

EFFECTS MOTHER TONGUE LANGUAGE ON LEARNING SECOND LANGUAGE LEARNERS ELEMENTARY SCHOOL

SAHELEHKHEIRABADI

Research Scholar, IASE, Pune, Maharashtra, India

ABSTRACT

There is considerable evidence that the acquisition of two or more languages involves positive consequences for meta-linguistic development and the people who had acquired literacy in two languages did significantly better in the acquisition of a third language than performed people from monolingual backgrounds or those who had not acquired literacy in their home language. A research displayed that the bilinguals scored higher than monolinguals on verbal and non-verbal intelligence tests and indicated a more diversified intelligence structure (Cummins, 1992).

One of the important assumptions considering the efficiency of bilingual instruction is that skills and knowledge learned in first language mother tongue transfer to second language L2. When people go on to expand their abilities in two or more languages throughout their primary school years, they catch a deeper understanding of language and how to use it effectively. They possess more practice in processing language, especially when they gain literacy in both, and they are able to compare and contrast the ways in which their two languages organize reality. This paper offers that bilingual children may also develop more flexibility in their thinking as an outcome of processing information through two different languages.

KEYWORDS: Bilingualism, Mother Tongue, Second Language, Learning, Direct Method, GTM Method

INTRODUCTION

In the process of teaching a foreign language, the teacher's use of mother tongue can influence the learner's acquisition of the target language. Throughout the history of English language teaching and second language acquisition, the role of mother tongue has been an important issue. The various views are reflections on the methodology changes in English language teaching, which have in such way brought different perspectives on the role of mother tongue. In this thesis I will discuss the role of mother tongue in teaching English as a foreign language. I would like to find out to what increase and what decrease the role of mother tongue in the process of teaching a foreign language. Although the use of mother tongue was banned by the supporters of the direct method at the end of the nineteenth century, the positive role of the mother tongue has recurrently been acknowledged as a rich source which, if used judiciously, can assist second language teaching and learning (cook, 2001).

Therefore, this research study tries to open up a new horizon for English instructors to find a thoughtful way to use learner's mother tongue in second language teaching.

The technique in which first language was use in this study was translation from L1 to L2; a technique which is rarely used systematically by teachers of English as a foreign language.

SIGNIFICANCE OF THE STUDY

The first language, learned in the home, is extremely important and forms the foundation for all later language development. Parents, family members and early childhood professionals are the most significant influences on the development and maintenance of the first language. This paper suggests that knowing one language can help the child understand how other languages work. The maintenance of the first or home language is particularly important for the child's development of a positive self-concept and well-being. Children who have the opportunity to maintain their first language can extend their cognitive development, while learning English as a second language. Their level of competence in the second language will be related to the level of competence they have achieved in their first language. Children with a sound knowledge of their first language will be able to transfer skills from one language to another (Clarke, 2009). The focus of the case studies is on specific instances of L1 interference on L2 in the syntactic structures of the second language learner's writing. The present study also identifies the effect of the differences and/or similarities between the structures of L1 and L2 on the target language. Many linguists and successful bilinguals argue that for multi-cultural societies to support the use of a first language in the learning of young bilinguals in schools is of high importance. Since mother tongue education in the primary years suggests the best introduction to literacy which becomes useful in the acquisition of a second language. Research on L2 acquisition displays that learning another language becomes less problematic, if a child masters the first language in the habits of speech, listening, reading and writing which can be transferred to the learning of the second language. Chaudron (1988) asserts that where the L2 is used as a medium of instruction, learners encounter problems because their task is threefold. Making sense of the instructional tasks presented in the second language, attaining linguistic competence required for effective learning to take place and facing with the problem of mastering the content itself. The report of (1953) UNESCO Committee shows that students learn quickly through their first language than an unfamiliar linguistic medium. As a result, it states that the best medium for teaching a child is the mother tongue through which children understand better and express themselves freely (Tsitsi Ndamba, 2008).

