



INFLUENCE OF MOTHER TONGUE IN TEACHING AND LEARNING ENGLISH LANGUAGE

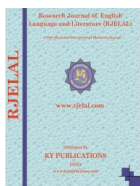
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Article Received: 28/12/2019

Article Accepted: 17/01/2020

Article Published online:
22/01/2020

DOI: [10.33329/rjelal.8.1.58](https://doi.org/10.33329/rjelal.8.1.58)

Abstract

Language is a medium of communicating ideas, information, emotions, and desires through arbitrarily produced symbols. The thoughts, ideas and feelings are connected through language. Language is a tool used for communication. Many languages are used by the people across the world. Though all the languages are meant for communication, many people use English language to communicate. English language is used by people beside their mother tongue. In the age of Globalization, it is extremely important to teach English language. The only official language that can be understood by everyone across the world is English. The influence of mother tongue in teaching and learning English language has been debated since long. The pronunciation errors occur due to the difference in the spelling symbols and sound system between the mother tongue and English. Therefore, the problem can be solved by introducing English language in the basic school life and by promoting skills in spoken English. The sound pattern which are likely to be confused and faltered with the mother tongue can be identified and drilled. The learners should practice these sound patterns repeatedly using a native speaker's model voice. These measures will eliminate the impact of mother tongue in teaching and learning English language and accelerate the acquisition of English language.

Key words: Mother Tongue, English Language, Teaching, learning

Introduction

Communication is the means of imparting or exchanging information by speaking, writing, listening and using other medium. All the human beings have an innate ability to communicate. However, each and every person must learn to communicate effectively. Verbal communication occurs through oral or written means of

communicating the information. The process of conveying information through non-linguistic representation is known as Non-verbal communication. The intent of the message is related to Non-verbal communication. (Burgoon, Judee Laura and Floyd, 2016)

Language is the medium of conveying ideas, emotions, information and desires by means of

arbitrarily produced symbols. It is purely human and non-innate. (Sapir, 1921) Language is the vital medium in philosophy and a communication scheme used for speaking and writing. Language plays a significant role in human life while connecting their thoughts, ideas, feelings and social development of a person. The social behavior of a person is regulated with the use of language while communicating with the environment. The language is the tool for communication for centuries. The philosophy of language includes the use of language, language cognition, meaning and the relationship between the reality and the language. (Lycan, 2018)

A person who is physiologically and mentally sound will acquire the ability to use a system of communication that has sounds, gestures, written or typed characters. The person may use a spoken language or sign language using body movements, gestures, or facial expressions. While using the symbols, the person is able to convey the information, expresses feelings and emotions, and influences the activities of others. (Hadley&Reiken, 1993).

The process through which the human beings attain the ability to recognize and understand the language to produce and use the words and sentences to transfer the information is known as language acquisition. The process of language acquisition involves representation, rules and structures. A person needs to acquire various tools including morphology, phonology, syntax, semantics and a wide-ranging words to successfully use the language. (Lightfoot & David, 2010)

A child learns a first language through speech perception and speech production. It is evolved gradually and the child learns the language step by step. The native language acquisition is usually referred as first language acquisition. When the child acquires additional languages, it is known as second language acquisition. Language acquisition is a typical human trait as non- humans cannot communicate using language. (Kosslyn, Stephen, Osherson and Daniel, 1995)

The vocabulary acquisition depends on various factors. Before learning to speak, the learner must attempt to pronounce. The learner must

engage in speech repetition. The number of words that the child speaks by the age of 24 months determines the future language skills development of the child. If the child dearth the language productivity in this age, it has extensive impact on the intellectual and linguistic progress of a child. (Terry, 2003)

The children learn about meanings of ten to fifteen new words every day. The meanings of the words are attained by using latent semantic analysis. In this process, when the child meets an unacquainted word, the child can use the facts in its perspective to properly deduce its rough area of meaning. The process of learning involves the entire person including intellectual, emotional and psychomotor domains. (Landauer & Dumais, 1997)

The words "Native language" and "Language" are most often interchangeably used. Both these words convey similar idea. It refers to the dialect the child is exposed for the first time, chiefly from birth to nine months. In homes where two languages are used, the children attain both the languages equally. These children are introduced to two languages at birth and are developed equally throughout childhood. Usually, these children are expected to understand and use the colloquial English quickly during their early school years. It is the responsibility of both the parents and teachers to know the learning methods used by children to study English language in early years. (Kohn, 1986)

Importance of mother tongue in the learning process

The first language that a child learns to speak is the mother tongue. Mother tongue is one's native language. Mother tongue is defined by Ashworth (1992) as the language a child learns in early years of life and later turns into the means of thought and communication of the child. Ojo (2005) defines mother tongue as the first language that a child picks up in his/her childhood. The mother tongue is acquired but not learned. The early concepts of the children are encoded by the mother tongue. The native culture of a multilingual person is identified with the mother tongue.

