

Higher Education for Skill Development

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Abstract

The need for integration of skill development and higher education has been highlighted. One finds that the entire skills set required in this age of rapidly changing global trends has undergone change and higher education cannot afford to overlook the new trends. Training must be of high quality and relevant to industry requirements. Also, along with enhancing quality of training, the issue of employability also needs to be given due emphasis. For this forging links with industry and implementing apprenticeship programmes is essential. India's skill training programmes must not only equip youth with marketable skills to make them employable but also train youth to be self-employed or take up entrepreneurship. There is a skill gap that exists between the inputs of education system and industry requirement. Some schemes that have been launched in India to integrate vocational education with formal education in the higher education sector have been briefly mentioned, such as, community colleges, bachelor in vocational education, Deen Dayal Upadhyay Kaushal Kendras, National Skill Development Corporation. Though these steps have been taken yet there are many issues that need to be addressed. Life and soft skills need to be developed. Community base programmes that would provide an infrastructure for placements are necessary.

Keywords: Skill development, Employability, Community, Training, Vocational education, Entrepreneurship

Introduction

New technologies, new kinds of jobs, changing skill requirements have placed a lot of emphasis on skills training. Skills such as critical thinking, communication, collaboration and creativity are now important in more and more jobs. Skills training have become a process of lifelong learning. Looking at the current scenario, one finds, that there is a demographic change. At take off point the advanced countries have man power who is already experienced. New knowledge is now accessible to the young in our country but this knowledge has been accessible to the advanced countries for quite a long time. Young Indians probably in their plus twenties or early thirties will be called upon to assume responsibilities while the advanced and developed countries will have older people to do so, "By 2020 the average age of the Indian population will be 29 years as against 40 years in USA, 46 years in Europe and 47 years in Japan." (*Employment News*, 2-8 Sept., 2018). While being an advantage it poses a challenge for the higher education in our country, demanding integration of skill development and higher education.

India has the largest number of young people (age group of 14 to 25) and the highest global unemployment rate - these are pointers to the nature and

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efficiency of our education system. Against this, the job market is increasingly being redefined by specific skills. Nobody runs business and companies the way people did twenty years ago. The entire skills set required to work in a company that competes at the global level has undergone change and education, particularly higher education, cannot afford to overlook the new realities.

India's training capacity is limited. It has been officially estimated that about 50 lakh young people enter the workforce every year. As against this the known current capacity of India's Industrial Training Institutes (ITTs), which still form the backbone of India's vocational education and training is only 25 lakhs per annum. Therefore it is the need of the hour to enhance capacity and scale of skill training programmes in India. Training must be of high quality and relevant to industry requirements. Also, along with enhancing quality of training, the issue of employability also needs to be given due emphasis. For this forging links with industry and implementing apprenticeship programmes is essential. India's skill training programmes must not only equip youth with marketable skills to make them employable but also train youth to be self employed or take up entrepreneurship. Graduates in India as of now are not sufficiently trained to be employed by industries. This is the result of insufficient inputs during education, thereby creating a gap between ability and skill required.

Skill development is not an additional course that can be added to a university curriculum but it requires to be integrated into the training and education of a youth who will have to be readily employable and competent enough to be part of the mechanism which runs the country's industry. At this state it is fruitful to take a look at the National Skills Qualification Framework (NSQF). NSQF defines levels and credits for each competency based vocational skill. It goes on to establish a credit transfer framework which allows creation of pathways between formal and vocational education. NSQF in India was notified on 27th December, 2013. All other frameworks including the NVEQF (National Vocational Educational Qualification Framework) released by the Ministry of HRD, stand superceded by the NSQF. Under NSQF, the learner can acquire the certification for competency needed at any level through formal, non-formal or informal learning. It is a quality assurance framework.

In this connection it is worthwhile to mention briefly some schemes launched in India to integrate vocational education with formal education in higher education sector. Some of these are as follows:

1. Community College

A community college is an institution under India's higher education system that aims at providing job oriented education to students from local communities. It is a system that provides education above secondary level and below degree level with different skill oriented as well as traditional courses. One can get admission in these colleges after class 12 and there are no age criteria. The duration of these courses range from 6 months to 2 years. The concept of community college has basically originated from the USA where such institutions have been in existence for about hundred years. It is from here

that community colleges gained prominence and were established in different countries across the world including India. Currently there are about 150 community colleges in India which are recognized by UGC. Here a vast variety of courses are offered such as Information Technology, Fashion Design, Beauty and Wellness, Hotel Management, Healthcare etc. Here courses are offered at an affordable cost without compromising the quality of education imparted. This gives opportunities to learners to move directly to the employment sector or further education.

2. Bachelor in Vocational Education (B.Voc.)

Bachelor in Vocational Education (B. Voc.) is available in several fields for students who have completed their 12th standard. This is largely targeted towards youth who want to enhance their employability opportunities to learn, earn and grow. The advantage of these courses is that as against degree courses like Engineering or B.Com or B.Sc., there are multiple exit points and continued exposure to industry. Unlike traditional UG Courses, B.Voc. Curriculum is often mapped with job role descriptions as per National Skills Qualification Framework (NSFQ). The curriculum is industry and work integrated and if for some reason a person is unable to complete three years programme, he can still obtain a Diploma or Advanced Diploma after completion of first and second years respectively. B.Voc course is offered in over 200 colleges across the country. It has a three year course of Diploma, Advanced Diploma and Bachelor. The course curriculum has 40% of general education (theory) and 60% of vocational training (practical) components. Semester system is followed and credits are offered after completion of the course. The courses are expected to comply with NSFQ and are financially aided by University Grants Commission. The students who have enrolled in B.Voc courses appreciate the practical focus and are confident that their chances of getting a suitable job are higher than other graduates. One can get a Diploma or Advanced Diploma after completion of first and second year respectively, which in turn shows that knowledge and skills are valued at every level and one is qualified for a suitable job as per market requirements. One can also explore becoming an entrepreneur in one's domain.

