



Research Paper

Influence of Mother Tongue in Teaching English

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Abstract

This study focuses on the influence or impact of mother tongue in teaching of English. As we know that language is a system of communication by which we can convey our thoughts, ideas and knowledge to others. To see how important is the language, let us imagine our life without language. Language is the center of our life and without language there will be no teaching, no learning and no sciences. The native language is the child's strongest ally in learning English. Using the native language, we learn to think, learn to communicate, and learn to express our feelings, needs, opinions, and attitudes. It can improve language accuracy, fluency, and clarity as it is the continuous source of supply of thoughts and ideas. Language teaching is a very complex process, especially in the case of a foreign language. When we start teaching a child before he reaches three years of age, he does not realize what is he saying or doing, but by the time he reaches the age of seven or eight, the mother tongue has taken root and he becomes aware of what is he doing. He can express his thoughts and feelings to others. So, English can support and help each other at this level. This paper explores the use of mother tongue and translation in English teaching. All learners need native language support in learning English but the amount of native language support depends on the students' proficiency in English. The major objectives of this study are summarized in the following points: To measure the effect of mother tongue in teaching. The results of the study have revealed the fact that the use of mother tongue has a significant influence in teaching English.

Keywords: Influence, Mother tongue, Native, Teaching, Language, Inference, Learner etc.

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I. INTRODUCTION

1. Overview

In everyday life English Language has become increasingly important. It is used and practiced everywhere in the world and it becomes as a bridge of the outside world. In Arab countries, English language is the major factor affecting students' performance at university as well as in the workplace where fluency in English language has become an indispensable requirement. The best ways for students to master this language is during their school education. However, there are major impediments that affect students' performance in learning English Language, such as lack of practice, lack of motivation among certain categories of students and lack of supporting facilities/materials in some schools. As a matter of fact, it should be demonstrated in the present work. Social and economic factors can potentially have a formative effect on students' performance. The need for common language in diverse situations has become necessary. English is being the most common link language. So, the teaching of English has taken special significance. However, English language now-a-days have become language of globalization. The impact of mother tongue is a natural phenomenon and a quite suitable term for the language. A child acquires his first language through variety of mechanisms. Some believe that the child acquires L1 mainly through imitation: parents, adults and peer around him. From the language of mother and father which creates difference in accents of the language and acts as a barrier for smooth communication. Language is a medium of communication within the family and society. In the past, the prevalence of grammar-translation method led to the extraordinary phenomenon that students were unable to speak and communicate fluently even

after having studied the language (L2) for a long time. The translation was found as uncommunicative, boring, pointless, difficult and irrelevant and this idea led to the avoidance of use of mother tongue in the language classrooms (Harmer, 2001:131). Recent research findings on the issue emphasize using mother tongue as a resource for promotion of language learning. Translation has been found capable of developing three qualities essential to all language learning: accuracy, clarity and flexibility (Ross, 2000:61) and facilitates the acquisition of "accent mobility". Translation is sometimes referred to as the fifth language skill alongside the other four basic skills of listening, speaking, reading and writing. Mother tongue may serve social and cognitive functions (Carless, 2008:331) and relates to learner identity. Therefore, use of mother tongue and translation can serve as a tool for improving language skills.

The researcher noticed in her short experience in teaching English courses that most of the students lack one of the mentioned abilities or both of them, depending on this, the researcher conducted this research, (Influence of mother tongue in teaching English) is chosen by the researcher, though it is well known that much research is submitted in the field of mother tongue interference as general, so, the researcher wants to reveal the problems that give the students the impression that they are not able to write correct sentences in the causes of this impression. However, those learners cannot gain access to the language resources required to express the desired meaning.

1.2 Problem of the Study

Language is said to be one of the most important features that distinguish human beings from other living things. It is the basis of communication among human beings, it is the most important and effective key to human achievement. Researchers have carried out studies on identifying ways and means revering the decline rate of student academic achievements in English language. These research studies have dealt with curriculum issues, effective teaching method, study habit, student- friendly instructional material and so on. Of all these studies, there is no convincing evidence on the impact as well as the effect of using mother tongue.

1.3. Research Question

1. Does the use of mother tongue has any effect on the university students in English language?
2. Does the mother tongue has an impact in teaching of English?
3. What strategies should be used to improve the performance of English?

1.4. Purpose of the Study

Our main concern here is to show how mother tongue is affected either positively or negatively by teaching English language The important of the mother tongue in the education of child is over emphasized. It is a paramount fact that a child's education should begin with his mother tongue since it is the language of his culture. The purpose of this study is to determine the effect of using mother tongue in teaching English language.