Bilingualism is the capability to use two languages which involves both understanding and speaking in either language. Some people may feel comfortable using both languages in the same setting and may „switch“ from one to the other easily.

Aims

- The aim of this study is what effects mother tongue in learning second language.
- The use of first language what advantages and what disadvantages in learning second language.
- We want to study what method use of first language for teaching foreign language.
- To study teacher how to encourage students to use of L2 in class.

Objective

- When we can use of first language for teaching second language.
- The use of first language helps to comprehension of students in Reading (vocabulary) skill.
- The use of mother language doesnot helps to students in speaking skill and writing (grammar) skill.

- The use of first language makes many problems for students in their speaking and their writing.
- Direct method ban use of first language in teaching second language.
- Grammar Translation method use of first language for teaching second language.

A Few Reasons Why We Should Support Our Child's Mother Tongue/Home Language

Dorothy Gwillim, ESL teacher and language development expert with long years of experience, has kindly offered to inform parents about the latest research regarding mother tongue, family languages and multi-lingualism at home. *“I will outline the reasons why it is important to **maintain** and **develop** your child's mothertongue/home language while they are learning a second language (in this case English). I will refer to recent research in the field. We will then discuss how we can support our children's mother tongue.*

- Children who continue to learn through their mother tongue are more likely to reach a **higher** level of proficiency in the second language.
- The mother tongue gives the child a feeling of positive identity. They learn to value their language and their culture. This is the strong foundation they need on which to build their second language.
- The mother tongue acts a scaffold not a barrier to the second language. This is because many skills learned in the mother tongue transfer to the second language.
- Learning to read in the home language makes the child a better reader in the second language.

Differences between Language Acquisition and Language Learning:

The term 'language acquisition' is used for acquisition of the first language or the mother tongue. While the term 'language learning' means learning the second or foreign language. The processes of language acquisition and language learning differ in many respects. These differences can be enlisted as follows.

- Learning the mother tongue is an essay and natural process. On the contrary, learning the foreign language is a difficult and artificial process. From the birth of the child, it is surrounded by the atmosphere where the mother tongue is spoken.
- The child gets the utterance quite naturally and easily. But the second language is learnt by a teacher in a school. There is no such natural atmosphere in a school and so it becomes difficult to get it.
- When the child learns the mother tongue his mind is a clean slate. But at the time of his learning a foreign language, he has already learnt his mother tongue. In this regard , Robert Paul says :
- When we learn our first language, we face the universe directly and learn to clothe it with speech, when we learn a second language, we tend to know the universe through the language already known”.
- The first language acquisition helps to learn the second language and it also hinders the second language, comprese it with his first language and makes his task easy. But sometimes, the mother tongue does not have the items of the second language and it becomes difficult for the learner to learn the second language correctly and

easily.

- The child cannot do without mother tongue because he must express his desires in speech to get them fulfilled. There is no such compulsion for learning a foreign language.
- The child has unlimited time for learning his mother tongue, whereas there is limited time for learning a foreign language.
- There are many teachers to teach the mother tongue: parents, brothers, sisters, friends etc. but there is only the class room teacher to teach the foreign language.
- The first language is acquired by a child before fifth year of his age. The child learner is at this time in the process of physical or psychological maturation .in fact, acquisition of the first language is a part of the maturity process. On the contrary, a mer. matured than the child acquiring the first language .one more differences between the two processes is that we learn the foreign language later in life and first language earlier. Similarly, in case of foreign language, we are display to sounds and letters at the same time. In the case of first language, on the contrary, there is stress on the imitation and sounds, words and sentences. There is no stress on the roles and grammar.

