# THE DISADVANTAGEOUS FACTOR OF TEACHING IN VERNACULAR LANGUAGE – AN INVESTIGATIVE STUDY

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**Abstract**
The study aimed to identify the disadvantageous factor of teaching in Vernacular Language i.e. in Tamil to U.G. and P.G. Students. For the study, the researcher adopted a descriptive research design. The data was collected using a structured questionnaire employing a simple random sampling technique. The 213 faculties for U.G. and P.G. courses were considered as a sample from Chennai District. From the analysis performed it was understood that, the majority of the faculties in the Chennai district were female. Also, most of the faculties were undertaking courses for U.G. It was also found that there is no significant difference in the disadvantageous factor of teaching in vernacular language as per the opinions of the respondents considered for the study. Further, it was identified that, Students interpreted the teaching and Book Contents differently, Students are unable to reproduce the Content in English during Exams and Reduced Students' Competitiveness in English are the important disadvantageous factor of teaching in vernacular language as per the opinions of the respondents considered for the study.

*Keywords: Teaching, Learning, Vernacular Language*

**Introduction**
The Dravidian languages Kannada, Telugu, and Malayalam are all based on Tamil, one of the classical languages. The people of Tamilnadu and other southern Indian states regard it as a regional tongue. The Tamil language has traditional, cultural, political, and social effects. The way of life of native Tamil speakers serves as evidence of its potent literary potential (Kingston 2003). The Indian minority in Malaysia and Singapore is primarily composed of Tamil speakers. Tamil is taught as a subject and is used as the primary language of instruction in some schools in Tamil Nadu.However, up until the primary level of education, Tamil is the main language of instruction. Tamil is taught as a subject in secondary schools (Saravanan, V., Lakshmi, S., &Caleon, I., 2007). According to the educational policy of Tamil Nadu, Tamil is the main language of instruction in some colleges.

**Literature Review**
Generally speaking, education futurology refers to a technique for forecasting future educational outcomes, demand, or requirements by fusing pertinent socioeconomic and cultural data with the appropriate technology (Thamburaj, K. P., &Ponniah, K., 2020). When taught in vernacular language, the practise itself requires a clear anticipation of future requirements that must be predicted now, for actualization in the future. Through the use of futurology, the students' abilities in the teaching and learning process will be enhanced (Halili, S. H., &Suguneswary, S., 2017). Interpretation is a complex task that combines a number of skills beyond language proficiency in order to deliver an effective professional interpretation in a particular setting (Gupta, B., &Ponniah, I., 2010).As a result, hiring interpreters requires great care, and the best candidates should be chosen for the position. The timeline's uncompleted portion, or the place in space-time where all unfinished events are located, is known as the future. The future is distinct from the past in this way. Therefore, it is believed that it is crucial for students to develop the capacity to overcome challenges in the future (Thamburaj, K. P., 2015).

**Objective**
The study aimed to identify the disadvantageous factor of teaching in Vernacular Language i.e. in Tamil to U.G. and P.G. Students.

**Methodology**
For the study, the researcher adopted a descriptive research design. The data was collected using a structured questionnaire employing a simple random sampling technique. The 213 faculties for U.G. and P.G. courses were considered as a sample from Chennai District.

**Analysis and Interpretation**

Herein analysis was carried out to identify the demographic profile of the respondents considered for the study.

**Table No. 1: Demographic Profile of the Respondents**

|  |  | Frequency | Percent |
|---|---|---|---|
| Gender | Male | 91 | 42.7 |
|  | Female | 122 | 57.3 |
|  | Total | 213 | 100.0 |
| Education | PG | 96 | 45.1 |
|  | UG | 117 | 54.9 |
|  | Total | 213 | 100.0 |

**Source: (Primary data)**

From the percentage analysis, it can be interpreted that the majority of the faculties in the Chennai district were female. Also, most of the faculties were undertaking courses for U.G.

Herein analysis was carried out to identify whether there is any significant difference in the advantageous factor of teaching in vernacular language as per the opinions of the respondents considered for the study.