1.5 Definition of Terms.

It is the intensive study of an aspect of behavior, either at one period in time or over a long period of time, the case study method provides an opportunity to collect detailed information that may not be observable using other research techniques.

II. Factors Affecting Mother tongue influence

Journal of Interdisciplinary Cycle Research pointed that Influence of mother tongue means interference of child's first language in learning the pronunciation of other language. Interference of linguistic and structural elements of the mother tongue puts hurdles in the process of learning of second language. When speaker has good command over two languages i.e. mother tongue (first language) and English (second language) then there is no interference problem. When learner is not enough mastered in second language, his mother tongue dominates the second language and that leads to inference.

Mother tongue influence is one of the current problems in foreign language teaching.

According to Brown, (1994) he said that there are several factors that affect learners' pronunciation, i.e. Native language, age , experience, innate phonetic ability, identity, language ego, motivation, and concern for good pronunciation. Studies tell that native language interference is the main influential factor in affecting the learner's pronunciation. Bose (2005) stated that most of the pronunciation errors are due to the interference of mother tongue. Language learners use the sounds of their mother tongue instead of those of their target language. (Ladefoged, 2001; Carter & Nunan, 2001) mentioned that mother tongue has clear influence on learning (L2) second language pronunciation. Where L1 and L2 rules are in conflict, errors are expected to be committed by foreign learners.

Avery & Ehrlich (1992) stated that the sound features of the learners first language are transferred into the target language that results in mispronunciation. The mispronunciations of words by non-native speakers reflect the rules, stress, intonation and sound influence of their native language. The interesting fact is that most of them are unaware of the fact that they are speaking with mother tongue influence. It has been observed that mother tongue influence is nothing to do with intelligence, age, knowledge of Grammar and vocabulary or level of education. Many learners of English as their second language do have mother tongue influence on their English pronunciation. The degree of mother tongue varies from speaker to speaker depending on various factors such as home, teachers, exposure, environment etc. Here is an effort to identify the reasons for mother tongue influence in English pronunciation and suggestions to overcome them.

2.1 English Language Performance

The spread of English was stated by Salameh, (2012.9) in which he distinguishes three circles. The first is the Inner Circle, which includes countries where English is used as a native language as in Australia, Canada, New Zealand, United States and the United Kingdom. The second is the Outer Circle, which includes countries where English is used as an official language such as South Africa, India, Nigeria and Zambia. The third is the Expanding Circle which includes countries where English is used as a foreign language such as Jordan, Japan, China and Syria (this is a few that belongs to this category).

Currently, English Language is learned as a second language and used as an official language of the European Union. Mandarin, Chinese and Spanish are the 2nd and 3rd largest spoken languages after English language, respectively. He points that there is a strong relationship found between English and Latin Language because lots of the words of English language are derived from Latin. Apart from Latin, there are a number of words from Norman, French and Old Norse language (Edward 2000). Currently, English Language has become the largest and most widely used language in the world. This is the only language that borrowed words from all over the world. According to estimation, an English dictionary has over 250,000 distinct words excluding scientific, technical and financial words and jargons. The English language has now arisen as the widely used official language in communication, science, information, business, technology and finance.

Salameh further adds that the sense and essence of true globalization can be found quite easily in this particular language which started in the late 18th century and is now dominating the entire world. English has become a dominating language in the United Kingdom (of course), the United States, Australia, Canada and New Zealand (Edward 2002). There is a marginal difference between the spoken and written English Language in these countries. It has been observed that in countries where English Language is the 2nd language, British English has been preferred to American English (Edward 2000). As a lingua franca of the past century and the new millennium, English is the most important means to have an access to the world's technical and intellectual resources. Although he recognizes it as a vestige of British Colonialism or the sign for the American cultural imperialism, English is now seen differently, it is less seen as a symbol of imperialism and more as a viable candidate for the world's most important international language.

He says that the stance of learning English Language has been increasing tremendously well from the past few years. According to the statistics, every year there is an increment of around 40 percent in the people who are coming in the industry to learn English Language (Edward, 2000). Crystal, (1992) reports that non-native speakers of English comprise more than two thirds of its potential speakers, so it can be argued that English, in international setting, doesn't belong to any group of people. The performance of this particular language is comparatively more wonderful than any other languages of the world.

III. CONCLUSION

With all the benefits of the tool 'translation', which can be considered as the 5th tool, it can't be said that translation gives the proper and accurate meaning of the thoughts of the speaker. The quality of expressions in mother tongue is far better than in the translated form. It is comfortable to comprehend anything in mother tongue. Even when translated into English, the effect of mother tongue is clearly visible. Every day we are having many theories and researches by scholars in this field and have found the solutions as well, stills there is a lot to do with this issue. The present paper aims at the influence of mother tongue which is affecting the learning of English language.

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