Mother tongue has greatest linguistic facilities and intuitive knowledge. It helps the multilingual person to communicate effectively. The learner is required to have the basic skills namely speaking, reading, listening and writing. Mother tongue is required for a person's personal, cultural and socio-linguistic distinctiveness. The social patterns of acting and speaking are reflected while using the mother tongue. As the mother tongue is spoken by a group of people, this ultimately becomes their tool of thought and communication. (Benson, 2005).

Mother tongue is accountable for distinguishing the language ability of a person. Both conscious and unconscious methods are used for learning mother tongue. By hearing, the child learns mother tongue consciously. The essential tool necessary for the development of physical, intellectual and moral domains of education is the mother tongue. All the other subjects in education can be understood, communicated, tackled and handled effectively with the mother tongue. It is possible to have clarity of thought and expression if a person has command over the mother tongue. The thoughts of the learners and power of expression will be paralyzed if the learner is weak in mother tongue. A person can have better and deep understanding, new findings or ideas, appreciation and extension and expansion of ideas only if he or she can understand the subject by understanding through the mother tongue (Awopetu, 2016)

The critical thinking and literary skills of the children are concurrently nurtured as the children develop a deep understanding of their mother tongue. These skills support them while they learn the formal education. The research findings say that any skills or concepts gained in the mother tongue need not to be retaught in the second language. For instance, if a child has the ability to infer the true meaning of a term through its background, or to assume the meaning by reading between the lines, these skills are easily shifted when they begin studying the second language. Moreover, the abstract skills are harder to be taught in the second language. It is reported in the recent research that if the learner has a solid base in the mother tongue, it will lead to a better understanding of the curriculum

and more optimistic attitude towards school. Therefore, it is essential for the learners to retain their mother tongue while learning in another language in the school. (Cummins, 2001)

Cummins (2001) studied the importance of mother tongue. He explored the reasons for the parents to speak in their mother tongue to their children. He identified the link between the development of the child and their mother tongue. It was identified that the children who develop skills in mother tongue along with two or three languages have a deeper understanding of forming sentences and expressions. The children are able to make use of their language as a whole. The research reported that the children speaking just mother tongue alone had a fixed mindset on communicating their need. It was also reported that the children with only one mother tongue could not use the language in the same depth as children using two or more languages. He stated that children who speak multiple languages have advanced critical thinking skills. Furthermore, he found that children with a strong mother tongue found it easier to learn the second language. The study concluded that the knowledge and skills of children transfers across languages. Therefore, it is a healthy approach to learn the mother tongue along with the other languages to encourage the use of language by the children.

If a child has a stronger foundation of mother tongue, it prepares the child with the required skills that they need to learn the other languages. The strong foundation in the mother tongue leads to the transfer of their understanding in another new language. The understanding that the children develops in grammar in their mother tongue can easily be passed to other languages. The children who have a strong foundation in their mother tongue often has better and deeper understanding about themselves and their place within the society. These children have an improved sense of confidence and wellbeing. This is reflected in their academic achievement as well. Mother tongue makes it easier for the children to learn and pick up other languages. The child's personal, social and cultural identity is developed with the use of mother tongue. The critical and literary skills of the children

are developed with the usage of mother tongue. Many researchers have reported that the children learning in mother tongue adopt a better understanding of the curriculum. The children who have learnt the skills in the mother tongue need not to be retaught when the child is transferred to a second language. The children who learn in mother tongue enjoy their school more and learn faster due to the comfortable feel in their environment. The self-esteem is found to be higher in children learning in mother tongue. The parents can assist in the homework as the children learn in mother tongue and the interaction between the parent and the child increases. (Cummins, 2001)

English as a language of communication

The tool that enhances human communication and interaction is language. Language is a vital instrument in the preservation of cultural transmission of a social group. It preserves and propagates human species. The lifestyle of a given group of people can be understood with the linguistic content of a particular speech community. (Oluwole & Adebayo, 2008)