3. Deen Dayal Upadhyaya Kaushal Kendras (DDU-KK)

UGC proposes to set up 100 Deen Dayal Upadhyaya Kaushal Kendras (DDU-KK) for knowledge acquisition and upgradation of skilled human abilities and livelihood (KAUSHAL) during Twelfth Plan Period. These centres would offer vocational courses beyond Diploma and B.Voc. Degrees. Centres will focus not only on skilling but also on developing entrepreneurship traits. The centre may endeavour to maintain a paramedical structure of student enrolment with respect to Diploma, Advanced Diploma, B.Voc. and further studies at PG and research level. These centres will also coordinate between the country's higher education system and industry to work as centres of excellence for skill development in specialized areas. The courses would be planned /designed to have provision of multiple entry and exit at various levels culminating upto a research degree level. These shall also include courses which are offered under the Community College Scheme and B.Voc. degree programme of U.G.C. As

per the scheme, all the universities which receive the general development assistance from the UGC and are accredited by the NAAC or the National Board of Accreditation or have applied for an accreditation will be considered for the assistance of offering the vocational courses. Also, there shall be collaboration with multinational companies for training and placements.

4. National Skill Development Corporation (NSDC)

National Skill Development Corporation (NSDC) was set up in 2009 to address the need for providing skilled manpower across various industry sectors. It was formed on a public private partnership model to create and fund vocational training institutions and set up support systems for skill development. The National Vocational Educational Qualification Framework (NVEQF), will be formed for an integrated skill development infrastructure. This framework is for affiliations and accreditation of vocational education and training systems. Imparting skill development should enable the recipient to be capable of not only fulfilling the demands of industry but also creating newer avenues for employment. The need for skill development for employability is across every section of the workforce. It must be appreciated from the lowest rung of the ladder to the highest. In industry skill development is indispensable.

It will not be out of place to quote here the following decision taken by Vice Chancellors of major universities, "Acting on the directives of the government that asked for "uniformity" among their courses, state universities of UP will now share at least 60% common course curriculum for undergraduate courses. A university will also have the choice to adopt 100% common course curriculum. This move on common course curriculum will support the development of job skills in students." (*Times of India*, p.3, 3 Aug., 2018) Ambedkar University will adopt the common course curriculum for agriculture, statistics and fine arts. Kanpur University will determine English course at undergraduate level. Chaudhary Charan Singh University, Meerut will work on political science, Lucknow for science and Gorakhpur for commerce. Courses related to various subjects of Arts will be developed by Lucknow and Gorakhpur Universities in collaboration with other State Universities.

These are some steps towards building a fully integrated vocational and formal education system. However, there is still a long way to go. Some aspects need attention. A youth seeking job in the market today is expected to have qualities which would enable him to deal effectively with man and machinery. But he finds himself inadequately trained in life and soft skills, thereby making him unable to face such situations. Higher education does little to address the skills requirement of a youth ready to go into the world and make a mark.

The process of education is not merely digesting books. It is also about doing several co-curricular activities that give a broader meaning to life in general and education in particular. Opportunities for such holistic development are not enough in India. Facilities for the same are lacking or not easily accessible in India. Even, where facilities exist, there is a lack of information about the same. There has to be community based programmes and work on social

issues. Community engagement refers to the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. Communication skills, problem solving, interactive skills, civic responsibilities are enhanced when the students become familiar with the living conditions of the people of the community. Also, it can provide infrastructure for placements. Ideally, a youth completing his/her education should not hunt for the job, infact; the employers should come to the doorsteps of the university and look for these skilled youth.

Equal emphasis has to be given to professional and life skills. Churning out graduates is not enough. It is the quality of education that has to be taken care of. While preparing students for employability due consideration should be given to the following issues like facing a job interview, preparing to be a profitable employee, adapting oneself to a working environment. The realities of a workplace should be included in the curriculum and rote learning should be discouraged.

The world "development" in this paper implies a change — change for the better. While development can occur at any time and at any age, it is best done in the youth by way of improving his skills to make him a more useful and productive citizen of the country. This portal of change in youth is education. While traditional education can never be discarded, it is time to bring about a skill development in him while he learns. These skills will not only ensure a better livelihood for him but also train him to be more useful to the country's industry and allied operations. With this end in view certain ongoing schemes have been enumerated, but a lot more needs to be done in this direction, such as giving practical and hands-on training, field based experiences by organizing camps, inviting industries to give talks and demonstrations in campus and forming short periods of training. This paper has attempted to focus attention on the subject.

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Interference of Mother Tongue on the Proficiency of English Language at Higher Secondary School Students in Kashmir

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Abstract

English is a second language in Kashmir, many students from rural area in south region view English as a foreign language which is spoken only inside the classroom. Most of the students feel anxiety and are reluctant to speak in English for fear of being judge negative. They feel shy to talk in English within the community. These students are in an environment, where English is a foreign language and they have zero opportunity to practice it. Due to that student's mother tongue will be used more often and this will develop their linguistic competence to greater extent.(Rutherford, 1987)Language learning entails the successful mastery of steadily accumulating structural entities and organizing this knowledge into coherent structures which lead to effective communication in the target language. Twelve higher secondary school students from different district Kulgam participated in the study. They were given questionnaire English. The data was analyzed using SPSS proposed by Norman H. Nie in 1968. The main focus of the study is mother tongue interference; only errors related to L1 interference were addressed.