Help of the Mother Tongue

The knowledge of the mother tongue proves to be a valuable help for the learning of the second language. In this connection, W. M. Ryburn says the mother tongue can be of the greatest assistance in the learning of the second language. Some points in this regard can be given as follows:

- In mother tongue the child learns how to sit, hold a pen and also prepare the habits of speaking and writing.
- Many sounds of English are similar to the sounds of the mother tongue. For example b, k, p, n/etc.
- The mother tongue teaches the child how to read silently and loudly. It transfers habits to the second language.
- Some items of grammar are common in the two languages. For example, the punctuation marks, tenses, voice etc.
- There are some words of English which are not understood by the students even if the teacher uses all the devices of teaching. In such cases, the use of mother tongue works wonder.
- Certain idioms of English can be best taught by making comparison with those in mother tongue. Otherwise, student will misunderstand the idioms or instructions in English.

Hindrances of mother tongue

Sometimes, the mother tongue interferes in the learning of the foreign language. Some of the points in this direction can be made as follows:

- There are no exact equivalents of English language in the mother tongue. So the learner will not be able to do exact translation work.
- The structures of English also are different form that of the mother tongue.
- The sentence patterns of English and mother tongue are quite different (structure is SVO in English).

- The structures words of English like the articles, prepositions and demonstratives are not always equivalents in the mother tongue.
- Thus, there are many differences between the mother tongue and English. So, the learners try to impress their mother tongue on English. Sometimes the knowledge of mother tongue becomes a stumbling block in learning English .

The Direct Method and the Grammar Translation Method

Direct method and Grammar translation method are two oldest methods for teaching foreign languages. Grammar translation method first appeared in the 18th century and was originally used for teaching old languages like Greek, Latin then failed in teaching communication skills. After that, direct method was built with the attempts to overcome the weakness of the Grammar Translation method.

The direct method is named “direct “because meaning should be connected directly with the target language without translation into the native language. Basically, the direct method aims to provide language learners with a practically useful knowledge of language. Knowing a language is being able to speak it. This method argues that a foreign language can be taught **without translation**, unlike the argument of the Grammar –Translation method. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and their native language. There are many differences between Direct method and Grammar Translation method such as:

- In the Direct method the teacher provides the knowledge **in grammar** inductively through speaking.
- The GTM focuses **on grammar** rules and their application. Language is learned through rules.
- In Direct method **the vocabulary** is learned through practice every day.
- In GTM **the vocabulary** is learned through direct translation of L1. Students learn vocabulary when they are translated.
- The Direct method the students are very actives, their **oral communication** skills are emphasized, they have to speak a lot.
- In GTM the accuracy from the students is expected and they have to practice by translation.

Through the realization of this work is more clear to use the difference between this two methods , in Direct method ,teacher use of target language for teaching four skills in second language and teacher try to make a class productive for students and students are actives in class and they have made significant progress in conversation . But in Grammar Translation, teacher use of mother language for teaching four skills and students are passive in class. So in the method students learn foreign language through roles. Role teacher is translator in GTM.

Effects First Language on Skills

Students in monolingual classrooms often have common training in L1 which may benefit them in learning a new language. A teacher can exploit their students' previous L1 learning experience to increase their understanding of L2. For

example, if students understand the concept of a noun, it is much simpler to translate the word "noun" than to describe it in L2. A teacher without that knowledge (of their students' learning experience) is more likely to teach the students what they already know about language. CLT doesn't necessarily take into account the students' training in L1 or L2 and therefore, as a method, doesn't exploit their ability to analyze a new language.

The knowledge of the mother tongue has positive or negative effects for the learning of the second language. Teacher can use of first language for teaching vocabulary of second language in class. There are some words of English which are not understood by the students' .so teacher use of first language for a better understanding them. Thorough understanding of words helps to reading skill of students. So, the use of first language has positive effects in reading skill of second language.

But teacher rarely should use of first language in teaching writing (grammar)skill and speaking skill. Because there is many differences between English language and mother language. One of this differences are structures , structure is SVO in English but we use SOV in mother tongue (Persian).

