

## Impact of Native and Non Native Language on Learning Skills of Medical Students

Dr Ghuge Minakshi<sup>1</sup>, Dr Jaybhaye Prasad<sup>2</sup>

<sup>1</sup>(Paediatrics, MUHS Nasik university, India)

<sup>2</sup>(Department of forensic medicine, Chirayu medical college, India)

Corresponding Author: Dr Jaybhaye Prasad

**Abstract:** The term learning means the acquisition of knowledge or skills through study, experience, or being taught. Medical students were evaluated to see impact of native and non-native (English) language in their learning. The study showed better understanding and learning when the native language is used for knowledge gain.

Date of Submission: 27-11-2018

Date of acceptance: 08-12-2018

### I. Introduction

In India students from different strata of the population get admission in medical college through competitive examination. As a medical teacher, I have been observing performance of these students since last 7 years. Even after clearing competitive examination with good marks most of the students struggle to perform better after admission in medical college. The term learning means the acquisition of knowledge or skills through study, experience, or being taught.<sup>1</sup> Learning is affected by many factors like readiness, interest, intelligence, motivation, attitude, feelings, frustration, attitude, mental health, natural ability to learn, orientation, fear of failure, etc.<sup>2</sup> After the last 7 years of teaching most common thing that I have noticed in medical students is the inability to answer properly in English. We think this may be one of the reason behind deteriorating performance of the previously well performing student. The present study has been performed to see effect of native and non-native language on educational performance of medical students.

### II. Material And Methods

20 medical students were examined to see impact of language on their learning skills. Following data was collected 1. Language of secondary education 2. Performance in secondary education 3. Present performance 4. Opinion of students

Inclusion criteria: 1. only medical students

Exclusion criteria: 1. Admission without competitive exam (NRI)

### III. Result

Language of Higher secondary education	Native	Non native	Both
	0%	100%	0%

(Exposure to non-native language was not continuous)

Performance in Higher secondary education	Below average (<70% marks)	Above average (>70% marks)
	54%	46%

Language of medical education	Native	Non native	Both
	0%	100%	0%

Performance in university exam	Below average (<60% marks)	Above average (>60% marks)
	100%	0%

Class and Viva evaluation findings	1. Fewer questions asked when English is main language of instruction

	<b>2. Had superficial knowledge of subject</b> <b>3. Had problems in lecture comprehension</b>
--	---

<b>Fluency in non-native language</b>	<b>Excellent</b>	<b>Above average</b>	<b>Average</b>
	0%	18%	82%

**Feedback from students:** Almost all students said availability of the study material in non-native language has slowed down their learning ability. They spent most of the time understanding study material given in non-native language. Routine classes did solve this problem but, not to great extent. This ultimately resulted in loss of interest, frustration, fear of failure, disturbed mental health and deteriorating educational performance.

#### IV. Discussion

The term language means the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.<sup>3</sup> Language is again divided into receptive language (ability to understand language) and expressive language (ability to convey messages to others).<sup>4</sup> First language that child develops is the mother tongue or native language. A person who wants to get fluent in non-native language requires almost two years of continuous exposure. Here continuous exposure means non-native language must be explicitly taught and not merely caught. If the exposure is non continuous in that case it may take 7 years or more.<sup>5</sup> The language and adaptive abilities are the best assessments of cognitive development and future intelligence.<sup>4</sup> English is the chief language in the Indian higher education system today. Common reasons for this may be because it is 1) most widely spoken languages 2) social and economic exchange between people of different communities and cultures practically possible 3) used in public and private offices. As India was a British Colony, English became an official language of India, for all diplomatic and administrative conveniences, and thereby came to be widely used in both spoken and literary contexts. But the reason that English remained an official language after 1947 is attributed to the fact that as a language it played an important role in unifying regions with different people under one flag and constitution. All the prestigious schools and colleges use English as their medium of communication.

Ranking	Language	Speakers <sup>6</sup>
1.	Mandarin Chinese	848 million
2.	Spanish	399 million
3.	English	335 million
4.	Hindi	260 million (with addition of Urdu number can go beyond 300 million)
5.	Arabic	242 million

From above paragraph one can notice main reason behind the use of English in higher education is easier communication and not better knowledge gain. Again, communication is a two way process requiring active participation from teacher as well as from students. Students with partial knowledge of non-native language naturally tend to refrain from communication if non-native language is exclusively used thus asking fewer questions in the class. In addition to the study student has to face the extra workload of understanding non-native language. This invariably results in deterioration of performance of students in higher education which is readily visible in the present research. Our findings are similar to the study done by Shaw et al<sup>7</sup> and Tatzl D<sup>8</sup>.

Other studies done on use of native and non-native language in education that we have observed advocate use of English for education. But again all these previous studies appear biased as they have not checked or mentioned about factors like 1. The performance of the students if education material is made available in native language 2. Intelligence quotient of students. So in short, it will be a bold statement to advocate non-native language as language of knowledge gain without any credible proof.

#### V. Conclusion

A Person who is fluent in one language has better learning and understanding abilities if the same language is used for education.

In India language of communication (non-native language-English) is widely confused with the language of knowledge gain (native language) resulting in unnecessary, unwanted and forced use of non-native language (English) in education.

India needs to develop an education system based on its widely used native language for better learning of students. At the same time English can remain as the language of communication.

Government as well as Indian authors should make effort to make study material, books available in native language

### References

- [1]. Definition of learning in English. The Oxford dictionary. Available from: <https://en.oxforddictionaries.com/definition/learning>
- [2]. Sambrook, S. Factors Influencing Learning in Work: A Comparison of Two Research Projects (European- and United Kingdom-Based). *European Educational Research Journal*.2002; 1(3): 522–537.
- [3]. Definition of language in English. The Oxford dictionary. Available from: <https://en.oxforddictionaries.com/definition/language>
- [4]. Kumar S. Growth and development- Language. *Manual of Paediatric Practice*. 2014. 4<sup>th</sup> Ed. 145.
- [5]. ESL Strategies & Techniques. Available from: <http://eslmsid.pbworks.com/w/file/67335778/ESL%20bics%20vs%20calps.doc>
- [6]. The World's Top 20 Languages—And The Words English Has Borrowed From Them. Available from: <http://mentalfloss.com/article/67766/worlds-top-20-languages-and-words-english-has-borrowed-them>
- [7]. Shaw, P., Benson, C., Brunsberg, S., Duhs, R., & Minugh, D. (2008). Preparing for international masters degrees at Stockholm University and the RoyalInstitute of Technology in Stockholm. In I. Fortanet-Gómez, & C. Räisänen (Eds.), *ESP in European higher education: Integrating language and content*. AILA Applied Linguistics Series, Vol. 4 (pp. 267–282). Amsterdam, The Netherlands: Benjamins.
- [8]. Tatzl, Dietmar. English-medium masters' programmes at an Austrian university of applied sciences: Attitudes, experiences and challenges. *Journal of English for Academic purposes*. 2011; 10(4):252-270

Dr Ghuge Minakshi. "Impact of Native and Non Native Language on Learning Skills of Medical Students." *IOSR Journal of Dental and Medical Sciences (IOSR-JDMS)*, vol. 17, no. 12, 2018, pp 05-07.