Main Words: ESL, SPSS, Mother tongue, Linguistic competence

Introduction

English language learners face difficulties when it comes to learn English as second or foreign language. It is for that non-native learners face many difficulties while using English. It is that the causes of such problems are due to interference of mother tongue. Mother tongue interference means the effect of the learners' native language on second or foreign language. Therefore it is found that Kashmiri language interferes with learners of the English language. One of the major obstacles in acquiring the second language is mother tongue or L1 interference especially in productive skills of speaking and writing. Mother tongue interference affects L2 learning as 'language' is considered as a set of new habits while 'learning' is considered as the establishment of habits (Jie, 2008). Richards C. John Plott and H. Plott (1992). "Foreign language is a language which is not a native language in a country. A foreign language is usually studied either for communication or for reading material in the language."

Research questions

The present study aimed at finding the answers of the following questions:

1. How does mother tongue interfere in second language learning?
2. Which skill(s) affects most while using mother tongue?
3. How can language background affect the learner's performance in the target language?

Literature Review

Literature review provides a comprehensive knowledge and guidance to a particular topic. Nuan and Bailey (2015) state four reasons for doing a literature review when conducting

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empirical studies: i) It provides background information on the area of research. ii) It helps to identify the research gaps. iii) It helps to find out the tools that could help the researcher answer his research question. iv) Finally, it helps to reassure the researcher that his proposed research question has not already been answered by someone else. Hence, a short review of the related literature is given below by the researchers of the current study.

A literature review is a description of relevant literature that relates to our study. It helps us to narrow down the focus of our research area to specific topics and enables us to decide on the direction of our research. Mackey and Gass (2005) states that most reasoned research questions come from a reading of literature and understanding the history of current issues. Ali Shehadeh (2015) relevant literature review helps you in identifying and choosing or deciding on the most appropriate way to the design of your study including the selection of target population, method of data collection procedure and treatment, and analysis of data. Hence, a short review of the related literature is given below by the researchers of the current study.

Karen et al (2001) The literature review is an important step in the research process. Its results provide a foundation for every other stage of the study. It helps the researcher to anticipate and avoid problems, define concepts, identify measures, and select design. The literature review is equally important to the reader of the research report because it helps him or her to understand the researcher's decisions and choices.

ElifNur (2011) revealed that mother tongue interference in almost all aspects in second language learning. The most effect seems in speaking and grammar skills. It affects learner's performance; it leads learners to make errors especially in speaking without preparation and translating a passage into the target language. It also seems that it mostly effects on fluency and pronunciation.

Tiwari, Raman (2008) in his book "Teaching of English" revealed that the use of mother tongue in teaching of English is a hindrance and plays retrogressive role. It is hindrance basically, because its speech habits including physical use of mother tongue interferes with the learning of new speech habits that is going to learn

Suliman (2014) conducted a study to investigate the "Interference of Mother Tongue/native languages in One's English Language Speech Production" among Malaysian students. The focus of the study was to identify the problems students face in speaking while using mother tongue. The study raveled that it is undeniable that the interference of student's mother tongue still exists as the students are found to be incompetent in the English language. It is also found that students rely on translation method from the mother tongue in comprehending certain instructions apart from producing utterances. It also revealed that speaking skill appears as the most difficult skill among the respondents and they agree that English is indeed crucial especially as the means of communication.

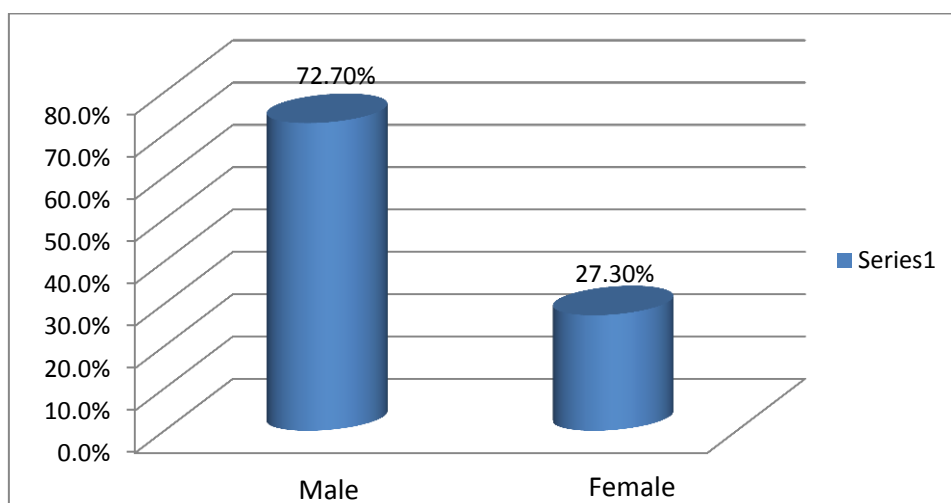
Dechert, (1983) In reality, Second language learners appear to accumulate structural entities of the target language but demonstrate difficulty in organizing this knowledge into appropriate coherent structures. There appears a significant gap between the accumulation and the organization of knowledge. If the structure of two languages is distinctly different, then one could expect a relatively high frequency of errors to occur in second language learning thus indicating an interference of L1 on L2.

