

THE INFLUENCE OF MOTHER TONGUE ON LEARNING A FOREIGN LANGUAGE IN THE KINGDOM OF BAHRAIN

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ABSTRACT

This paper aims to study new techniques in second language learning concerning the lively use of the mother tongue in classroom situations. In teaching English language classroom, different perspectives exist for and against the use of first language (L1) in English as a foreign language (EFL) classroom. The particular research examines and elucidates the impact of mother tongue over learning a foreign language. Learning English is a great need of this age of globalization. As English language as a Universal language we can speak with people around the world one major objective for foreign language teaching and learning is to instruct the learner to be mastered in oral and written communication in the target language. It has been observed more influence on mother tongue could reduce the efficient and accurate level of learning language. In the meantime Ur (1996:12) observed that speaking is one of the most important skills it needs to be polished by the people to be mastered by the people in speaking such as grammar competence, listening skill, vocabulary and pronunciation.

- 1) Examination of young learners learning and development in linguistic context.
- 2) Questionnaire based on the attitude of students' preference in English over mother tongue in the Basic English language class room and outside.
- 3) Focus groups, interviews and text writing at AMAIUB pren 300 (Preparatory English Language) The aim of the study is to discover the student, perception and skill being multi lingual in English classroom, and had given the assessment how the use of mother tongue in pren 300 may influence their identity. The interview questions were being asked in the light of languages on identity an impression of mind.
- 4) Students observed and answered realistically, that prohibition against mother tongue in the classroom, are most important.

Similarly, during the exploration of the students the perception and belief of Arabic speakers regarding status perception and beliefs influence the verbal interactions between mother tongue and child were also judged. Interpreting, illustrating that how local context impact in enhancement of vocabulary.

Keywords: Bilingualism, Mother Tongue, Second Language, Learning, Direct Method, GTM Method.

INTRODUCTION

The kingdom of Bahrain is like other gulf countries progress by leaps and bounds. The economy of the country is fast enough to meet the need of the people and its employer. According to World Bank over 1.5 million live in the country. In the Kingdom English has been considered as official language in many different sectors like, business, education and other major organization and industries.

Examination of young learners learning and development in linguistic context. The basic logic which the technology developed, the progress of science and technology, literature and language, the world change and become a hamlet (small village) this emphasis on every individual human to understand and learn a foreign language in order to pay attention and communicate with all people of the world from different background and nationalities in the field of education, science and technology. The question comes abruptly to mind, which language to learn and a safe ground of the hour. The fact shows that one should learn a language which is considered international, has a large scope in different walks of life around the world. According to one of the survey which has been shown that in Gulf (Arab countries) and even non-native speakers of English language considers English to be taught in curriculum of institution as a foreign language (EFL)

“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. Studies on the interdependence between Mother tongue and foreign language indicate a linguistic interdependence with regard to multiple subsystems (phonological, syntactic, semantic and textual). Due to Globalization every aspect of our world is undergoing a transformation. In the present scenario those who are well versed in English can reap its benefits, those who are not are marginalized. The changing and fast evolving times have witnessed the growing importance of English language in all spheres of life. Conscious and unconscious use of English words in our everyday conversation bears evidence to this fact. As we know very well that language learning is a great fascinating experience especially the learning of a foreign language or become very important area Language Interference, Transfer or Cross-lingual Influence.” Language learning entails the successful mastery of steadily accumulating structural entities and organizing this knowledge into coherent structures which lead to effective communication in the target language [2] (Rutherford, (1987) Because of the rapidly increasing web of educational facilities, we are enjoying the facilities of the convents. But it has neither helped in raising the level of the students nor made them learn English as a language. In reality, Second language learners appear to accumulate structural entities of the target language but demonstrate difficulty in organizing this knowledge into appropriate coherent structures. There appears a significant gap between the accumulation and the organization of knowledge. If the structure of two languages are distinctly different, then one could expect a relatively high frequency of errors to occur in second language learning thus indicating an interference of L1 on L2 [3] (Dechert, 1983 and Ellis 1997). Ellis (1997:51) refers to Interference as „transfer“ which he says is “influence that the learner’s L1 exerts over the acquisition of L2.”

