



Role Of Teacher And Mother Tongue Influence In Facilitating Communicative Language Teaching In English In Puducherry

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ABSTRACT

This study will analyse the role of English teachers and their impact in mother tongue influence.. The objective is to find out the relation between mother tongue, Telugu and Listening skills in English of Telugu Medium, Secondary school students of Visakhapatnam City and the role of teacher.

KEYWORDS: communication, learner, teacher, mother tongue.

INTRODUCTION

The teacher's position in the learning process is that of a facilitator and CLT emphasizes on language proficiency, sociocultural linguistic competence and focuses on techniques applicable to improve communication.

Puducherry has attained compete literacy and have good infrastructure and qualified teacher, yet majority of students struggle with communication skills. Due to the grammar translation method's dominance in classrooms, which is where nearly 80% of Government Schools are located in Puducherry and Karaikal, students only speak their native languages in class and are unable to communicate in English. There is lack of communication in English in Puducherry Government Schools. This paper will look at the role of English teachers and the influence of mother tongue in Puducherry.

METHOD AND METHODOLOGY

Mixed Methods is used, chosen for the current study to investigate the research problem. This understanding then leads to the development of a qualitative research plan. The survey was only conducted in government schools in all four districts of Puducherry (Puducherry, Karaikal, Yanam and Mahe). The qualitative study was restricted to the region of Puducherry. The survey only included English teachers at the Government High School level. Despite the fact that teachers employ numerous English language teaching strategies,

this study focused only on CLT. The study was only conducted with English language instructors.

A timetable for interviews to evaluate the teachers expertise, demeanour, and classroom procedures for teaching communicative languages Knowledge test, attitude scale, scale of classroom practises, teachers' personal information schedule to look at the qualitative aspect.

ANALYSIS AND DISCUSSION

The hypothesis of the study establishes that there is no statistically significant difference between the variables related to the chosen teachers (gender, age, district, locality, monthly income, years of experience, and educational qualification) and the knowledge, attitude, and classroom practises of English teachers regarding the teaching of communicative languages.

To generalise the results of an experiment, a sample is a representative sample of the population. Using the Purposive Sampling approach, the researcher chose the representative sample of English as a Second Language instructors. For the researcher chose 207 English teachers for the study's quantitative phase comprising 121 instructors from the Puducherry regions, 51 instructors from the Karaikal regions, and 926 educators from the Yanam region and 26 educators from the Mahe region. In the event that six English language instructors were chosen by the researcher for the qualitative portion of this study from the Puducherry area.

The objective is to find out the relation between mother tongue, Telugu and Listening skills in English of Telugu Medium, Secondary school students of Visakhapatnam City. For this investigator find out the Pearson product moment correlation between Listening skills in English and Telugu Proficiency of Telugu mother tongue Secondary school students for this investigator developed a hypothesis i.e. There exists a significant relation between mother tongue Telugu and Listening skill in English of Telugu Medium, Secondary school students of Visakhapatnam City.

Relationship with both Listening skills in English and Telugu Proficiency of Telugu Mother tongue Secondary school students (N=400)

Variable	r Value	t ratio	S.Er	Confidence interval at 0.01 level	Shared variance	Verbal interpretation
Listening Skills	0.347	7.38	0.044	-0.2608 to 0.4332	12.04%	Low relation

The obtained coefficient of correlation Telugu mother tongue Secondary school students between the variables is 0.34 significance of 'r' is 7.38, and standard error of 'r' (S.Er) value is 0.044 which was used to estimate the confidence interval at 0.05 level of significance, the confidence interval was -- 0.2608 to 0.4332. This means that the population „r“ will lie within this limit. The calculated 'r' has a common variance of 12%. This shows that when examined with the whole cohort, the commonality in between characteristics accounts for 12% of the connection with English Listener abilities and Telugu. Furthermore, at the p=0.05, the implications of the r^2 (t ratio) 7.38 is larger than for the coefficient of determination 1.96. This indicates that there is a strong correlation of English auditory ability and Telugu Proficiency of Secondary school students in Visakhapatnam city. And the correlation is high positive relation between the variables. Therefore, it can be concluded that there exists significant influence in the mother tongue on the Listening skills.

To study the influence of mother tongue, Telugu on English Pronunciation of Telugu Medium, Secondary school students of Visakhapatnam City the following chart is prepared.