Results and Discussion

The results that were derived from the present study and discussion of the findings are presented in the following:

Gender

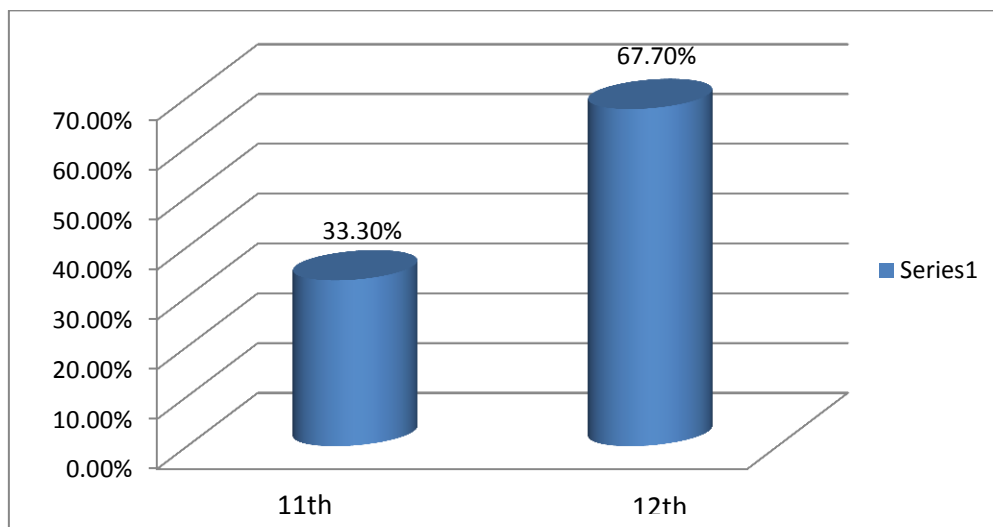
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	8	72.7	72.7	72.7
Female	3	27.3	27.3	100.0
Total	11	100.0	100.0	



The above table and bar chart shows the fraction of male and female participants [students].

72.7% of the participants were male and 27.3% of the participants were female. It reveals that male percentage is higher than female participants.

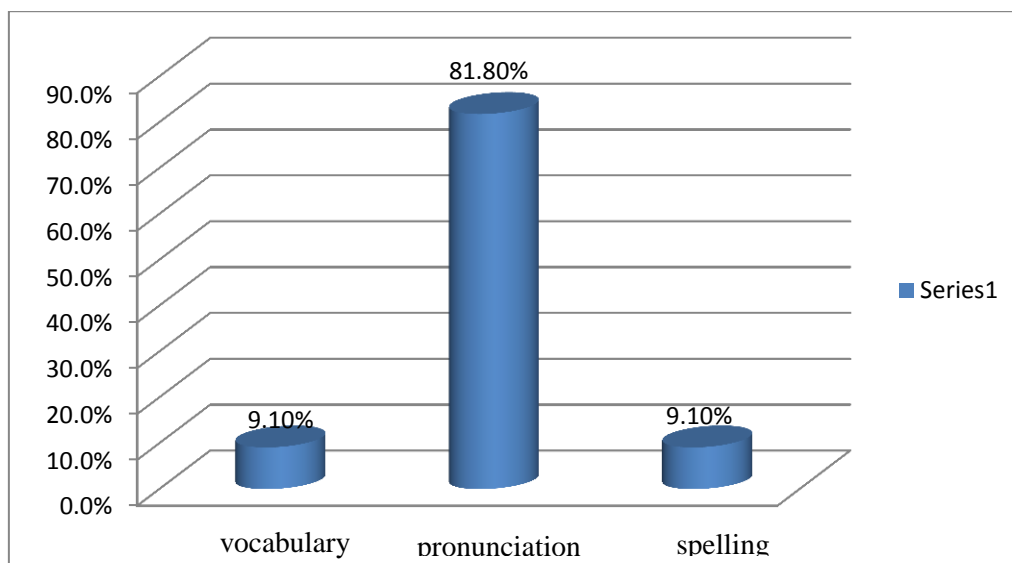
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 11th	4	33.3	33.3	33.3
12th	8	66.7	66.7	100.0
Total	12	100.0	100.0	



The above chart and table reveals that 33.30% of the participants [Students both male and female] were studying in the 11th class [higher secondary part 1] and 67.70% of the participants [Students both male and female] were studying in 12th class [higher secondary part 2]. Participated in the study

Areas mostly affected while using mother tongue in teaching learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Vocabulary	1	9.1	9.1	9.1
Pronunciation	9	81.8	81.8	90.9
Spelling	1	9.1	9.1	100.0
Total	11	100.0	100.0	

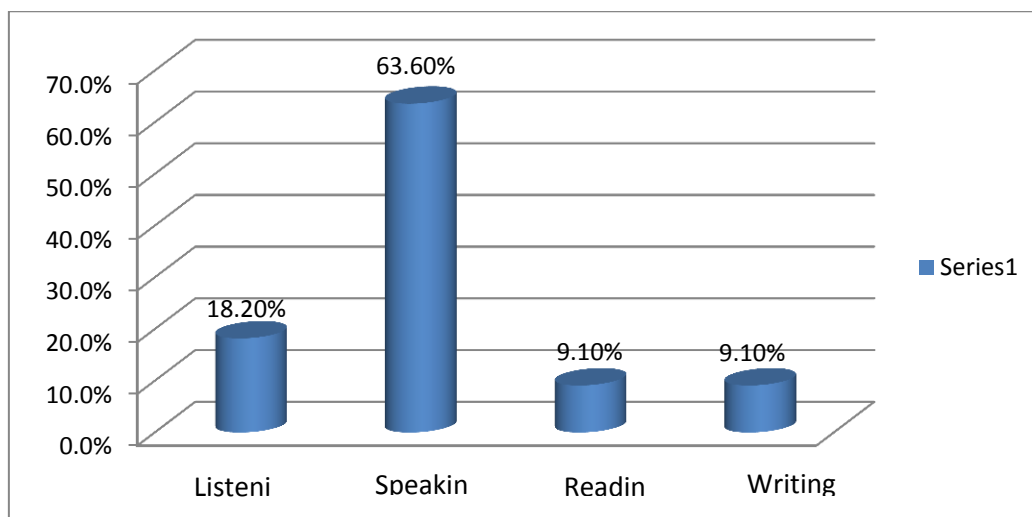


The above item has four options {a. grammar b. vocabulary c. pronunciation d. spelling} only three options were selected by the respondents. So they are shown in the table and graph. It is clearly revealed that 81.80% respondents agreed pronunciation is mostly effected while using mother tongue in teaching learning. 9.10% respondents opted

vocabulary which effected during teaching learning 9.10% respondents were agreed that spelling were affected while using mother tongue in teaching learning English.

