

Impact of Mother Tongue in Learning Second Language

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Abstract

A group of words is being an ancient and powerful mediator to connect one man to another man that is called as a language. The learners who were learning the language to it use it properly and effectively. But in the modern world human beings are in need of learning more than two languages for Job opportunity and other reasons. Even in India most of the states, follow the three language system in the school education. Each and every one should learn their mother tongue clearly and properly, so that they learn second language easily. While children may learn the language in LSRW format, seemingly Mother Tongue (MT) intervention happens. In this paper, I discuss the problems of language learners, like obstacles they face, while learning a language with the strong impact of their mother tongue

Keywords: Mother Tongue, effective communication, Mother tongue impact, Target language.

1. Introduction

Human beings have been living on the earth from few million years ago. They used various techniques to develop themselves and equip them self by various means. They are

1. Fire
2. Wheel
3. Language
4. Internet

Language helps human beings to express their feelings and emotions to others. Communication is the greatest ability of human being. Communication has two aspects from ancient days. They are,

- Dialogue

- Poetry

The above mentioned aspects are different, but all for effective communication and better understanding purposes. Even the romantic poet William Wordsworth defined 'poetry' as: "Poetry is the spontaneous overflow of powerful feeling, it takes its origin from emotion recollected in tranquility". From the beginning till to date the world has faced various languages, in which few reached high positions, few have been going down and some languages are fully destroyed. The world has thousands of languages. But only six languages are considered as world classical languages so far. They are:

1. Chinese
2. Greek
3. Hebrew
4. Latin
5. Sanskrit
6. Tamil

In the Modern world, Chinese and Tamil languages are surviving actively (both spoken and written) among the world classical languages. The languages must be termed 'valuable' containing certain careful elements of communication. In this paper I analyse the effects of first language or mother tongue, while learning Target Language or Second Language; influence of the mother tongue and its reasons (both historical, surface and at root levels).

2. Role of English Language in India

Before the arrival of the British in India, we followed various languages, because India was in fragments of little kingdoms and the tribal fiefdoms which were all considered as separate countries. Even today, India has various languages and cultures so, India is known as The 'Sub-Continent of the World'. In India Twenty two languages are declared as National Languages. The British reign in our country, existed from 1765 to 1947. In the colonial period the British Government used English as the official language in all government offices. In that period, Government officials spoke and wrote in English. In the year 1835 Lord Macaulay decided to teach and spread the knowledge of the English Language in India through all schools and colleges.

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. In the year 1844 Lord Harding ordered Indian youngsters or the persons who were educated in English schools should be given preference in the selection of personnel for government services. This was an important order for Indians' to get jobs in British Government. In this period the people who spoke English in India, might get a 'Translator' job and had the chance to be close to the British Majors and Lords and officials.

After the arrival of Lord Harding and his order, many English speaking adults were helped; the educator's standard gradually increased. The English language was not only working favourable for the British Government, but its favours were passed on to the Indian's, particularly the educated freedom fighters. Because the educated aristocratic freedom fighters belonged to various races and regions, they discussed about freedom struggle in English. Gandhiji's famous motivating quote was "Do or Die"; it reached freedom fighters that were educated in English and they spread this slogan to the whole of India. The slogan created the power to freedom fighters, motivated their minds, and it spread as forest fire. Finally we got our freedom from nearly hundred and eighty years of colonial rule. After Independence, our Indian Constitution declared only sixteen languages as National languages in India. At the same time, Hindi was also declared official language of India, because the majority people spoke Hindi, compared to the other language peoples in India. But other language peoples were strongly opposed to this decision; the Indian Government faced many riots and negative comments against it; finally our first Prime Minister Jawaharlal Nehru assured the Indian people, who are non-Hindi speaking that English will continue as the Associate Official language of India till the non-Hindi speaking people were ready to accept Hindi to take over. This assurance is still followed and exists in India. Thus English indirectly turned mandatory for communication, both official and business (though many in the north use only Hindi in the government offices and in the parliament).

