

Impact of Mother Tongue on Learning English Language on Secondary School Level Students

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Abstract

The study investigates the impact of mother tongue achievement of English learning students of Secondary school level who speak Saraiki, Urdu or Punjabi has been included in study. Language is an important phenomenon without which the process of education in the classroom cannot be achieved. The study focuses on learning of English by Pakistani students. Pakistan has a colonial background English was introduced in the subcontinent in the 17th century. English has been in official use in this area since 1857. English is a compulsory subject in primary and secondary level in Pakistan now. Little effort is done to enforce the use of English in day today interaction among the student in school. The influence of mother tongues (Saraiki, Punjabi & Urdu) may affect the learning of English language. Three groups of 60 Students secondary level (Metric) having three different mother tongues (Saraiki, Punjabi & Urdu) were randomly selected from different schools of Tehsil Jampur each group have 20 Students. CHI-SQUARE ANALYSIS maintains our null hypothesis. The conclusion shows that no mother tongue has particular influence in the process of learning English language.

Keywords: Mother tongue, English learning, chi-square

Introduction

The mother tongue is the greatest asset people bring to the task of foreign language learning and provides Language Acquisition Support System. The importance of English in this modern time cannot be denied. English is one of the greatest second languages of the world. It has become international language of science, technology, commerce, business, international politics and diplomacy. It is estimated that 1.4 billion people use English as their official language. It is the language of more than 1500 million non native speaker's. It is claimed that three out of four speakers of English are non natives. In Pakistan English is taught as a compulsory subject in primary and secondary schools. It is considered a source of bright and prestigious future. The use of mother tongues (Saraiki, Punjabi & Urdu) goes side by side with English. So their influence in learning English cannot be denied and over ruled. It is interesting to note that most of our languages in Pakistan including Urdu, Punjabi & Saraiki belong to the Indo European family of languages. English also fall in this family. So they must have some common parent language which gave birth to other languages. On the other hand, we have also views of (Stephan Krashen; 2003) and (Noam Chomsky; 1986) UG. According to Stephan Krashen learning is a Continuous process of developing a foreign language through language lessons and a focus on the Grammatical features of that language. (Krashen;2003) makes the claim that voluntary reading may be the most powerful educational tool in language education.

Research Objective

The main purpose of the study is to investigate whether the mother tongues (*Saraiki, Punjabi & Urdu*) have any impact in the learning of English language in Pakistan. By finding this relation we may predict and suggest how the second language can be attained and learnt.

Literature Review

The impact and influence of mother tongue on the learning of second language cannot be denied. This concept has been very much debatable among the researchers and linguistics for many decades. The impact of mother tongue on second language can be observed from mere pronunciation to even grammar and vocabulary of the language. Mackay (1967) says that error in pronunciation may be due to transfer from the native language. Lack of accuracy and language skill is also the result of native language. Olanipekun ET. Al (2014) pointed out that mother tongue has no effect on the learning of English. They did not find any correlation between student's performance in English and mother tongue.

Although learners in Nigeria learn English Language as a second language after the acquisition of their various mother tongues. These learners who are vast in their mother tongues before coming to the school system are compelled to learn English because of the roles it would play in their lives. Hence, most of these learners find it more convenient to use their mother tongue more often than the English language even in the school environment. The resultant effect of this is that some Nigerian students seem to be deficient in oral

communication when it comes to the issue of speech work in English Language (Oyinloye; 2002). The research work at hand is interested in identifying whether there is any relation between English language learning and the mother tongue at secondary school levels students. It is very important to look at whether mother tongues Saraiki, Punjabi and Urdu have any impact or correlation with the performance in English language.

Statement of the Problem

Impact of the mother tongue is on English learning on the level of secondary students.

Research Questions

1. Is there any relation between the mother tongues (*Saraiki, Punjabi & Urdu*) and the learning of English as a second language?
2. Are the grammar, accent and intonation of the mother tongues having any impact on the learning of English languages?

Null Hypothesis

There is no impact of mother tongue on English learning.

Methodology:

Population: Researchers were selecting all private and public high school of Tehsil Jampur District Rajanpur, Punjab, Pakistan involves the population of the research.

Sample: Total 60 Students of metric class having mother tongue of Saraiki 20, Urdu, 20, Punjabi 20. A quantitative paradigm is followed in this research. This paradigm is employed to make the data analysis more reliable, valid and more controlled for procedural bias. Data is collected from the scores of the students of Metric belonging to three different groups, each group contains 20. Students have three different mother tongues (Saraiki, Punjabi & Urdu). The students were given a special coaching of one week in a single class. They were treated equally without any discrimination. After a week they were examined by giving a test of 50 marks consisted of different exercises of grammar, comprehension and oral presentation.

Data Analysis

After the careful examination of the participants, the results were put into CHI-SQUARE analysis via SPSS software to find out whether the learner's mother tongue has an impact on the learning of foreign language or not. Each group's data was analyzed. The obtained results were put into tables for better depiction and further analytical decision, results and recommendation.

