

THE INFLUENCE OF NATIVE LANGUAGE IN LEARNING/TEACHING FOREIGN LANGUAGE

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Foreign language is a language which is not a native language in a country. A foreign language is usually studied either for communication or for reading material in the language. In fact it is humanitarian also to accept mother interference in learning a foreign language. 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. 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 . [14]

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.

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.

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 mother tongue/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 easy 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, compare 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. [18]

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.

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