Though all the languages are meant for communication, many people use English language to communicate while they also communicate in their mother tongue. In the age of Globalization, English language teaching is a necessity. The only official language that can be understood by everyone all around the world is English. English is an important language necessary in the modern period. English is the second greatest languages in the world. English is extensively used as an international language in science, commerce, technology, international politics, business and diplomacy. (Freeman, Barbara & Crawford, 2008)

It is projected that English is used as an official language by 1.4 billion people. More than 1500 million non- native English language speakers speak English. The very interesting fact is that every three out of four speakers of English are non- native speakers. More than 400 million native speakers speak English language across the world. English is spoken as a second language by 600 million people worldwide. The percentage of people speaking in their native language is only 15%. People all around

the world speaks English language. The countries such as Ireland, Britain, North America, America, Australia, and most of the British colonies has English as an official and native language. (Chomsky, 1986)

The English communication is an advanced skillfulness that can be achieved through relentless drill and constant exposure to English language speaking people. The resources available for English language should be identified and encouraging atmosphere should be provided for practicing and learning the English language. Everyone should attempt hard to acquire good English communication skills. Effective means of English communication can be achieved through continuous practice. Without error, no true learning takes place. It is expected that Non- native speakers makes mistakes while communicating in English. As learning language is a continuous and slow process, making errors are inevitable. Hence, English speaking environments has to be created for the child to communicate in English effectively. (Harmer, 1983).

The role of English language in the world has become manifold. The learners studying in English medium have better prospects in the Global market. This has resulted in growth of English medium schools and colleges across the world. English has become the Global language. It has opened plethora of opportunities for the people who are well versed in communicating in English language. English language empowers the youths. It creates countless opportunities for the youths to work in homelands and International organizations.

Influence of mother tongue in Teaching and learning English language

The aim of understanding and learning any language is to connect and communicate successfully. A person can communicate only if he or she gets a chance to communicate. The need and demand for communication is ever changing in this world. Though mother tongue is essential for expansion of ideas, an International language is required for Global communication. Thus, English is a Global language and is widespread. English language is the foremost and a very important tool

for communication all over the world. (Gomathi, 2014)

It has been argued since long that the mother tongue interferes with the English language teaching and learning. (Hornby, 1993). Many people claim that the mother tongue has an influence on English speaking. Writing, speaking, reading and listening are the essential skills required for English language teaching. The teachers are required to spend more time and should be dedicated to teach English. The factors such as pronunciation, mother tongue, amount of exposure to English language, phonetic ability of an individual, personality and motivation influence the ability of the teachers to teach English. (Modesti, 2016).

In the process of teaching English language, the use of mother tongue influences the learner's acquisition of English language. When someone starts to speak English in the beginning uses sounds from the mother tongue. In most English language teaching, pronunciation is not given adequate importance. Pronunciation plays a vital role in the communicative skill of the learners, which helps the learner to attain a good command of language. (Alqahtani, 2015)

In the learning process of English language, the English language teacher is considered as the role model to speak correct English in the class, providing primary source of English language and responsible for the use of proper English language. During day to day interaction, the English language teacher introduces pronunciation of words in English. The learners acquire correct pronunciation with the continuous interaction with their English language teachers. If the teacher has incorrect pronunciation, the learners will not be able to learn the appropriate pronunciation. The learners thereby adopt inappropriate pronunciation skill. (Gutiérrez & Francisco, 2018)

English language is valued with prestige in many of the societies. More time and energy is dedicated to teach English language. Despite this, much attention is not given to enhance the speaking and writing skills of the students. The students make false assumptions with the general class room activities and instructions over a period of time and

lacks confidence while conversing in English. The English language teachers addresses the articulation of individual sounds while teaching this language. Due to the existence of large number of dialects which could not be addressed in the classroom becomes the reason for mispronunciation. (Nation & Newton, 2008).