Identification of problem:

The particular research examines and elucidates the impact of mother tongue over learning a foreign language. Language is a way of communicating ideas, emotions and desires by means of a system of arbitrarily produced symbols for physiological as well as psychological survival. In a multilingual Gulf region, where English acts as a second language, our aim of teaching English is not to develop British or American accent but to help the learners to overcome regional accents, wrong pronunciation and gradually train them in proper articulation. The aim of this research is to discuss the mother tongue influence in the process of English Language learning and how a teacher can help to overcome some of the problem encountered by the kingdom of Bahrain learner of English as well as to improve his/her communicative competence.

The present study examines the influence of mother tongue over learning a foreign language.

In the second language teaching learning context such as in Kingdom of Bahrain, pronunciation of the target language is generally not given adequate importance. But it plays a pivotal role in the entire process of language learning. It develops the communicative skills and helps the learners to acquire a good command of the language he learns. It is normally argued that to acquire command of a second language, a learner has to develop four basic skills listening, speaking, reading and writing. All these four skills interact with each other and they are essential for teaching and learning of second language. [4] Wong (1987) is of the view that even when the non native speaker's vocabulary and grammar are excellent, but their pronunciation falls below a certain threshold level, they are unable to communicate efficiently and effectively. A second language learner has a tendency to transfer his habits from his mother tongue to the second language system. This transfer of L1 linguistic features to L2 is called Interlingual Interference. This interference can be of two types.

1. Interference of the First language items with the second language items where both possess certain similarities.
2. Interference of L1 items in L2 items which do not possess similarities. At points of similarities between L1 and L2, the second language learner employs his L1 learning strategies and techniques in his L2 learning. But at places of differences he faces difficulties. So a second language teacher should be very careful in employing his teaching strategies to help learners to overcome such difficulties. Another difficulty the learners face in the production of English speech sounds. Many English consonant sounds are different from those in Arabic languages. For instance, English (f) as in "fine" is a voiceless labio-dental fricative sound, but in Arabic and Urdu phoneme sound system, there is a similar sound /ph/ which is a voiceless bilabial stop. So an Arabic and Urdu learner of English find it difficult to learn English (f), which is a fricative sound i.e. the active articulator (lower lip) does not touch the passive articulator (upper teeth). Similar problems may occur in the production of English /θ/ (a voiceless dental fricative). Apart from the difficulties encountered by an Arabic learner of English in the area of segmental phonology of English, problem may also occur at level of supra segmental phonology. There are major differences in the use of stress and intonation between English and an Arabic language but most of the Arabic languages are stress neutral languages. Research studies are still going on to identify such areas of differences. Hence, in the teaching learning context, the teacher should be careful to develop a kind of functional intelligibility. Persistent efforts on the behalf of learners can help to develop skills.

LITERATURE REVIEW

Chapter 2 sets up the framework within which the current dissertation was conducted by defining a number of key issues related to second language acquisition (SLA) first. A review of the factors most often examined in SLA is then presented, with a special emphasis on the age factor. This is followed by a section on the acquisition of second language (L2) phonology, which includes a more in-depth review of three models of speech perception and their respective supporting studies. A representative sample of research on the perception and production of target language sounds by Romance language speakers of English is described next. The following section offers a summary of the main findings of foreign accent research. This chapter concludes with an outline of a number of methodological issues to be taken into consideration when conducting L2 phonological acquisition research.

