

## **Interference of Mother Tongue in English Language Learning: Pedagogical Implications for Research in Second Language Acquisition**

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### **ABSTRACT**

The study investigates how pupils learning English in secondary schools who speak Punjabi, Urdu, or Siraiki fare academically in their mother tongue. Language is a significant phenomenon that is necessary for the classroom education process to succeed. The research focuses on English language instruction for Pakistani pupils. Pakistan was originally a colony. The subcontinent first encountered English in the seventeenth century. Since 1857, English has been the official language in this region. In Pakistan, English is a required subject at the basic and secondary levels. There is not much effort put forward to mandate that students communicate in English on a daily basis while in school. Mother tongues (Punjabi, Urdu, and Saraiki) may have an impact on learning.

Key Words: MT interference, SLA, English Language Learning, Pedagogical implication

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## INTRODUCTION

The proposed study is about the impact of mother tongue on second/foreign language learning. This section presents the background of the study, statement of the problem, objectives of the study, research questions, significance of the study. Learning a 2nd language along with language acquisition is inescapable in this global world as world is congested more and more in global village. And except a few, all of us faced some kind of difficulty in learning a second language (Fromkin & Rodman, 1998).

The situation of Pakistan is no different in this context where a person is exposed to a cluster of confused consecutive multilingualism (Sinha, Banerjee, Sinha & Shastri, 2009). Because of its academic and official nature Pakistani learners start Learning English language from their school level, they face problems and make phonetics, syntactic, morphological and lexical errors due to the unavailability of proper situation to practice the second language (Bhela, 1999). At the age of three, child start learning their 1st language which is known as mother tongue or their native language. (Sinha, Banerjee, Sinha & Shastri, 2009) In this world, learning a second language is very important as it is very essential in today's world. Every language on this globe has its described grammar and rules. Many linguists said that child learn their second language with the help of inner capacity called LAD (Language Acquisition device) through this device child can acquire its mother tongue or native language more easily without any effort, but he faced difficulties while learning L2.

According to Fries (1945), While learning second language first language have great influence. This research investigates the interference of L1 while learning L2 and various type of errors that occurs while learning second language. Fatemi, Sobhani and Abolhassan (2012) figured out that while speaking various words learners face difficulty in speaking due to its different grammatical structure and pronunciation. This will create problems and become the source of error because according to Bhela (1999) while speaking second language learners largely depends on the pronunciation of mother tongue. errors occur if the structure of mother tongue is different from the structure of second language. and it creates interference of L1 in L2. Sometimes learners used the vocabulary from their mother tongue while speaking second language and make mistakes.

Galasso (2002) says that due to the interference of Second language learners make mistakes which results in errors.

The present study investigates how and what kind of interference Urdu language speaker faced while learning English as a second language. The mother tongue is the language of parents the language which child at the age of 3 which is the language of person's parents and the language which a child learn from his mother or his family .English is one of the most important language in today's world and is the second language of most of the countries English is also known as the language of business and is the second languages of the world Olanipekun (2014). It has become international language science, technology, commerce, business, international politics, and diplomacy. It is the official language of 1.4 billion people in the world. More than 1500 million nonnative speakers used English as their language. It is claimed that three out of four speakers of English are nonnatives speakers (Liu, 2001).

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 overruled. 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 falls in this family. So, they must have some common parent language which gave birth to other languages. On the other hand, we also have views of (Stephan Krashen; 2003) and (Noam Chomsky; 1986) UG. learning is a Continuous process of developing a foreign language through language lessons and a focus on the Grammatical features of that language according to Stephen Krashen( Krashen;2003) makes the declare that voluntary studying can be the maximum effective instructional device in language education. Wrog (2007), argued that, if the vocabulary and grammar of non-native speakers are good but their accent and pronunciation are not so they could speak effectively in their second language.

In a second language learning native language's function has become challenge and lead to a lot of debate and controversy. The function of native language. Most instructors experience that the usage of L1 must be minimized and that they sense responsibility in the event that they use it a lot they find it difficult to say why. Against the use of L1, it is assumed that English should be learned

through English, just as you learn your mother tongue using your mother tongue. But the idea that the learner should learn English like a native speaker does, or it is an inappropriate and unachievable thought to think in your second language. Mother tongue plays an important role in learning your second language and has been discussed in literature. Mother tongue influences the second language in both positive and negative in teaching and learning of English. A learner's L1 is an essential determinant of Second Language Acquisition. The L1 is a aid which novices use each consciously and subconsciously to assist them set up and rearrange the L2 information within the enter and to carry out as high-quality as they can. The cultural features connected with L1 use can be put to good effect when teaching L2. Second language acquisition is a developmental process; L1 can be a contributing factor to it. This paper makes an attempt to understand the role of L1 in the teaching and learning of English and also reports on different methods, classroom management and some activities that could help them in learning English.