In many parts of the world, the problem of underachievement prevails in the educational programs. The poor foundation of English language leads to poor achievement in many subject areas. Therefore, poor academic performance is attributed to language inefficiency. The teachers who teach English language should move closer to the students to enhance the language efficiency of the learners. The teachers can correct the students when they make mistakes or can help the students when they have difficulty in learning English language. These strategies will help the teachers to recognize the difficulties of the students and make the student understand English language better. If the English teachers understand the mother tongue of the learners, they would be able to identify the suitable method to teach English language to the students. The teacher should establish principles and standards for the students. This will assist the students to develop and competently use the language. The teacher can set standard by making a particular accent of English language. (Oluwole & Adebayo, 2008)

The English language teachers should make the learners to have sufficient acquaintance and exposure to the English language from the early years of schooling though the learners have more exposure and learn in their mother tongue. Some researchers recommend adding more years of teaching period in secondary schools to teach and learn English language. The English teachers should attempt to bring the reality to the classroom while teaching English language. This will enable the learners to have strong foundation in English language and good academic performance. (Oluwole & Adebayo, 2008)

Some authors argue that the teaching of English language in primary and lower secondary school should take place along with the teaching of

mother tongue. The mother tongue helps the teacher and the student in the course of teaching and learning. It preserves the culture as well. According to the authors, the use of English language in early school years will give the opportunity to the children to adequately literate both in the mother tongue and English language. This will help the students to have intellectual conversion of all the concepts obtained in their mother tongue to English and the children will gain better meaning of the concept (Akinbote, Olusegun and Iruogbe, 2003)

An individual commits error in pronunciation due to various reasons. It may be due to guesswork or vagueness of the word or sentence or inappropriate use of language which could be the reason for mispronunciation. The most frequently identified reason is the meddling or transfer from the mother tongue. Largely, the pronunciation errors occur due to the difference in the spelling symbols and sound system between the mother tongue and English. These factors inhibit the acquisition of pronunciation and sound system. If the English language is introduced to the learners during the elementary school years in life, the chances of attaining the native like pronunciation skills would be easier. If the influence of mother tongue is removed, the learners will acquire appropriate pronunciation. (Hassan, Idriss and Hassan, 2007)

Hilferty (2000) claims that any teacher who speaks English as a second language is likely to have difficulty in speaking and teaching like a Native English language speaker. The reason is that English is not their mother tongue and as it is their second language, these teachers could be imperfect speakers of the English language. The problem is due to inaccurate habit of learning English at their earlier stage. Therefore, many of the non-native English teachers are totally unqualified and cannot speak good English. The language teacher has a major influence in the English learning process of the learners. If the teacher is not competent in English language, the learners learn English in incorrect forms. If the teacher is not up to date in the methodology of teaching English language, the teacher is likely to use a wrong method that is not

suitable for the learners. For a language teacher to be effective, he must determine his method and strategies of teaching. Also, the parents are partly accountable for the poor performance of their children. The parents devote less time in making their children learn. It is recommended that both the teachers and parents should spent adequate time in teaching the language for the children.

Richard (2001) says that an educated parent should devote their time to interpret English Language vividly to their children who is assumed to be novice to subjects. Mackey (2005) says that parents should orient the students to English Language with possible atmosphere and standard text books. The English language teachers should make sure if the mother tongue has any bearing on the English language and identify the problems at earliest and take remedial measures.

Generally, the foreign language learners have adequate knowledge. However, they encounter problems in organizing lucid structure while speaking and rely on the mother tongue structures in the foreign language. They face problems in gathering knowledge and producing orally. When the gap increases, the mother tongue interference arises. (Bhela, 1999) The negative transfer of language patterns is termed as mother tongue interference. Usually, the students use the structure of the mother tongue to build the messages in the new language. This practice restricts their learning about the new elements. The student's make mistakes in performance that progressively develop as errors of competence. (Odlin, 1989)

The degree of difference between two languages determines the way in which a learner understands another language. (Machey, 1965) When learning a foreign language, if the learner already knows his mother tongue, he usually attempts to transfer his mother tongue to the new language. If both the languages are similar, the positive transfer occurs which leads to facilitation. If both the languages are different, the negative transfer or interference occurs. (Wilkins, 1976)

Challenges experienced by Non- English language speakers

English language as a means of instruction poses difficulties to students who are non-English language speakers. Various studies investigated the actual problems that the students face in using English language in different settings. The studies attempted to find and tackle the reasons that cause the difficulties encountered by the students.

Though the learners of English come from different backgrounds, they face difficulties in learning English as a second language. It is found that native English speakers encounter difficulties while using English articles. On the other hand, the other non-native English speakers has issues with mother tongue interference. Here, the mother tongue has the influence on the second/foreign language learning. As English is one of the significant language across the world and used by people of arts, science, politics, economics and others all around the world, each and every individual must learn English. (Abid, 2016)

Brown (2000) emphasized that the learners have to be exposed to listening, reading, writing and speaking which are the basic essential skills. Most of the students face difficulties in writing. Writing is an important skill in which the students produce sentences which are linked together. However, in many situations, the students feel that writing is a difficult and tiring task.