2.1. General overview The aim of this section is to provide an account of several key issues concerning second language acquisition (SLA), a research area that developed in academia in the 1960s with a growing interest ever since. Taking definition of SLA as the starting point – i.e. “the study of how learners learn an additional language after they have acquired their mother tongue” (p. 5) – the following needs consideration. First, the additional language that learners learn after they have acquired their mother tongue – or first language (L1) – is normally referred to as second language (L2). L2 and, by extension, SLA are terms that comprise both L2 and foreign language (FL) acquisition. The difference between L2 and FL lies in the geographical context in which a language is spoken. For instance, [6] Johnson and Johnson (1999) make the following distinction between English as an L2 (ESL) and English as an FL (EFL):

Alternatively, the term target language (TL) can be used to refer to the language that is the focus or object of study on the learner’s side, be it an L2 or an FL. Another concept related to the additional language being learned is that of interlanguage (IL) is the language that learners possess during SLA that is neither their L1 nor the TL. IL is the linguistic system created by someone in the course of learning a foreign language, different from either the speaker’s first language or the target language being acquired. It reflects the learner’s evolving system of rules, and results from a variety of processes, including the influence of the first language (‘transfer’), contrastive interference from the target language, and the overgeneralization of newly encountered rules. Overall, L2 learning (or acquisition) takes place in immersion – naturalistic – settings, while FL learning (or acquisition) occurs in formal – classroom – settings. A major difference between the two types of learning contexts has to do with the amount of input in the TL that learners are exposed to, which is by far greater in a naturalistic environment. Moreover as note; the type of input that learners receive in an immersion setting has not previously been selected and comes mainly from native speakers (NSs) of the TL. In contrast, in a tutored environment learners have limited and selected exposure to input in the TL, which, in turn, is usually delivered by non-native speakers (NNSs). Last, embedded in Ellis’ definition of SLA, there are two processes that often appear hand-in-hand in SLA research, namely acquisition and learning. Although the two terms have been used interchangeably in the literature [7] (e.g. Ellis, 1994; Krashen, Long, & Scarcella, 1979/1982), originally the distinction between acquisition and learning is ascribed to Krashen’s work (Singleton, 1989, p. 7), whereby acquisition consists of “picking up a second language unconsciously through exposure”, while learning is “the conscious study of an L2”.

Besides, it is within the framework outlined above that the present dissertation was conducted. More precisely, this dissertation Age-related Effects on the Acquisition of a Foreign Language Phonology in a Formal Setting examines the perception and production of sounds.

METHODOLOGY

The research report is based on the following agenda.

1. Which language is your mother tongue?
2. Do you face any problem in English pronunciation?
3. Do you think that learners want to learn English?
4. Do you think that current Education system of Education require 100 % English medium of instruction?
5. Do you think English be taught by Local or Foreigners?

6. Does teaching English grammar enable students to learn English?

Focus groups, interviews and text writing at AMAIUB pren300 (preparatory English Language) the aim of the study is to discover the student, perception and skill being multi lingual in English classroom, and had given the assessment how the use of mother tongue in pren300 may influence their identity. The interview questions were being asked in the light of languages on identity an impression of mind. [8]

Primarily this research has been under the following targets:

1. To point out the limitation and aim of using L2 in the particular premises and to make the level of usage L1 in the common discussion. Emphasis be given on L2 over L1 in the institution in the kingdom of Bahrain.
2. Secondly, to check in depth the basic level and style of teaching methods of L2 the technique to formulate and enhance the efficiency and accuracy. in the Kingdom of Bahrain
3. To observe the students response in the class of switch on L2 (second language) use as a tool for communication..
4. To discover the output how to enhance the target language (L2) best be taught in the Kingdom of Bahrain.

RESULTS

In this part finding of the study considers students perceptions towards L1 (Using Mother tongue) in the classroom, as well as impact of L1 using in the classroom of L2. It has observed by the instructor of Pren 300 (Basic English communication at AMAIUB)

Students observed and answered realistically, that prohibition against mother tongue in the classroom, are most important. Similarly the perception and belief of Arabic speakers regarding status perception influence on the verbal interactions between mother tongue and child were also judged. [9]

The students influence of learning L2 (Second language) were much tended to learn L2 and switch on to the desire language to demonstrate and achieve proficiency level. During the assessment it has been observed the use of L1 receives input in L1 being discovered. Findings are mentioned for separate questions posed. In this regard students of Pren 300 (Basic English language) at AMAIUB were interviewed in the context of L1 (Mother tongue) in the classroom of L2 (Second language) Five different nationals were asked questions during the interview.