Urdu is the first language of most of the people in Pakistan including Punjabi, Pashto, Sindhi, Saraiki and Balochi is considered the first language of most of the speakers in Pakistan. Due to the demand of educational institutions English is the second language of most of the people in Pakistan Right from the beginning of schooling, almost every student in Pakistan starts learning English as a second language. Owing to the negative transfer of L1 structure into L2, students face interference of their native language while speaking English. So, it is very hard for Pakistani Urdu speakers to learn English as a second language, and they make different types of interferences in their performance Oyinloye G. (2002). This study has scrutinized the speech of Pakistani Urdu speakers and has found out several types of interference in L2. Therefore, the main purpose of the study is to investigate whether the mother tongues have any impact in the learning of English language in Pakistan. To investigate whether the accent of mother tongue affects the accent of Second language. The objective of current research is to find out is to find out different types of interferences of L1 (Urdu) which the speakers face while speaking their L2(English).

There is no motivation to the young research scholars who have other languages than Urdu as their L1 because very little research has been carried out on this aspect in Pakistan and find out the interference of L1 in L2 while learning L2. This study is used to investigate the difficulties faced by second learner whose first language is Urdu and who tries to learn English as their second

language . It investigate the problems faced due to interference of grammatical and syntactic structure and error made due to transfer of L1 into L2 which lead the learners to make errors.

## **LITERATURE REVIEW**

In this section, researcher discussed about the literature review, operational definition of the terms, Related theories on this study, what is mother tongue, concept of mother tongue, significance of mother tongue in child's life, Role of mother tongue in child's education, Mother tongue's influence on second language influence in L2 learning, English language as second language, L1 can be time- saving, The direct method and grammar translation method, Differentiate between language acquisition and language learning, help of mother tongue, hindrance of mother tongue.

It is impossible to dispute the importance of first language acquisition in the teaching of second languages. For numerous decades, linguists and scholars have been sharply divided on this concept. The influence of one's native tongue on a second language will be noted in all aspects of the language, from pronunciation to syntax and vocabulary. According to Mackay (1967), transfer from linguistic communication may also be the cause of pronunciation errors. Inaccuracy and poor linguistic proficiency are other effects of language. According to Olanipekun ET. Al (2014), natural language has no bearing on English language instruction. They were unable to discover any connection between pupils' language and English proficiency.

While learners acquire their different mother tongues first, they then study West Germanic as a second language. Due to the importance of English in their lives, even if these students are fluent in their native tongues, they must acquire it before entering the university system. As a result, even in educational settings, the majority of those learners find it easier to speak with their tongue rather than English. A baby who begins learning a language before the age of three may be said to be speaking it naturally. Simultaneous multilingualism is defined as learning several languages from early life, while sequential multilingualism refers to learning a second language effectively (Sinha, Banerjee, Sinha & Shastri, 2009). L2 is acquired, not learned.

Researchers have established a clear distinction between acquisition and knowledge, stating that whereas learning a second language requires conscious effort, mother tongue is acquired by unconscious ways (Fromkin & Rodman, 1998). When learning a second language, beginners reasonably assume that every word in their mother tongue has a translation in the target language. This concept enables the beginners to communicate in the target language, which is also known as a second language (Blum & Levenston, 1978, p. 409).

Newcomers learning a second language have a tendency to rely on the structure of their first language when writing and speaking, and due to the very different systems, a wide range of errors occur that account for the interference of the primary language systems within the second language systems (Dechert, (1983) & Ellis, (1997), as mentioned in Bhela, 1999, p. 22). The learner encounters significant interference in first language vocabulary, phonology, and grammar while using the alien form of the second language (Beardsmore, 1982, p. 16). Consciously or subconsciously, the learner transfers habits, meaning, bureaucracy, tradition, and language from L1 to L2, which increases the likelihood of a mistake (Beebe & Seliger, as noted in Nemati & Taghizadeh, 2013).

Towell and Hawkins assert that fewer novices in second languages acquire the level of proficiency of native speakers (as described in Nemati & Taghizade, 2013, p. 2479). Different social groups speak different languages (Masood & Shafi, 2020, p. 23). Pakistani college students believe that learning English at an early age is especially beneficial since it requires memorization of vocabulary (Badshah, Kausar & Khan, 2017, p. 415). Due to these factors, Pakistani L2 learners had difficulty deciding between an academic and colloquial vocabulary (Johnston, 2007). According to Saville-Troike (2006), there are two types of transfers that occur when learning a second language: good and bad.