Language skill mostly affected while teaching English

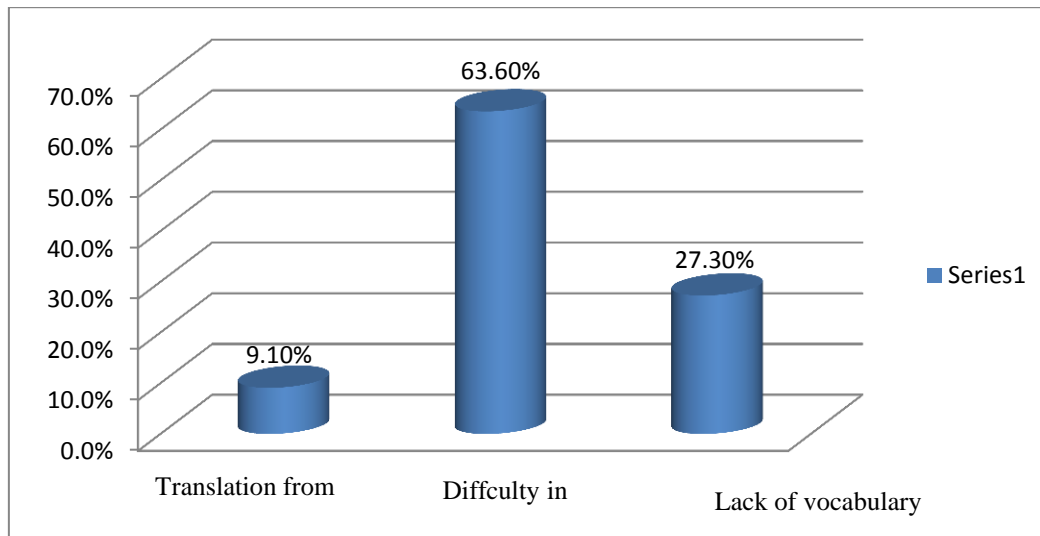
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Listening	2	18.2	18.2	18.2
Speaking	7	63.6	63.6	81.8
Reading	1	9.1	9.1	90.9
Writing	1	9.1	9.1	100.0
Total	11	100.0	100.0	



The above item has four options {a. listening b. speaking c. reading d. writing} all these options were selected by the respondents. Hence they are shown in the table and chart. The above table and bar chart shows responses collected from the participants [Students] about the activities contained in the English text book. Upon asking the participants' [Students] which language skills are mostly affected while using mother tongue in teaching learning English. 18.20% respondents agreed that listening skill affected, 63.60% agreed that speaking skill is mostly effected while using mother tongue, 9.10% respondents agreed that reading skill is affected and 9.10% agreed that writing skill is affected while using mother tongue in teaching learning language.

Students face problems while speaking English

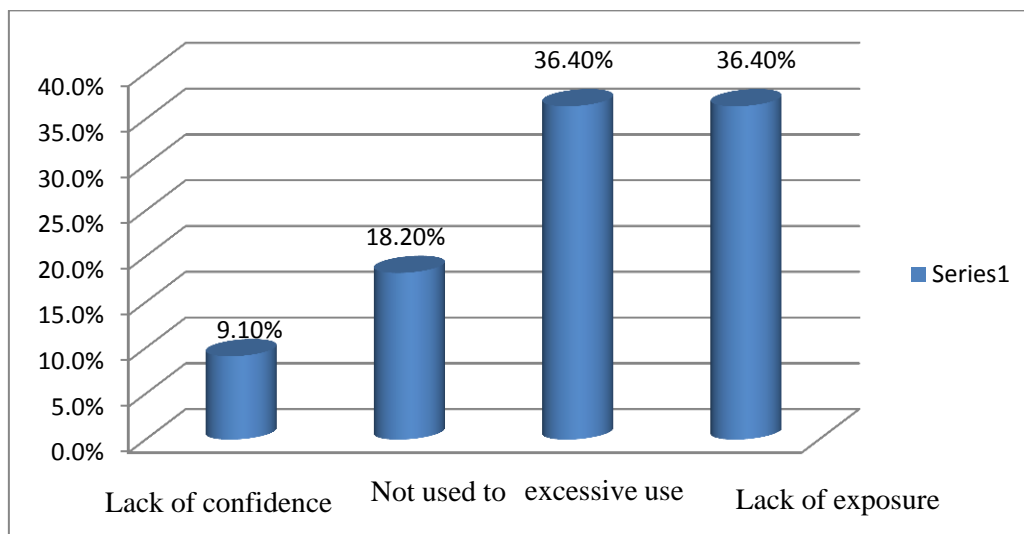
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid translation from mother tongue to English	1	9.1	9.1	9.1
Difficulty in pronouncing words	7	63.6	63.6	72.7
Lack of vocabulary	3	27.3	27.3	100.0
Total	11	100.0	100.0	



The above item has four options {a. translation from mother tongue to English b. difficulty in pronouncing words c. arranging words to form sentences d. lack of vocabulary} only three options were selected by the respondents. All they are shown in the table and bar chart. 9.10% respondents agreed that by translation from mother tongue to English hinders them to speak in English 63.60% agreed that difficulty in pronouncing words is most vital problem in speaking English 27.30% agreed that lack of vocabulary hinders them while speaking English inside or outside classroom.