Information and findings on how English sound and Telugu Proficiency of Telugu Mother tongue Secondary school students (N=400)

	r Value	t ratio	S.Er	Confidence interval at 0.01 level	Shared variance	Verbal interpretation
Pronunciation	0.215	4.39	.048	-0.3751 to .53.09	20.52%	Low relation

From the table, the obtained coefficient of correlation Telugu mother tongue Secondary school students between the variables is 0.21 significance of 'r' is 4.39, and standard error of 'r' (S.Er) value is 0.048 which was used to estimate the confidence interval at 0.05 level of significance, the confidence interval was -0.3751 to .53.09. This means that

the population „r“ will lie within this limit. The calculated 'r' exhibits a significance difference 20.52%. This indicates 20% of the correlation between English Pronunciation and Telugu Proficiency is a result of the indicators' shared characteristics when evaluated on this kind of collection. Furthermore, at the 0.05 significance level, the impact of the regression coefficient (t ratio) is larger than for the t - table of 1.96. This implies that there is a fundamental connection in between English language and Pronunciation and Telugu Proficiency of Secondary school students in Visakhapatnam city. And the correlation is high positive relation between the variables. So it can be concluded that there exists significant influence of mother tongue on English Pronunciation.

To study the influence of mother tongue, Telugu on English Reading of Telugu Medium, Secondary school students of Visakhapatnam City.

Information and findings on how English reading instruction and Telugu Proficiency of Telugu Mother tongue Secondary school students (N=400)

	r Value	t ratio	S.Er	Confidence interval at 0.01 level	Shared variance	Verbal interpretation
Reading	0.453	10.14	.040	-0.1687 to 0.3713	7.29%	Substantial relation

The derived rate of similarity between it data in Table 4.6 English Reading skills and Telugu Proficiency of Telugu mother tongue Secondary school students is 0.453 significance of 't' is 10.14, and standard error of 'r' (S.Er) value is 0.040 which was used to estimate the confidence interval at 0.05 level of significance, the confidence interval was -0.1687 to 0.3713. This means that the population „r“ will lie within this limit. The obtained 'r' has a shared variance 7.29%. This indicates 7% of the correlation between English Reading and Telugu Proficiency is a result of the indicators' shared characteristics when evaluated on the overall cohort. Furthermore, at 0.05 significance level, the impact of the regression coefficient (t ration) is larger than the significance level of 1.96. this implies there's a fundamental connection between it English language and Reading and Telugu Proficiency of Secondary school students in Visakhapatnam city. And the correlation is high positive relation between the variables.so it can be concluded that there exists significant influence of mother tongue on English Reading skills.

To study the influence of mother tongue, Telugu on English Vocabulary of Telugu Medium,

Secondary school students of Visakhapatnam City.

Relationship with English Words and Telugu Proficiency of Telugu Mother tongue Secondary school students (N=400)

	r Value	t ratio	S.Er	Confidence interval at 0.01 level	Shared variance	Verbal interpretation
Vocabulary	0.456	10.22	.040	-0.3784 to 0.5336	20.79%	Substantial relation

From the table 4.7, the obtained coefficient of correlation Telugu mother tongue Secondary school students between the variables is 0.456 significance of 'r' is 10.22, and standard error of 'r' (S.Er) value is 0.040 which was used to estimate the confidence interval at 0.05 level of significance, the confidence interval was -0.3784 to 0.5336. This means that the population „r“ will lie within this limit. A 20.79 percent mean difference is present in the calculated 'r'. This shows that when the connection of English lexicon on Telugu competency is examined using the entire group, the commonality between of measures accounts for 20% of association. Furthermore, at 0.05 levels of significance, the meaning of the regression coefficient (t ratio) is larger than just the significance level of 1.96. This indicates the existence of a strong correlation in between English Dictionary and Telugu proficiency of Secondary school students in Visakhapatnam city. And the correlation is high positive substantial relation between the variables.so it can be concluded that there exists significant influence of mother tongue Proficiency on English Vocabulary.

CONCLUSION

The data analysis indicates the existence of a strong correlation in between mother tongue influence and Telugu proficiency of Secondary school students in Visakhapatnam city. The correlation is high positive substantial relation between the variables. Therefore, it can be concluded that there exists significant influence of mother tongue Proficiency on English Vocabulary and the teacher plays a significant role in this influence.

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