In an outstanding transfer, L1's rules and processes make it easier to study L2, while in an inferior transfer (or interference), L1's weak influence on L2 leads to a lot of errors. You can investigate the role of the L1 in second language acquisition with the use of a poor transfer (Odlin, 1989). When learning the second language, interference is common on all linguistic levels, including phonetic, lexical, and morphosyntactic. The theories related to this research are ;

The concept is primarily based totally on neurobiology, looking for to narrate found conduct to brain activity. Also cognitive is primarily based totally at the view that beginners are credited with using their cognitive skills in a innovative manner to exercise session a speculation approximately the structure of the second one language. they assemble rules, strive them out and adjust them out. Language studying, on this account proceeds in a chain of the transitional stages as rookies, acquires extra understanding of the L2. For newbies themselves, mistakes are indispensable because the making of mistakes may be seemed as a tool the learners uses if you want to learn. (Spada & Light Brown, 2009). The mistakes that the learner creates in gaining knowledge of the language are the only that turns into the demanding situations in the process of getting to know. This is an artwork of presenting beneficial expertise to novices to resource them research a language with the aid of using a teacher.

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The native language, also known as the local language or first language, is what a person learns from birth or during a formative stage. Because the ability to acquire a language is biologically related to age, it serves as a basis for social identity and is used as a medium of instruction in educational institutions and society. Mackay, W.F. (1967). The mother tongue is the language that a person learns at home when they are a newborn, usually from their parents, according to Christine Senfuma, a married mother of one. She explains that children raised in multilingual homes may have more than one mother tongue. The mother tongue may also imply a language that someone is as skilled in as another neighboring character who speaks the same language and the language is not unusualplace to that community, for example, Luganda, according to Allen Kaziro, a secondary faculty instructor and mother of two.

According To Adams (2000), Akindele & Adegbite (2005),mother tongue is the language which the child learns from childhoodand his communicative environment. They explained that thespeaker manifest a high understanding of the rules of pronunciation,syntax, lexis and discourse. Without having cause to refer to the second language, learner’s competence of the learning of the secondlanguage becomes complicated and needs cursory attention. In other words, it is on the mother tongue’s linguistic basics of the speaker that all the other languages are built. It is by implication, the reference languages of a speaker and directly or indirectly influential in the learning of languages. Building on the status of mother tongue, Akindele & Adegbite (2005) grasps that:It is the language which has its recognized standard variety as the target model of the formal education system operative within its speech community. Just as the Yoruba language has its standard form, learnt and taught in educational institution.

Mother tongue is sometimes referred to as first language (L1) of an individual. The time period in keeping with Akindele & Adagbite (2005) “is commonly the segmental first language of a bi/multi-lingual person”. It is a language wherein a speaker conducts his/her activities. One surprisingly has a excessive communicative competence in his/her mom Nwakwagh (1997), the mother tongue in it . It is able to be defined primarily based totally at the herbal manner of obtaining the language. As a count of fact, the mom tongue is language which a speaker learns at formative years and in communication environment. The United Nations Educational Scientific and Cultural Organization, (UNESCO) referred to with the aid of using Tolkien (1999), perspectives that there is distinction among the “local tongue “and the “cradle tongue” the later being the language one takes place to study at some stage in early life, at the same time as one’s true “local tongue “can be different, likely determined by an inherited linguistic taste, and can later in lifestyles be observed by a robust emotional affinity to a selected dialect. The worldwide mom language Day Monument held in Sydney, Australia unveiling ceremony (2006), holds that “mom tongue” or “local language “is used to signify the language of one’s ethnic group.

One aspect of a child's social, cultural, and personal identity is their original language. Pronouncing our original tongue correctly gives us an identity that supports successful social performance and communication styles. T.K. Pramanik (1988) Our diverse social origins distinguish and appeal to us in the community. The mother language is a vital instrument for enhancing the mental, physical, and moral aspects of education He, A. E. (2012). Through the local tongue, habits, conducts,



values, virtues, customs, and ideals are all established as contended by Ramamoorthy (2004). It goes without saying that the mother tongue has a weak spot that paralyzes all ideas and expressive force.

When youngsters are supplied possibilities to research of their native language they're much more likely to sign up and reach college and their mother and father are much more likely to speak with instructors and take part of their kids' learning. Mother tongue-primarily based and totally on schooling, in particular advantages deprived groups, such as youngsters from rural groups and girls, who generally tend to have much less publicity to an professional language Chomsky (1986). While receiving instruction in their mother tongue, individuals often have longer faculty tenure, have higher academic standing, and repeat grades less frequently. The majority of children speak a language that is different from the guide language used in educational programs. According to Yadav, M. K. (2014), research also demonstrates that children learn the pleasures of their mother tongue as an addition to and antecedent to bilingual and multilingual education. S. Krashen (2003) The effectiveness with which children retain their mother tongue while learning new languages depends on a variety of interrelated variables.

