops for teachers and parents must be organized to educate them on the importance and effectiveness of the language of the immediate environment in the early years of learning.

Schools should organize forums for parents to educate them on the importance of the language of the immediate environment in a child's life and on how to encourage children to speak their native language at home.

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