Reasons students fail to express anything in English

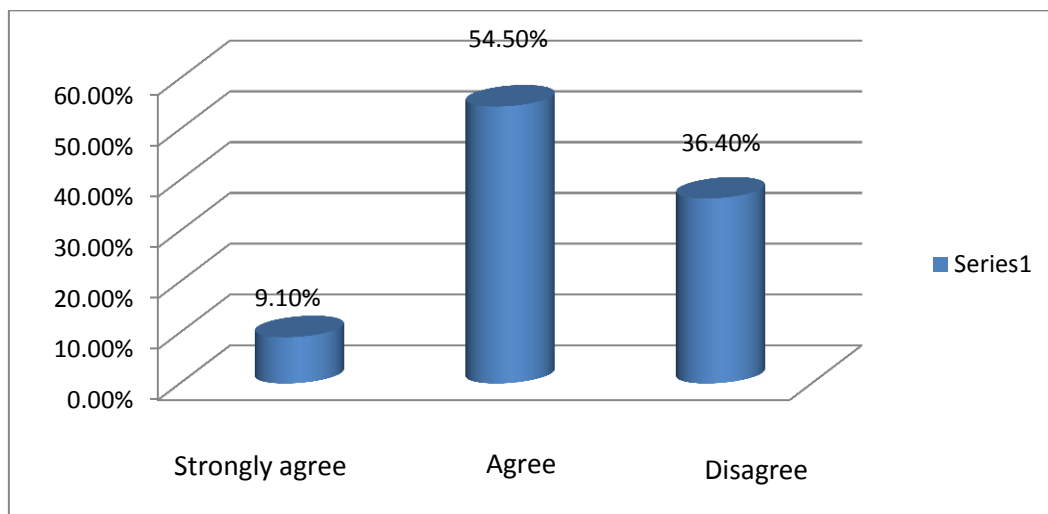
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Lack of confidence	1	9.1	9.1	9.1
Not used to Speak in English	2	18.2	18.2	27.3
Excessive use of mother tongue in the classroom by the teacher	4	36.4	36.4	63.6
Lack of exposure	4	36.4	36.4	100.0
Total	11	100.0	100.0	



The above item has four options {a. Lack of Confidence b. not used to English c. Excessive use of mother tongue d. Lack of Exposure} all these options were selected by the respondents, so all of them are shown in the table and bar chart. 9.10% agreed that lack of confidence hinders to express anything in English, 18.20% agreed that not used to English is reason we fail to express anything in English, 36.40% agreed that excessive use of mother tongue while teaching learning is main obstacle we fail to express anything in English and 36.40% agreed that lack of exposure also hinders us to express anything in English.

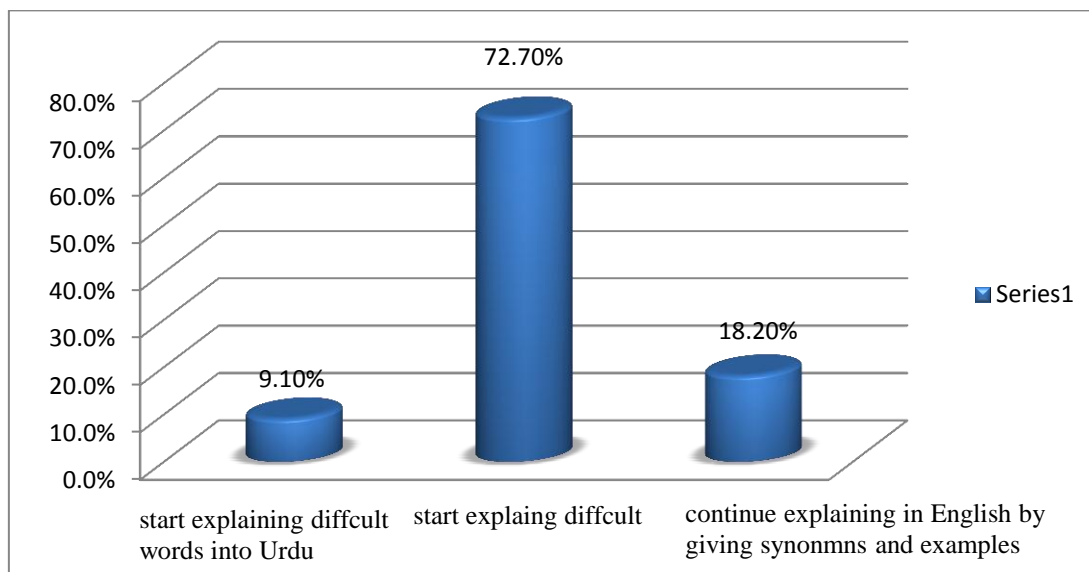
Do you make mistakes while translating a passage into you mother tongue

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	1	9.1	9.1	9.1
agree	6	54.5	54.5	63.6
Disagree	4	36.4	36.4	100.0
Total	11	100.0	100.0	