- a) Bahrain National
- b) Philippine National
- c) Pakistan National
- d) Palestine National
- e) Syrian National

The following questions were the center of attraction to the instructor of English Pren 300. Each national were introduced and were asked questions individually.

- a) Bahrain National

Q1. Which language is your mother tongue?

Q2. How to be a fluent English language communicator?

Q3. Does teaching grammar enable students to learn English?

Q4. Do you face in problem in pronunciation?

Q5. Do you think current system of education require Medium of instruction in English?

Q6. Do you consider English language to be taught by foreigner, or local instructor?

DISCUSSION

The students presented the answers differently; this has shown the language impact and what is to be adopted to fulfill the requirements. 1. When asked student of Bahrain there were major errors that need to be fulfilled such as grammar, vocabulary, verbs, clauses and phrases. In the context of fluency the feedback of the students was receiver and sender approach (Two way communication) Habitual action (Noam Chomsky).

Pronunciation remains a question mark in lacking proper communication due to which First language used every time and felt no difference in the classroom environment and outside. Primarily the student was hesitant how to switch to a new language in a formal occasion. According to the survey of the instructor pronunciation and lack of listening skills hinder the student to communicate properly.

2) Student of Philippine national remained active while asked the role of speaking in the educational curriculum? The student remained realists in his answers and vigilant in English language classroom role-plays, vocabulary brainstorming, drills and debates, practice speeches which are productive source for learning English language.

3) A student of Pakistan national he graduated from his country school asked similar questions; student replied males are less communicative in classes while females are more passionate and speak the target language.

4) Another student of Palestine national were asked about Arabic vs English language communication he didn't feel a high difference, as his mother language was the same as the local language so he preferred the local language due to majority of the students language similarity. Pronunciation and sentence structure remained a tag question on the mind of the student. However, instructor of the particular subject had given encouragement to the student 'mistake' are part of learning.

5) Final interviewed student were Syrian national living in Saudi Arabia (KSA) who is at the same doing job didn't different from the Palestine student. He was asked first using vocabulary in his maternal language, though his maternal language was Arabic. Student given answers in the context of vocabulary the easiest of English words 20% people use these words in Arabic like, Pen, Book, Pencil, Stapler, Tie, shoes, socks etc.

Kathleen M. Bailey (USA) Mother tongue language communication 'disrupts the smoothness of communication'; students with lack of confidence ignore to use English language. The quality of spoken and written English language among school children need to be polished because it improving the communication (Salami, 2002).

CONCLUSIONS

This study investigated the impact of mother tongue detract students from the target language in the classroom. A general perspective on language transfer in the light of fresh learners in Arabic language medium of communication [10] And it is clearly observed that their educational background and language accuracy level impacted their understanding. As the interview questions asked by the instructor, result been clearly found many gaps to be filled. Secondly most of the students could not focus as the importance of L2 in language communication class. They put this question only limited to the instructor. As it is also found by others (Dujmoric, 2007, Schweers, 1999) Tang 2002) the view of the students the previous knowledge of the school which itself has never been discussion of L1 (First language) and L2 (Second Language). Some students points out that there remained a perception and problems of Gender level. Male had always preferred using mother language as tool for expression

while Females remained in the context of English. The study also revealed that student of the previous knowledge or past experience with speaking L1 in the class of basic tool of expression in Pren 300 (Preparatory English).

The finding shows that a student who has a low level of learning and background in English tend to be more realistic of second language acquisition. The students were demanded a new aspect f their efficiency and accuracy in language learning. Practice new words, vocabulary, Brain storming, phrases (Dujmovic (2007) and Schweers (1999).

With overall finding of the assessment of the study in relation to the study of (Linguistics) the target language in the environment of education, where the enhancement of vocabulary, expression is the most needed for accuracy and obtaining a high grades.

Besides, the emergence of L1 (using first language) in the classroom which is not realistic approach in the study of English language communication, the theory of Behaviorism (A habit formation) How the students learn a foreign language through mistakes. Besides what is the requirement of the students in the English language classroom?

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