The Government of India appointed various commissions for education to discuss the need of English for the Indian Society. The committees have evaluated the students' education levels and have assessed the English language and its importance for India in the Modern world; then they submitted their report to government. The committees are given below:

- 1) National Integration Commission (1962)

- 2) The Indian Education Commission (or) the Kothari Commission (1964-1966, they submit their final report in 1966)
- 3) National Policy of Education (or) the Acharya Ramamurti Committee (1986, it was modified in 1992)

English language predominates, various areas like Literature, Business, Communication, Education, Job opportunity and so on. There are a few things that have been planned as courses such as:

- ✓ English for Specific Purpose (ESP)
- ✓ English for Academic Purpose (EAP)
- ✓ English for Occupational Purpose (EOP)
- ✓ General English (G.E, All universities of India in U.G. Courses)

3. Impact of Mother Tongue in Learning the Second Language

English language is the Second language of India. The second language Teacher not only teaches the language, but also the culture, and social history of the English people, and teaches the learners to survive. Second language learning is not an easy process for any human being, because human beings are not ready or never want to learn the second language without some specific purpose. As for mother tongue learning concerns, learning is properly done without any emergency and people learn their mother tongue in LSRW (Listening, Speaking, Reading, and Writing) method. Mother tongue learning is an inborn skill. Mother is the first teacher to the child, and from her the child learns the mother tongue. English language rules the world in various fields, but other language peoples learn English with much difficulty, because it's not a language such as Tamil and other classics. English has undergone changes from time to time. The English language has 26 Alphabets and 44 sounds. International Phonetics Association (IPA) creates the phonetics for students to learn clearly about speech sounds around the world. In literature, there is a method to taste other language literatures through 'Translation'. The Translator must be well versed in Source language (SL) and the Target language (TL) and also know about the culture, social, historical and religious aspects of both languages. The scholars sometime can't translate some words from Source Language (SL) to Target Language (TL). When the translator can't get an equalant word, the translator has two options,

- Trans creation

➤ Transliteration

At the same time, in second language teaching, teachers and learners face various obstacles. Few of those problems are given below:

- ↑ The second language learners don't learn the target language in the natural way as their Mother tongue.
- ↑ In the school level second language learners are in the beginning stage of language learning. So, their aim is only to pass in the public exams. They are not interested to learn the second language thoroughly.
- ↑ The second language learners are influenced by mother tongue and so they are not able to reproduce the perfect and correct pronunciation of the second language.
- ↑ The second language learners are confused in the grammar rules, between their mother tongue and the second language learning.

For example: I am going to shop. (SVC). S (I) V (am going) C (to shop) pattern. But this pattern changes in Tamil language as, நான் (S) கடைக்கு (C) போகிறேன் (V).

- ↑ The second language learners face the language for the first time and so they are not well versed in the vocabulary of the second language.
- ↑ Some languages have multiple words for one meaning.

For example: The term 'Cloud' has two terms in Tamil like முகில், கார்.

- ↑ The second language learners must not only learn second language, but also the culture of the language. Because some terms are created based on culture.

Ex: விழுதி, தாலி. No equivalent word can be found in target language (culture).

- ↑ The second language learners will commit some natural mistakes in stresses. The learners are sometime not able to stress properly many words, terms, and phrases in the Second language.

Ex: We can see the Karelian people's pronounce the term 'Office'; they stressed the 'O' sound.

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4. Some Remedial Steps to Help the Second Language Learners

- ⇒ The second language learners must be given regular practice in the second language just as mother tongue.
- ⇒ The second language learners must learn the second language by their own interest.
- ⇒ The second language learners must listen CDs, Audio's, Movies and other teaching Aids which are the basis of the second language.
- ⇒ The second language teachers should try to take classes to help easy understanding and usage by the learners.
- ⇒ The second language learners are not trying to search equal words in the second language which is the basis of cultural elements. Sometimes few words are formed at base with the meaning of the terms, the terms are known as Trans-creation and Transliteration.

Ex: Sacred ashes (விபூதி), sacred yellow thread (சூரலி).

- ⇒ The second language learners of English must understand the versions of British English and American English

Ex: 1) Lorry = Truck,

2) Biscuits = Cookies.

5. Conclusion

Language learning is the longest and the most fruitful process for the teachers and the learners. The language is a valuable tool in the communication process. In the modern world all the languages are modified to be very short in messages and social networks.

Ex: 'Good Morning' = 'Gud Mon'.

'YOU' = 'U'

'ARE' = 'R'

Languages help us express our feelings and emotions properly to other humans easily and effectively. The language learner must learn the language clearly and thoroughly. The second language learners are able to learn the language like their mother tongue, until the second language learning becomes a burden, not a joyful thing. The English language is

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known as 'Lingua Franca' (Queen of Languages), because 320 million native English speakers and 200 million speakers use English as a Second language in the world. The Second language learners are not only learning the new language, but also the culture and social history of the country. Language students should learn their target languages with joy, using the Mother tongue as tool for Second language learning; and teachers must help the learners learn English through fun activities and projects.

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