What your teachers do when you hardly understand the lecture Do they

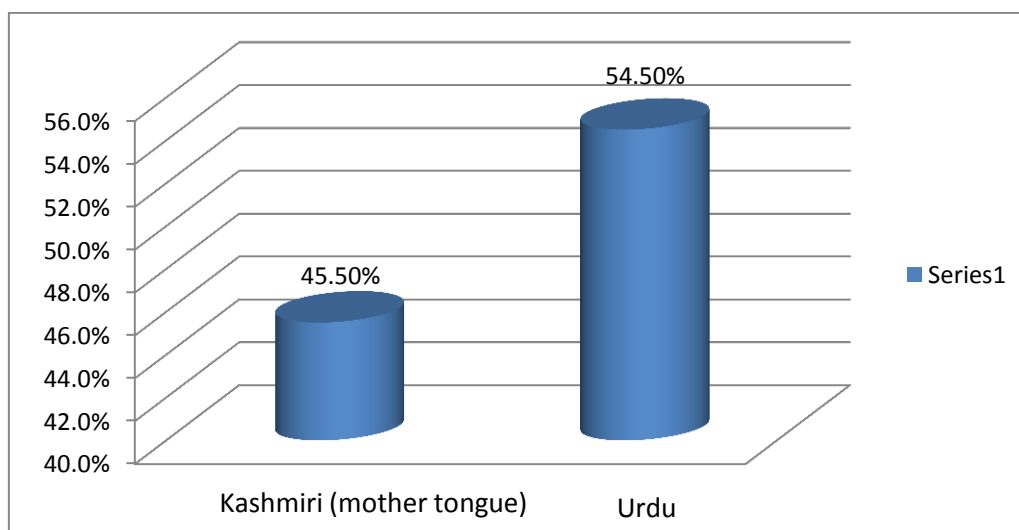
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Start explaining/translating difficult words into the Urdu	1	9.1	9.1	9.1
Start explaining/translating difficult words into mother tongue	8	72.7	72.7	81.8
continue explaining in English giving synonyms and examples avoid translation	2	18.2	18.2	100.0
Total	11	100.0	100.0	



The above item has three options {a. start explaining difficult words into the Urdu b. start explaining/translating difficult words into mother tongue (Kashmiri) c. continue explain in English giving synonyms, examples and avoid translation into L2 or L1} 9.10% selected that the teacher start explains difficult words into Urdu, 72.70% selected that the teacher start explains difficult words into Kashmiri and 18.20% selected that teacher continue explaining into target language by giving synonyms, examples and avoid translation.

What medium of instruction does your teacher use while teaching other subjects?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kashmiri (mother tongue)	5	45.5	45.5	45.5
Urdu	6	54.5	54.5	100.0
Total	11	100.0	100.0	



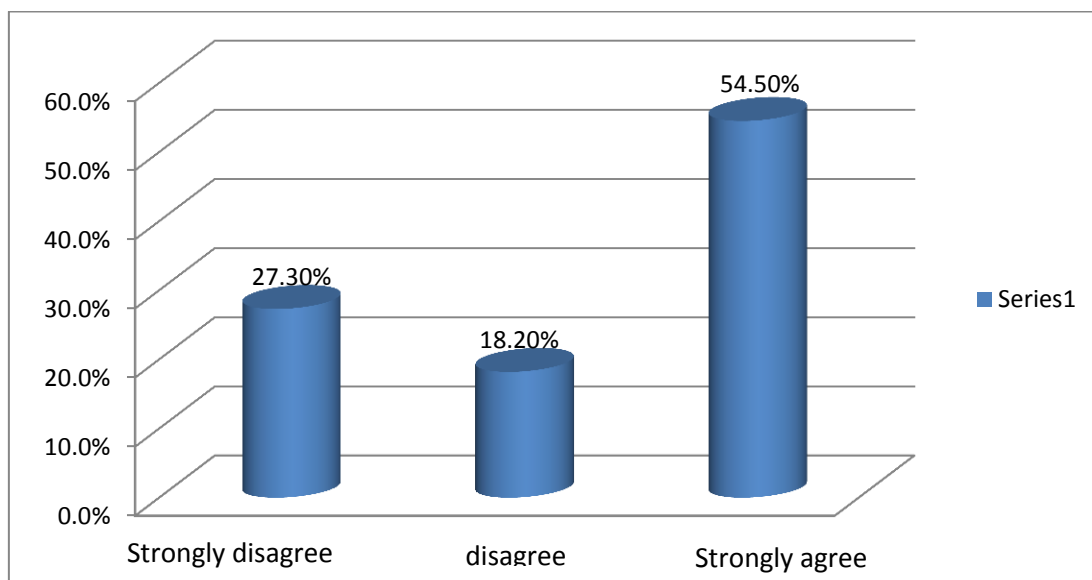
The above item has two options {a. Kashmiri (Mother tongue) b. Urdu c. English} only two options were selected by the respondents hence both are shown in table and bar chart

45.50% of the respondents agreed that teachers use Kashmiri while teaching other subjects, 54.50% agreed the same so it is revealed that teachers use only Urdu and Kashmiri language mostly while teaching other subjects like Math, Science, social science and other subjects.

Do you think excessive use of mother tongue by teachers hinders you from acquiring desired proficiency in English?