When youngsters get hold of formal coaching of their first language for the duration of number one faculty after which steadily transition to educational studying withinside the 2d language, they research the second one language quickly. Awopetu, A. V. (2016) If they continue to have opportunities to advance their first language skills in secondary education, they become fully bilingual (or multilingual) first-year students. However, children's acquisition of their first language may be hindered or even lost if they are forced to switch up or move too rapidly from learning their mother tongue to instruction in a second language. In 2020, Nishanthi, R. More significantly, students could start to lose interest in what they're learning and their sense of self as novices, which might lead to motivation problems, academic failure, and early college dropout. Benson (2004) puts second language as a non-nativelanguage, foreign/target language. In a similar spirit, Gunderson (2009) considers second language as a conventional word for non-native speakers' use or study of the English language in an English-speaking setting. Instead of going through lengthy reasons withinside the goal language, it's far every now and then less complicated and extra green to offer a translation of a vocabulary object or an evidence of a grammar point. Sandeep K.t (2007) Imagine a instructor who desires to educate the phrase vehicle to French

college students and begins offevolved through phraseology the reason as follows a vehicle is a street automobile with an engine, 4 wheels, and seats for a small variety of humans whilst a easy translation of the phrase (or possibly using visible aids) might be enough.

The two most traditional methods for teaching foreign languages are the direct method and the grammar translation method. The grammar translation method was first developed in the eighteenth century, and while it was successful in teaching ancient languages like Greek and Latin, it was less successful in teaching communication skills. Following that, a direct approach was developed in an effort to overcome the Grammar Translation technique's weakness.

The term "direct" refers to the requirement that the target language be immediately referred to without being translated into the local tongue. In essence, the direct method seeks to provide language learners with an almost useful understanding of the language. Speaking a language means being able to communicate in it. This method contends, contrary to the Grammar-Translation technique's contention, that a foreign language may be taught without translation. College students who are taking grammar translation classes investigate grammatical rules and then apply those rules by translating phrases between the target language and their native tongue.

With the help of this painting, it will be easier to distinguish between the two approaches. Using the direct method, teachers employ target language to teach four skills in a second language, and they try to create an effective class where students are engaged in beauty and have made significant progress in speaking. However, in Grammar Translation, the teacher coaches four abilities using mother tongue, and college students are elegantly passive. Thus, as part of the methodology, university students study foreign languages via roles.

## **RESEARCH METHODOLOGY**

Methodology of present research is based on qualitative method with the help of close-Ended questions. The researcher has gathered information from many Punjabi institutions showing that students are exposed to English at a higher rate than they are to their own tongue. This study aims to illustrate the significance of concurrently learning the native language and the second language in this particular situation because of the disparity in language development. As a result, the study

used an action research methodology based on a particular circumstance that really happens at the school. Additionally, gathering qualitative data methods were applied.

I have gathered information from roughly ninety students, ages eighteen to twenty-two, learning English as a second language at several Pakistani institutions in various fields. Following confirmation that Urdu was their first language, the random sample approach was used. A questionnaire is a technique for gathering data regarding All of the sample group was studying English as a second language (ESL) and had Urdu as their first language. They employed a questionnaire to collect data. The purpose of the questionnaire-based data collecting technique was to assess participant opinions and determine whether mother tongue interference may occur when learning a second language.

## RESULTS AND ANALYSIS

Questionnaire contain questions which is close ended questions collected from 90 participants in which 77% of participants were female and 23% were male.

### Which language is your mother tongue?

Fig 1

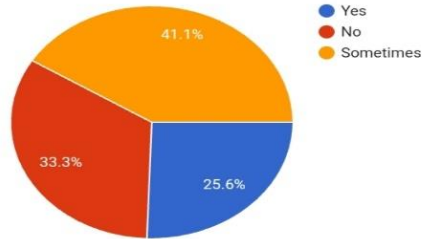


According to the findings, 64.4% of participants consider Urdu as their mother tongue as shown in above table-1 and about 32.2% of participants consider Punjabi as their mother tongue.

**Do you face any kind of difficulty while learning your second language? .**

Do you face any kind of difficulty while learning your 2nd language ?

**Fig 2**

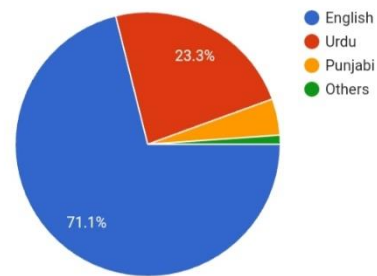


According to the findings, 41.1% participants face difficulty while learning their second language while 33.3% of participants don't face any kind of difficulty while learning their second language however 25.6% participants faced difficulty sometimes while learning their second language.