Another of differences is proposition and article, the structures words of English like the articles, prepositions and demonstratives are not always equivalents in the mother tongue. Sometimes the knowledge of mother tongue becomes prevent in learning English. So teacher should not use of mother tongue in teaching writing and speaking of English language. We can say that the use of first language has negative effects in learning writing and speaking skill of second language.

Encouraging L2 Use

In classes where learners all share the same first language or national language, teachers need to use a range of options to encourage learners to use the L2 as much as possible (Nation 1997). The following range of options is based on the idea that there are several reasons why learners use the L1 when they should be using the L2. These reasons include low proficiency in the L2, the naturalness of using the L2 to do certain jobs, shyness in using the L2, or simply a lack of interest in learning the L2. Here are some of the ways of dealing with these obstacles to L2 use.

- Choose manageable tasks that are within the learners' proficiency.
- Prepare learners for tasks by pre teaching the language items and skills needed.
- Use staged and graded tasks that bring learners up to the level required.
- Get learners to pretend to be English speakers.
- Make the L2 an unavoidable part of the task. Retelling activities, strip stories,
- Completion activities, and role plays all require the use of the L2.
- Repeat tasks to make them easier.
- Inform learners of the learning goals of each task so that they can see how using the L2 will help them achieve a clear short term learning goal.
- Discuss with the learners the value of using the L2 in class.

- Get learners to discuss the reasons why they avoid using the L2 and get them to suggest Solutions to encourage L2 use.
- Set up a monitoring system to remind learners to use the L2. In group work speaking tasks this can involve giving one learner in each group the role of reminding others to use the L2.
- Use non-threatening tasks. Learners can choose their own groups, the teacher can stay out of the groups, allow learners to prepare well for the tasks, don't use tasks that put learners in embarrassing situations, and choose interesting, non-threatening topics.
- If encouraging L2 use is a problem, several of these different solutions may need to be used. These solutions cover a range of affective, cognitive, and resource approaches and thus can be seen as complementary rather than as alternatives.

CONCLUSIONS

At the end, I can say that use of first language has merit and demerit for learner to learn second language. The use of L1 helps to students to improve reading skill and vocabulary in learning second language and it does not help to them to improve speaking and writing skill in L2. we study in this research that teacher should learner's encourage for use L2 in class. the use of L2 is useful for communication of learners. so in this research we refers to Direct method in teaching second language. in Direct method, teachers ban use of L1 in class that is why learners have significance progress in learning second language. In most of the roles of the L1 that we have looked at, there is the common theme that the L1 provides a familiar and effective way of quickly getting to grips with the meaning and content of what needs to be used in the L2. It is foolish to arbitrarily exclude this proven and efficient means of communicating meaning. To do so would be directly parallel to saying that pictures or real objects should not be used in the L2 class (Nation 1978). All the arguments against L1 use similarly apply to the use of pictures, real objects, and demonstration. The L1 needs to be seen as a useful tool that like other tools should be used where needed but should not be over-used.

REFERENCES

1. Annette M. B. De Groot (2001). Language and Cognition in Bilinguals and Multi-linguals. New York: Oxford University.
2. Atkins, B.T.S. and Varantola, K. 1997. Monitoring dictionary use. *International Journal of Lexicography* 10, 1: 1-45.
3. Baxter, J. 1980. The dictionary and vocabulary behaviour: a single word or a handful?
4. *TESOL Quarterly* 14, 3: 325-336.
5. chastain (1988). Developing Second Language Skills. Florida :university of Virginia .
6. Daulton, F.E. 1998. Japanese loanword cognates and the acquisition of English vocabulary. *The Language Teacher* 22, 1: 17-25.
7. Knight, T. 1996. Learning vocabulary through shared speaking tasks. *The Language Teacher* 20, 1: 24-29.

8. Rivers, W .M. (1981). Foreign Language Skills .Chicago: University Chicago Press.