Raimes (1983) reported that the students commit errors while writing. He emphasizes the importance of writing as writing reinforces the grammatical structures, vocabulary and idioms which were taught to the students. Moreover, writing gives more chances for the students to develop expertise in the language. While the students write, they get involved with the new language. The brain reinforces the learning when the hand and brain are coordinated while writing. Error analysis is an essential strategy required for the teachers and learners. It provides information on the errors made. This method helps the teachers to correct their mistakes, improve their teaching and focus on the areas that requires reinforcement.

Dulay & Burt (1974) analysed the syntactic errors made by students while learning English as a second language. Developmental error is similar to

L1 acquisition errors. Interference errors reflects the mother tongue structure. Unique errors are neither developmental nor interference errors. The authors identified that children made errors that were similar to their first language acquisition errors.

Abisamra (2003) examined ten essays written by ninth grade students. It was noted that there were 29 grammatical errors, 35 syntactic errors, 26 lexical errors, three semantic errors and 120 substance errors. The author reported that the reason of these errors was not only due to negative L1 transfer, but also due to intralingual interference. Mahmoud (2005) detected 420 errors in 42 essays. He identified that the errors are originating both from interlingual and intralingual problems. He recommended that essential strategies should be planned to overcome these errors.

Brown (1994) reported that during the beginning levels of language learning, many errors occurs due to negative transfer. Another finding is that while the language learners learn English, intralingual errors overcome interlingual errors. Similar findings are reported by Kim (1987) who conducted an error analysis among 12th grade Korean English learners in their composition. He identified that intralingual errors occurs more than interlingual errors. Among 2445 errors identified, auxiliary errors were most frequently reported. This accounted for 419 errors.

Another study has contradictory findings to the above mentioned study. Sarfraz (2011) explored the errors made in fifty English essays. Fifty undergraduate Pakistani students participated in the study. The participants were non-native speakers of English. The author adopted Rod Ellis's (1994) model of procedural analysis of errors which included identification, description, explanation, and evaluation of errors in analysing the essays. The study reported that the number of interlingual errors was higher than intralingual errors. Therefore, it is understood from the afore mentioned studies that both interlingual and intralingual errors occurs while the students write English language.

Darus and Subramaniam (2009) investigated the errors made by fourth year students in their written work. All the participants of the study were

from non-English speaking background. The participants hardly communicated in English outside the school. The six most common errors identified were errors in verb tense, singular/pleural form, preposition, word choice, word order and subject-verb agreement.

Few studies analysed the writing errors committed by Arab students while learning English language. Mahmoud (2005) & Abisamra (2003) informed that the meddling of Arabic language leads to syntactic errors in their writing of English language. A study conducted by Mahmoud (2005) reported that the transfer or interference from native language is a chief cause of mistakes. This is taken as a practice by the learners. The negative transfer occurs while Arabic learners learn English as there is difference between Arabic (L1) and English. (L2)

Diab (1996) determined the most common errors of Lebanese students. He evaluated 73 English essays and reported that the errors were made in lexical, grammatical, semantic and syntactic areas of language. The author says that these errors were due to negative interlingual transfer from Arabic language structures into English language.

A study was conducted to classify the grammatical errors in writing. The author classified the errors in five categories. The errors identified were in concord, prepositions, and pronominal errors. Hence, we can conclude that these participants have problems in acquiring normal grammatical rules in English. (Khalil & Abdallah, 2015).

Abushiba, et.al. (2011) classified the grammatical errors in the writing of 62 students. The errors in prepositions accounted for 26%. The problematic errors identified were errors in articles, morphological errors, verbs, and active and passive tenses.

The undesirable or negative habits of transfer from Arabic to English language amongst Arabic learners was examined by Mahmoud (2002). The author retrieved and examined the data from essays, paragraphs, and term papers written by Arabic learners. He identified that 25% of the idioms

were lexically, grammatically, and contextually correct. The author identified that there was a negative transfer of habits from Arabic to English. The learners made errors both lexically and grammatically.

Scott & Tucker (1974) identified the errors made by the students while they speak and write. The common errors identified falls under the category of prepositions, verbs, articles, relative clauses, sentential complements, nouns and pronouns, repetition of subject, word order, surrogate subjects, adverbs, quantifiers, adverbs, adjectives, and genitive constructions. The errors are usually made in terms of mother tongue interference, performance mistakes and false intralanguage analogy.