Results

| Mother tongue | Marks of English | | | | | | | | | | | | | Total |
|---------------|------------------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| | 30 | 33 | 34 | 35 | 36 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 48 | |
| Punjabi | 0 | 1 | 0 | 1 | 4 | 2 | 2 | 3 | 3 | 2 | 0 | 1 | 1 | 20 |
| Saraiki | 1 | 0 | 1 | 2 | 2 | 4 | 2 | 1 | 3 | 0 | 2 | 1 | 1 | 20 |
| Urdu | 1 | 1 | 0 | 1 | 4 | 2 | 3 | 3 | 3 | 1 | 1 | 0 | 0 | 20 |
| Total | 2 | 2 | 1 | 4 | 10 | 8 | 7 | 7 | 9 | 3 | 3 | 2 | 2 | 60 |

Case Processing Summary

| | Cases | | | | | |
|-------------------------|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| mtongue * English marks | 60 | 100.0% | 0 | 0.0% | 60 | 100.0% |

mtongue * English marks Cross tabulation

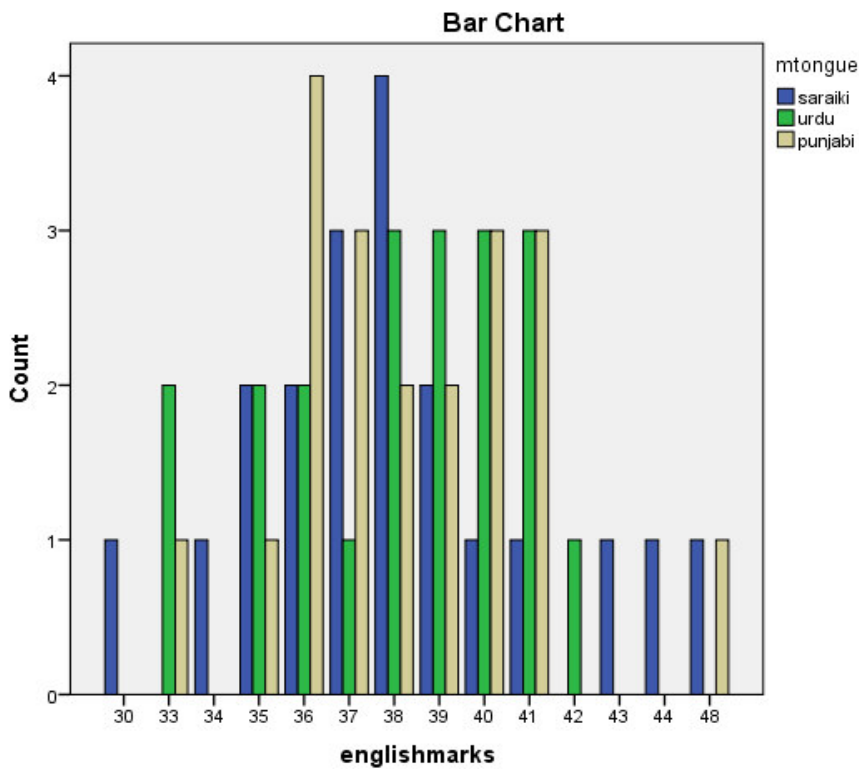
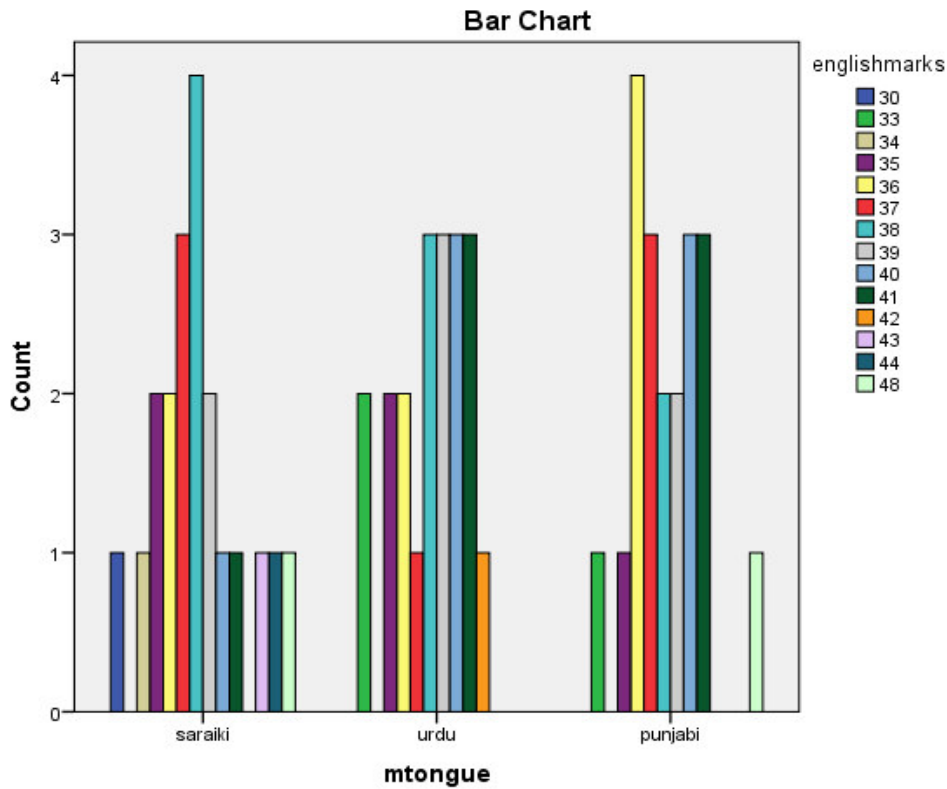
Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 18.781 ^a | 26 | .846 |
| Likelihood Ratio | 21.678 | 26 | .706 |
| Linear-by-Linear Association | .060 | 1 | .806 |
| N of Valid Cases | 60 | | |

a. 42 cells (100.0%) have expected count less than 5. The minimum expected count is .33.

The result of Chi-Square

As the calculated value of $P > .05$ so the null hypothesis is maintained.



Conclusion

The result shows that our null hypothesis is accepted and alternative hypothesis is rejected. It is concluded that mother tongues are not helpful in English as second language learning.

Recommendations

This research predicts that there is no direct impact of mother tongue on second language. The logic behind this fact is that English is quite a different language for the learners belonging to the students of three different mother tongues. The phenomenon of impact of mother tongue is still there but our present study proves it otherwise. The study recommends further research on this issue.

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