**Which language is your second language ?**

Which language is your 2nd language?

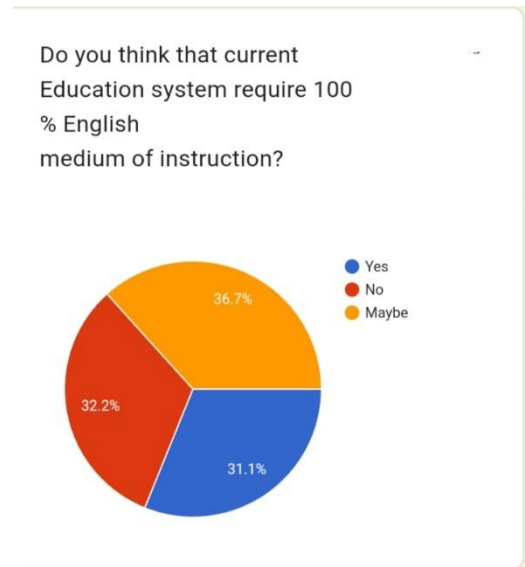
**Fig 3**



According to the findings, English is the second language of about 71.1% of participants however Urdu is the 2nd language of 23.3% of participants. so, English is second language of most of the participants.

**Do you think that current education system require 100% English medium of instruction?**

**Fig 4.**



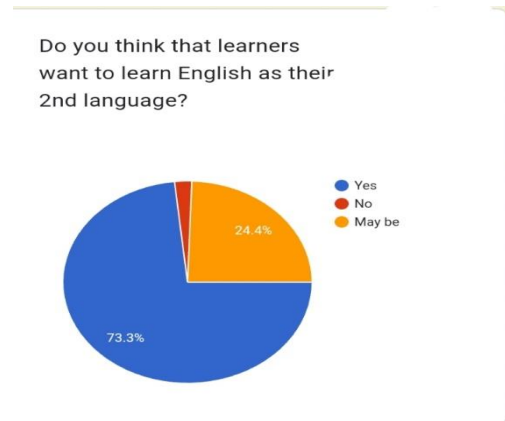
According to the findings, 31.1% of participants thinks that Education system must require 100% of instructions in English language however 32.2% of participants thinks that education system don't require their instruction just in English while 36.6% participants don't sure about that.

**Fig 5**



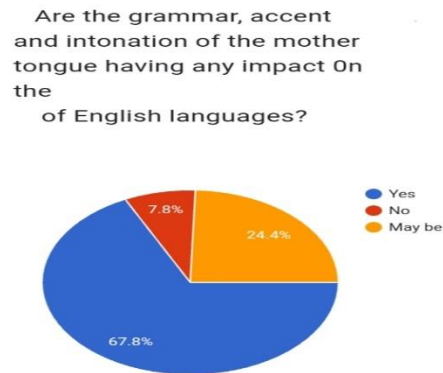
According to the findings, 51.1% of the participants faced difficulty while pronouncing English as their 2nd language however 22.2% participants faced kind of difficulty while learning English while 26.7% of participants don't faced any kind of difficulty while learning English as shown in above graph.

**Fig 6**



According to the findings, 73.3% of learners wants to learn English As their 2nd language while 24.4% participants are not sure about that whether they want to learn English as their second language or not. and 2.3% participants wants to learn English as their 2nd language.

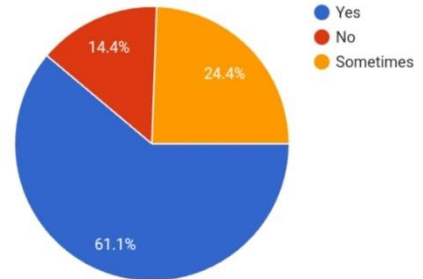
**Fig 7**



According to the findings, 67.8% of participants Agreed that grammar, accent And intonation of mother tongue have great impact on English language while 7.8% participants do not agreed and 24.4% participants was not sure about that the Grammer, accent and intonation of mother tongue have any impact on English language or not.

**Figure 8**

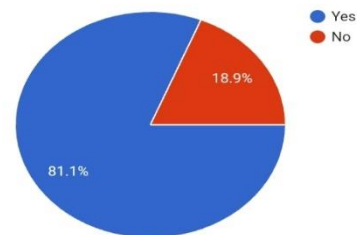
Do you use words from your mother tongue while speaking in 2nd language?



According to the findings, 61.1% of participants use words from their mother tongue while speaking in their second language, while 14.4% of participants do not use words from their mother tongue while speaking their second language and 24.4% of participants used words from their mother tongue sometimes while speaking their 2nd language.