Karma (1981) analysed the reading errors made by Arab students. The results informed that the use of English articles is the major difficulty encountered by Arab students. The author also has pointed out that other factors such as overgeneralization, wrong learning strategies, and inadequate teaching might play an important role in causing errors.

In Sudan, Kambal (1980) analysed the syntactic errors made by these students. He identified errors in verb formation, tense, and subject-verb agreement. El-Sayed (1982) investigated the most frequent errors done by students of Saudi Arabia. The students made errors in verbs, nouns, pronouns, articles, adjectives and prepositions. The errors were identified in both inter and intralingual domains.

More studies have been conducted to analyse the errors made by learners in writing. All the above mentioned studies analysed the errors committed by the learners and stated the strategies to overcome the errors in writing. However, future studies are recommended to analyse the errors in speaking, reading, writing and listening and the strategies to enhance reading, writing, speaking and listening should be put forth.

Strategies to minimize the influence of mother tongue in English language teaching and learning

The problem can be solved by introducing English language in the basic school life and by promoting skills in spoken English. The sound pattern which are likely to be confused and faltered with the mother tongue can be identified and drilled. The learners should practice these sound patterns repeatedly using a native speaker's model voice. The teacher should actively control and influence how, when and where the mother tongue should be used. As it is essential to develop the learner's linguistic abilities, the teacher should present a good model of utterance. The teacher should encourage the learners to speak in English as much as possible.

Digital language labs can be utilized to eliminate the influence of mother tongue in English language teaching and to accelerate the acquisition of English language. The learners should listen to correct pronunciation of the word and check their own learning. The teacher should introduce pronunciation of words in English in their day-to-day interaction. (Gazzalie & Jahane, 2019)

The learners should use their proficiency in English to the fullest. They should avoid faulty pronunciation, and observe the grammar and vocabulary. The learners should observe the cultural and social rules that apply to the communication situation. The instructors should use balanced activities which combines the input of language, structured output and communicative output.

The talk of the teachers, listening activities, language read and heard outside the class and reading the passages comprises of the language input. This helps the learners to initiate creating dialect by themselves. The language input may be content or form oriented. The content oriented input focusses on an information. This also includes description of learning strategies. The methods of utilizing the language, the direction and guidance given by the teachers or acquiring pronunciation, vocabulary and grammar refers to the form oriented input. The learners must develop skills in the rate of speech, pause length, discourse competence, taking turns and other aspects of use of language.

When quick explanation of the grammar is required for the lower level students, the explanation should be given in English rather than explaining in mother tongue. The correct form of delivery is known as structured output. The students have options for responses in this process. In this process, the students use specific structure that the teacher has introduced and taught. In structured output, the learners are comfortable in producing specific language items that have been recently introduced. Occasionally the formerly learned items can be combined. Text book exercises make a good structured output practice activity.

The learners complete a task in communicative output. In completing a task, the learners usually use the language that has been presented by the instructor. However, the students also use other grammar, terms and communication approaches that are familiar to them. The learner is expected to get the message in communication output activities. The teacher uses a wide range of activities from input and output while performing balanced activities. Learners from beginners to all the expertise levels benefit from this diversity. This is very much encouraging and facilitates effective language learning. (Kassala, 2015) These measures will eliminate the influence of mother tongue in English language teaching and accelerate the acquisition of English language.

Directions for future research

As it is evident from the available literature that mother tongue influences in both the English language teaching and learning, the future researchers should focus on identifying the strategies to eliminate the influence of mother tongue in English language teaching and learning. Also, the authors recommend that future research should focus on identifying the real problems encountered by non-native English speakers and learners while writing, reading, speaking and listening worldwide. This will aid in identifying the real issues and will direct the researchers to determine the possible solutions to rectify the issues of non-native English speakers and learners. Curriculum designers should focus on identifying the apt time to introduce the English language in the

curriculum to minimize the underachievement of the learners in the educational program secondary to language inefficiency. The techniques of improving the efficiency of non-native English language teachers should be identified to build the capacity of the teachers. This will in turn help the non-native English teachers to efficiently teach English to the students. At early school years, the English language teachers should identify the bearing of mother tongue on English language and should initiate measures to eliminate the problems.

Conclusion

Interference of Mother tongue is a natural phenomenon in both teaching and learning English language. However, the strategies should be identified to minimize the influence the mother tongue in English language teaching and learning.

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