**Table No. 2: Multivariate Test – Disadvantageous factor of Teaching in Vernacular Language**

| Multivariate Tests | | | | | | |
|---|---|---|---|---|---|---|
| Effect | | Value | F | Hypothesis df | Error df | Sig. |
| Gender | Pillai's Trace | .009 | .387[b] | 5.000 | 206.000 | .858 |
|  | Wilks' Lambda | .991 | .387[b] | 5.000 | 206.000 | .858 |
|  | Hotelling's Trace | .009 | .387[b] | 5.000 | 206.000 | .858 |
|  | Roy's Largest Root | .009 | .387[b] | 5.000 | 206.000 | .858 |
| Education | Pillai's Trace | .011 | .454[b] | 5.000 | 206.000 | .810 |
|  | Wilks' Lambda | .989 | .454[b] | 5.000 | 206.000 | .810 |
|  | Hotelling's Trace | .011 | .454[b] | 5.000 | 206.000 | .810 |
|  | Roy's Largest Root | .011 | .454[b] | 5.000 | 206.000 | .810 |

| Tests of Between-Subjects Effects | | | | | | |
|---|---|---|---|---|---|---|
| Source | | Type III Sum of Squares | df | Mean Square | F | Sig. |
| Gender | Reduced Students' Competitiveness in English | .011 | 1 | .011 | .013 | .911 |
|  | Students unable to reproduce the Content in English during Exams | .858 | 1 | .858 | 1.111 | .293 |
|  | Required Significant preparation before class | .689 | 1 | .689 | .695 | .405 |
|  | Fewer marks in Exams by Students | .039 | 1 | .039 | .050 | .823 |
|  | Students interpreted the teaching and Book Contents differently | .008 | 1 | .008 | .010 | .921 |
| Education | Reduced Students' Competitiveness in English | .156 | 1 | .156 | .176 | .675 |
|  | Students unable to reproduce the Content in English during Exams | .079 | 1 | .079 | .102 | .750 |
|  | Required Significant preparation before class | .899 | 1 | .899 | .907 | .342 |
|  | Fewer marks in Exams by Students | .004 | 1 | .004 | .005 | .945 |
|  | Students interpreted the teaching and Book Contents differently | .292 | 1 | .292 | .382 | .537 |

**Source: (Primary data)**

The estimated Pillai's trace significance value is greater than 0.05, meaning the null hypothesis is accepted. Therefore there is no significant difference in the disadvantageous factor of teaching in vernacular language as per the opinions of the respondents considered for the study.

Herein analysis was carried out to identify the important disadvantageous factor of teaching in vernacular language as per the opinions of the respondents considered for the study.

**Table No. 3: Rank Analysis –Disadvantageous factor of Teaching in Vernacular Language**

**Descriptive Statistics**

|  | N | Mean | Rank |
|---|---|---|---|
| Reduced Students' Competitiveness in English | 213 | 4.3005 | 3 |
| Students unable to reproduce the Content in English during Exams | 213 | 4.3052 | 2 |
| Required Significant preparation before class | 213 | 3.9202 | 5 |
| Fewer marks in Exams by Students | 213 | 3.9624 | 4 |
| Students interpreted the teaching and Book Contents differently | 213 | 4.3239 | 1 |

**Source: (Primary data)**

From the rank analysis made using the mean score, it can be interpreted that; Students interpreted the teaching and Book Contents differently, Students are unable to reproduce the Content in English during Exams and Reduced Students' Competitiveness in English are the important disadvantageous factor of teaching in vernacular language as per the opinions of the respondents considered for the study.

**Findings and Conclusion**

From the analysis performed it was understood that, the majority of the faculties in the Chennai district were female. Also, most of the faculties were undertaking courses for U.G. It was also found that there is no significant difference in the disadvantageous factor of teaching in vernacular language as per the opinions of the respondents considered for the study. Further, it was identified that, Students interpreted the teaching and Book Contents differently, Students are unable to reproduce the Content in English during Exams and Reduced Students' Competitiveness in English are the important disadvantageous factor of teaching in vernacular language as per the opinions of the respondents considered for the study.

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