**Fig 9**

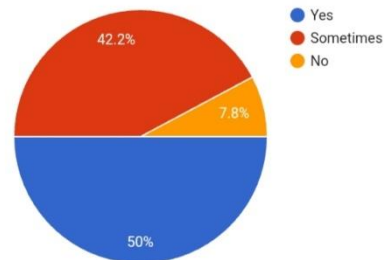
Do you think that accent of your mother tongue affects your accent of 2nd language?



According to the findings, 81.1% of participants think that the accent of their mother tongue affects their accent in a second language. While 18.9% of participants are disagreed on this and think that the accent of their mother tongue doesn't affect their accent in a second language as shown in the above figure 1.9.

**Fig 10**

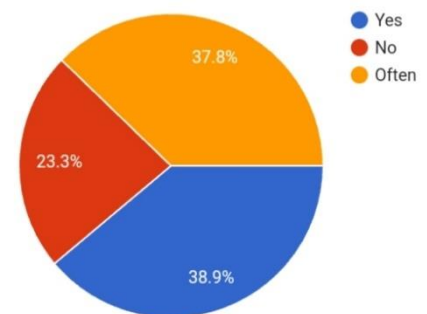
Do you feel comfortable while speaking your 2nd language?



According to the findings, 50% of participants feel comfortable while speaking their second language however 42.2% of participants feels comfortable while speaking their 2nd language while 7.8% of participants do not feel comfortable while speaking their 2nd language as shown in figure 1.10.

**Fig 11**

Can you speak your 2nd language fluently?

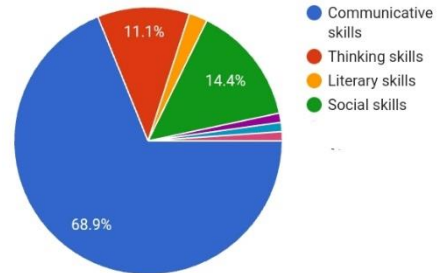


According to the findings ,38.9% participants agreed on that they can speak their 2nd language fluently however, 37.8% often speak their second language fluently while 23.3% of participants cannot speak their 2nd language fluently.



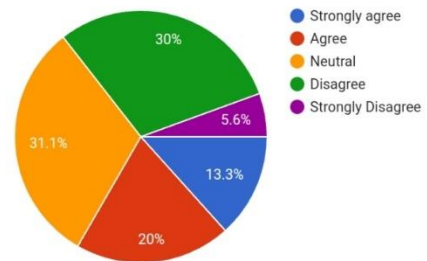
**Fig 12**

For which skills do you make use of your native language most?



According to the findings , 68.9% of participants use communicative skills to make use of their native language most while 11.1% participants use thinking skills to make use of their native language most. While 14.4% of participants used their social skills.

Do you think teachers and students should avoid the use of mother tongue completely in the classroom?

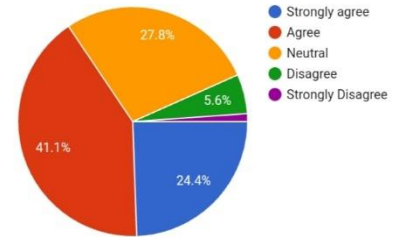


**Figure 13**

According to the findings, 31.1% of participants strongly agree with that teachers and students should avoid use of mother tongue completely in classroom while 20% agree with this. however, 5.4% of participants are strongly disagree with the above question and 30% participants are disagree with the questions.

Does a good command of mother tongue contributes to target language proficiency ?

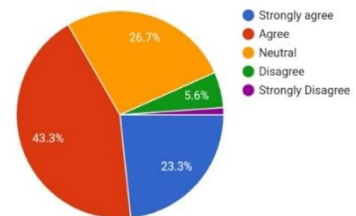
**Figure 14**



According to the findings, 24.4% of participants strongly agree with that the good command of mother tongue contributed to the target language proficiency. while 41.1% of participants are agree with it and 27.8% of participants not sure about whether aur not command of mother tongue contributed to target language proficiency aur not. 5.6% of participants disagree with this question.

Teacher's mother tongue has a great influence on teaching L2 in classroom .

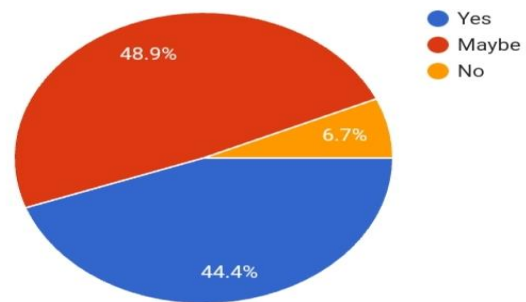
**Fig 15**



According to the findings, 23.3% of participants are strongly agree With that teachers mother tongue has great influence on teaching L2 in the classroom while 43.3% participants agree with the question. 26.7% of participants are Neutral on this statement .5.6% of participants are disagreed on this.