English

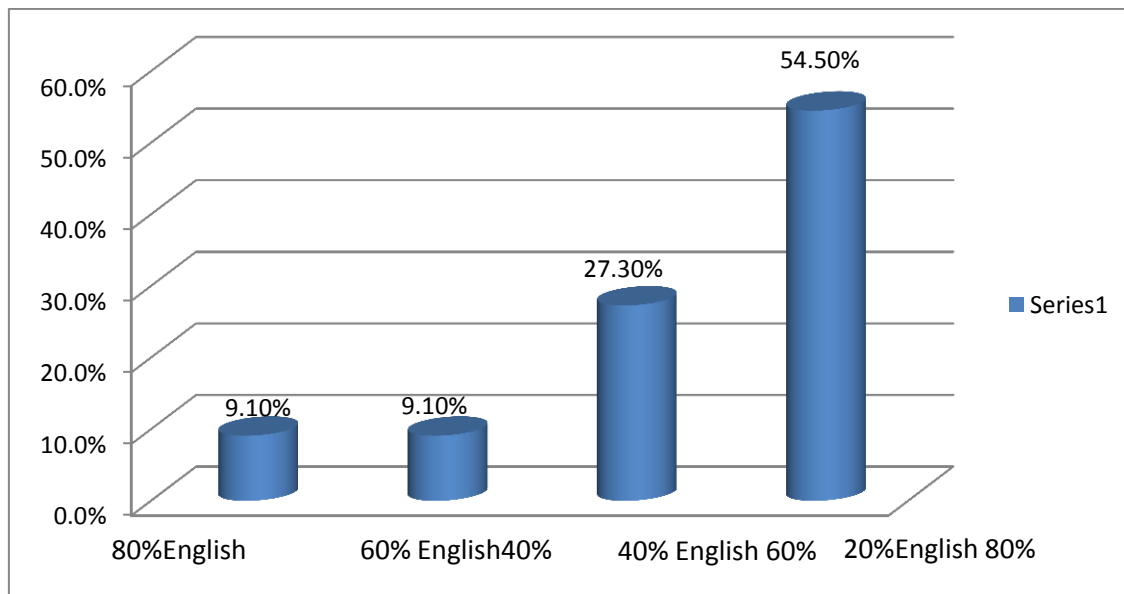
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	27.3	27.3	27.3
Disagree	2	18.2	18.2	45.5
Strongly agree	6	54.5	54.5	100.0
Total	11	100.0	100.0	



The above item has five options {a. strongly disagree b. disagree c. strongly agree d. agree e. neutral} only three options were selected by the respondents, hence they are shown in the table and bar chart. 27.30% strongly disagreed, 18.20% disagreed with this while as 54.50% strongly agreed that by the excessive use of mother tongue hinders them in achieving desired proficiency in English language.

Your teacher uses English language ratio to Kashmiri/Urdu language teaching while teaching in classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 80% English 20% Kashmiri/Urdu	1	9.1	9.1	9.1
60% English 40% Kashmiri/Urdu	1	9.1	9.1	18.2
40% English 60% Kashmiri/Urdu	3	27.3	27.3	45.5
20% English 80% Kashmiri/Urdu	6	54.5	54.5	100.0
Total	11	100.0	100.0	



The above item has four options { a. 80% English 20% Urdu/Kashmiri b. 60% English 40% Kashmiri/Urdu c. 40% English 60% Urdu/Kashmiri d. 20% English 80% Urdu /Kashmiri } all these options were selected by the respondents 9.10% agreed that teacher uses 80% of English and 20% of Urdu/Kashmiri while teaching, 9.10% agreed that teacher uses 60% English and 40% Urdu/Kashmiri 27.30% selected that teacher uses 40% of English and 60% of Urdu/Kashmiri during class and most of respondents 54.50% agreed that teacher uses 20% English and 80% Urdu/English while teaching. So it has revealed teachers use less English and Excessive Mother tongue while teaching English.

Thematic Analysis of student's questionnaire

Items	Responses
Suggestions to make English teaching/learning more effective	Need of qualified and well trained teachers1 English should be taught as language than subject1 Listening labs should be established1 enrich vocabulary among students 1 teachers should use only target language inside the classroom1 stress should be given on speaking skill2 teacher should be given focus on grammar1 teachers should use modern methods of teaching language1 more focus should be given on listening and speaking skills students should read newspapers 1
Suggestions for more effective teaching methods	Communicative method and group discussion2 Modern methods like (audio visual aids) should be introduced in the teaching Interactive and role play 3 Having some fun in the classroom while teaching Teacher should use power point presentation
Suggestions to improve speaking skills among students	Debates, seminars, discussions and role play Students should always speak in English. Students should develop fluency Teachers must use only English inside the classroom Students should be encouraged to talk in English Teachers should help students to make presentation in the English More stress should be given to develop vocabulary among students Teachers should avoid to use mother tongue during class
Views regarding the use of mother tongue in the classroom	Teachers should avoid excessive use of mother tongue in the classroom Only 20% of mother should be used during class Both teachers and students should avoid use of mother tongue but its occasional use can't be neglected Teacher should use mother tongue in the classroom, everyone in the class cannot grasp if teachers use only target language Mother tongue should not be completely neglected sometimes its use is must Mother tongue should be used in lower class in higher its use must be avoided Minimum use of mother tongue

The above table shows that almost all the questions were responded by the students. The table displays that when the students were asked about the suggestions to make English teaching/learning more effective. One of the student responded that there is need of qualified and efficient teachers; two students responded that focus should be given on speaking skill; some of them responded that teachers should use only target language inside the classroom. When the students were asked about teaching methods most of them responded that modern methods and innovative should be used to develop all four

language skills among the students, some of them responded that teacher should use communicative method which help students to develop their communicative skill.

When the students were asked about the suggestion to develop communicative skill among students most of the students responded that teacher should avoid mother tongue inside classroom, he should use only target language while teaching it will develop speaking skill. Some of them suggested that he should encourage students to think in English and speak in English. Some of them suggested that students should also speak in English inside and outside classroom. Some of them suggested that by debate, discussions, seminars, role play and presentations will help us to develop speaking skill. Very few suggested that by enhancing vocabulary will help them to develop this skill.

Finally, students were asked about their views regarding the use of mother tongue, some of them suggested that it should be completely neglected inside the classroom, some of them suggested that teacher should use 20% of mother should while teaching. Some of them suggested that both teachers and students should avoid mother tongue, but its occasional use cannot be neglected.

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