**Figure 16**

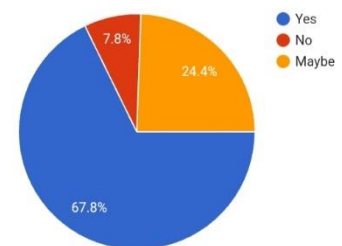
Does L1 have the highest occurrence of interference while learning L2?



According to findings, 44.4% of participants agreed that L1 have highest occurrence of interference while learning L2. and 48.9% of participants not clear about this statement while 6.7% of participants disagree that L1 have highest occurrence of interference while learning L2.

**Fig 17**

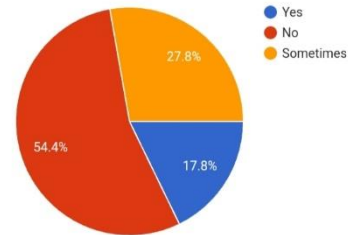
Do you think mother tongue plays an important role in EFL classrooms?



According to findings, 67.8% of participants think that mother tongue plays an important role in EFL classrooms while 24.4% of participants not sure about that. And 7.8% of participants disagree about the statement that mother tongue plays an important role in EFL classrooms.

Do you think speaking 2nd language is easy as compared to your mother tongue ?

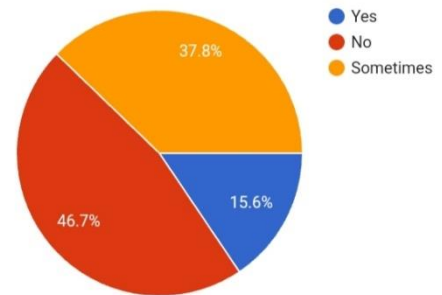
**Fig 18**



According to the findings, 17.8% participants think that speaking second language is easy as compared to your mother tongue while 54.4% of participants think that speaking second language is not easy as compared to your mother tongue and 27.8% thinks that sometimes it is easy to speak your second language as compared to your mother tongue.

Do you prefer 2nd language on your mother tongue ?

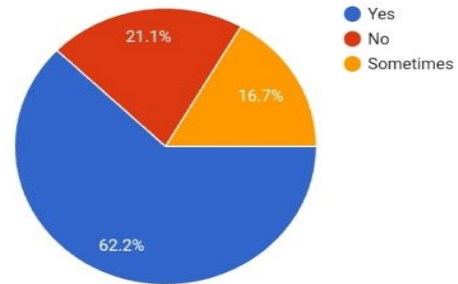
**Figure 19**



According to findings, 46.7% of participants don't prefer their second language on your mother tongue while 15.6% of participants prefer second language on their mother tongue while 37.8% participants sometimes prefer second language on their mother tongue.

**Figure 20**

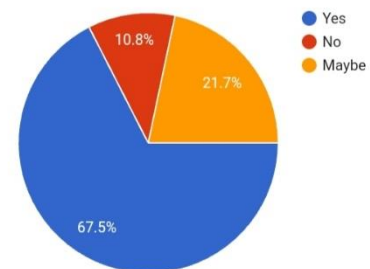
Do you learn 2nd language just for the sake of education or business?



According to findings, 62.2% learn their second language just for the sake of education or business while 21.1% participants don't learn their language just for the sake of education and 16.7% participants sometimes learn 2nd language just for the sake of education or business.

**Fig 21**

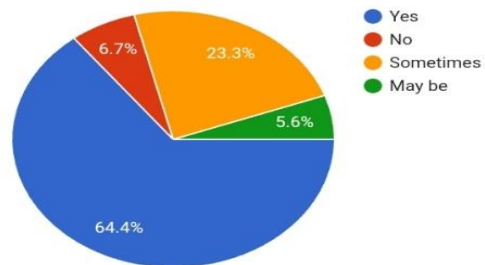
Do you think that mother tongue helps in learning 2nd language?



According to findings, 67.5% of participants think that mother tongue helps in learning second language while 21.7% of participants are not sure about it while 10.8% think that mother tongue doesn't help in learning second language.

**Figure 22**

Does teaching English grammar enable students to learn English?



According to the findings, 64.4% of participants Agree with the question that teaching English grammar Enable students to learn English while 23.3% think that sometimes teaching English grammar enable students to learn English and 5.6% think that may be grammar helps in English learning and 6.7% disagree with it.

This study was conducted to find whether mother tongue interferences in second-language learning, and if so; whether it affects the learners', and in which skills it has the biggest effect. Data collection tool included a questionnaire by which participants were asked to rate the questions .. The questionnaire was based on qualitative approaches with the help of 4-point Likert-scale question . The participants of the study were 90 volunteer students (77% females and 23% males) from different Universities on whom the questionnaire was randomly applied. They ranged in age from 18 to 25 and the mean age was 23. Their mother tongue was urdu, and they knew Engl. The questionnaire shows that mother tongue interferes with second language learning in some way. In English language, the most challenging part was Grammar, while the most difficult and influenced skills was Speaking. In addition, participants had difficulty with speaking and in English pronunciation while speaking. Many participants just Learn their 2nd language just for the sake of busniess aur Education while some prefer their mother tongue on Their 2nd language. some participants believed that speaking their 2nd language is easy as compared to their mother tongue. The results indicated the interference of mother tongue in almost all aspects. the study investigate to find out whether mother tongue has any impact on 2nd language learning or not. .Question One showed that Urdu is the Mother tongue of about 67% of respondants while punjabi is also mother tongue of about 32% of respondants. Question two showed that About 25% of respondants faced

difficulty while learning their 2nd language while 33% don't faced any kind of difficulty while learning their 2nd language by using their mother tongue. the researcher found that there is visible impact of mother tongue on 2nd language. In question three researcher asked about participants 2nd language About 71% of participant's 2nd language is English. Question four showed that 33% of participants thinks that current education system require 100% English medium of instruction So that they can learn their 2nd language easily and quickly while 31% of participants don't agree with this statement researcher found that many participants believed that through 100% instruction of English in education system does not required to learn English . Question five showed that many participants faced difficulty in English pronunciation. researcher found that many participants don't faced difficulty if they learn their 2nd language with the help of mother tongue .Question six showed that About 71% of participants wants to learn English as their 2nd language .and many participant's 2nd language is also English. Question seven showed that 67% of participants believed that grammer, accent and inotation of mother tongue have great impact on 2nd language . Mother tongue effect the 2nd language prounciation to great extend. Mother tongue's grammer have greater interference on 2nd language . accent of mother tongue also effect your 2nd language greatly . Question Eight showed that 61% of participants used many words from their mother tongue while speaking their 2nd language so researcher found that mother tongue affect the 2nd language greatly in many aspects while using 2nd language. Questions Nine showed that About 81% of participants believed that accent of mother tongue affect accent of 2nd language greatly . researcher found that accent of Your 2nd language largely depend on your accent of mother tongue. Question ten showed that about 50% of participants feel comfortable while speaking their 2nd language while 50% don't feel comfortable while speaking their 2nd language . Question eleven showed that about 38% of participants can speak their 2nd language fluently while about 62% cannot or sometimes can speak their 2nd language fluently. Question twelve showed that About 68% of participants used their mother tongue for communicative skills while 11% of participants used their mother tongue for thinking skills while others used their mother tongue for social skills. Researcher found that mostly participants used their mother tongue for communicative purposes to communicate with the family, friends and with society. Question thirteen showed that Many participants believed that mother tongue should not avoid in the classroom and teachers must used students mother tongue to teach their 2nd language so that students can learn their 2nd language easily and more effectively. question fourteen

showed that about 24% of participants believed that Good command of mother tongue contributed to target language proficiency . researcher found that if the command of mother tongue is good then students can learn their 2nd language more effectively.. Question fifteen showed that 66% of participants agreed that the teachers mother tongue have great influence while teaching L2 in

classroom. Researcher found that teachers mother tongue have great influence on teaching L2. Question sixteen showed that 44% of participants believe that L1 have highest occurrence of interference in L2 learning . Researcher found that L1 greatly affect on L2 learning. Question Seventeen showed that Many participants believed that Mother tongue plays an important role in EFL classroom. Question eighteen showed that many participants believed that second language is not easy as compared to your mother tongue. Researcher found that 2nd language is not easy as compared to mother tongue . Mother tongue is easy to speak and learner can easily speak in their mother tongue. Question nineteen showed that 81% of participants don't prefer their 2nd language on mother tongue. Question twenty showed that 79% of participants learn their 2nd language just for the sake of education or business. Researcher found that many people just learn their 2nd language for the sake of education or business no one wants to prefer their 2nd language or wants to learn their 2nd language. Question twenty one showed that 88% of participants believed that mother tongue Helps in learning 2nd language . Question twenty two showed that teaching grammar of English language enable students to learn English. this finding showed that mother tongue have great impact on your 2nd language in different aspects .

## **CONCLUSION**

The study concludes that Mother tongue have great influence on 2nd language learning and most of the participants second language is English and mother tongue is Urdu. Mother tongue's grammar, accent, pronunciation largely and effectively influence L2 learning. with the help of mother tongue participants can easily and effectively learn their 2nd language. people learn their 2nd language just for the sake of education or business. Mother tongue has significant influence on the pronunciation of English language. Most of participants don't prefer their mother tongue on their second language.



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