

# Aftermaths of Mother Tongue Interference by Non-Native English Language Learners of Integral University: Problems and Remedies

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## Abstract

In India students had been required to observe English as a Second Language (ESL) starting from the primary and secondary schools. But the trouble has been continued over the decades because the intention of teaching of English in India has been primarily to teach college students to clear numerous type of examinations viz entrance examinations for high schools and colleges. The grammar-translation method has been widely adopted in schools or we can say that teachers teach English in Hindi and Urdu. The aim of this research is to shed light on the primary language interference issue, in addition to identifies and analyses a number of the maximum recurrent and common place mistakes made by way of non-native speaking inexperienced persons of English. It makes a speciality of L1 interference and the errors attributable to it whilst speaking/writing English. The students' mother tongue interference affects their speaking as well as writing skills and that they commit many types of errors. Finally, the study categorizes the errors committed by the students offers answers for development. On the premise of the consequences acquired, a few implications and pointers had been proposed to help students overcome their problems so that it will enhance their speaking and writing skill, and assist instructors of their way of teaching the such conditions.

**Keywords:** ELT, Language Learning, Teaching Technique, Writing, Reading.

## Introduction

Teaching English in native language creates the outstanding trouble this is mom tongue interference. Thus, instructors of English supply lectures from the books and recognition at the exam-guided EFL guidance. They don't give English to English teaching practice to the students which ignores the learning of real-life communicative English. Mother tongue principally submits to not only the language a person learns from his/her mother or family but also the speaker's leading and home language. Acquisition of mother tongue takes place in a quite natural way. A language is discovered via input and mutual conversation but it's also believed that broods are born with an inherited and special capacity to discover the underlying

policies of a language gadget. Noam Chomsky calls this Universal Grammar. When 2nd language gaining knowledge of is taught, it can be stated that enter, comments, aptitude, motivation, education and social interplay have a large impact; however what approximately the mother tongue?

In teaching and learning English as a Foreign Language (EFL) and English as a Second Language (ESL) mother tongue interference creates great difficulties. The reality of the mother tongue interference as a stark truth should be combated through the principle of the study of the learners' native language and the Standard English in selecting linguistic items. The present study has, therefore, undertaken the task of very crucial areas of spoken and

written English – Pronunciation, Listening/speaking, spelling/vocabulary and grammar – for non-native learners of English.

The influence of native language should be averted or moved away. But one should try to avoid it by providing the second language environment constantly to his/her children. A child who was born to English speaking parents and brought up in the same environment, in which English is the only language for communication and spoken medium, could speak English with perfect accuracy and fluency. This is very frequent in various of class families in urban India. In metropolitan towns, people normally speak in English language only although their native language may be Hindi or any other language.

### **Definition of Mother Tongue:**

Oxford Dictionary gives the definition of native language as “the language in which something become originally written; the language to which a word belongs or from which it originates.”

Collins Dictionary delineates mother tongue as “your mother tongue is the language that you study from your mother and father when you are small.”

Mother tongue is one’s native language which is learned by children and passed from one generation to another. It is his natural language or first language (L1). Mother tongue may also be called in other words as first language, dominant language, home language, native tongue or native language.

### **Literature Review:**

The impact of Mother tongue on EFL and ESL has been there for decades. The effect or have an impact on by using a mother tongue on a 2d language or target language is not uniform and everyday. There are variations primarily based on many features. The grammatical dating among the mother tongue and the second one language performs a essential function. If the 2 languages - the mom tongue and the target language- are from the equal language households, there can be lesser effect.

Anand, G. (2010) says regarding mother tongue, there is another important perception that cultural power can backfire when the choices of those who embrace Americanness in language, accent, dress or choice of leisure stir resentment in folks who do now not. Every time an Indian adopts an American accent and curbs his ‘mother tongue impact,’ as the call facilities label it, hoping to land a activity, it appears more deviant, and frustrating, to have best an Indian accessory. ongue influence,’ as the call centers label it, hoping to land a job, it seems more deviant, and frustrating, to have only an Indian accent.

Louis, J. C. (2006) as for a mother tongue is concerned, myth is another important element which is vital to explain one’s first language. The perception of ‘mother tongue’ is therefore a mixture of fantasy and beliefs. The circle of relatives is not always the region where languages are transmitted, and every now and then we study breaks in transmission, often translated via a change of language, with kids obtaining as first language the only that dominates inside the milieu. This phenomenon issues all multilingual conditions and most of the situations of migration.

The Constitution of India designates the reliable language of the authorities of India as Hindi written in the Devanagari script, as well as English. There is no country wide language as declared via the charter of India. Hindi and English are used for reputable functions inclusive of parliamentary complaints, judiciary, communications among the Central Government and a State Government. States inside India have the freedom and powers to specify their personal official language(s) through regulation and therefore there are 22 officially diagnosed languages in India of which Hindi is the maximum used. The number of native Hindi speakers ranges between 14.5 and 24.5% in total Indian population, however, other dialects of Hindi termed as Hindi languages are spoken by nearly 45% of Indians, mostly accounted from the states falling under the Hindi belt. Other Indian languages are each spoken by around 10% or less of the population. ("Scheduled Languages in descending order of speaker's strength - 2001")

(Dulay, B. & Krashen, (1982) and Ellis, (1984) In International Education Journal (Vol 1, No 1, 1999), Baljit Bhela of Flinders University

School of Education, has extensively studied about the Mother tongue impact on second language. In his research paper, "Native Language Interference in Learning a Second Language: Exploratory Case Studies of Native Language Interference with Target Language Usage", Bhela says that the second one language gaining knowledge of surroundings encompasses the entirety the language learner hears and sees inside the new language. It may additionally encompass a wide variety of situations consisting of exchanges in restaurants and shops, conversations with pals, analyzing street signs and newspapers, in addition to classroom activities, or it is able to be very sparse, along with only language study room sports and some books. He also provides that no matter the learning environment, the learner's aim is mastery of the target language. The learner begins the assignment of getting to know a 2nd language from factor zero (or near it) and, via the consistent accumulation of the mastered entities of the target language, in the end amasses them in portions enough to constitute a selected stage of talent.

Beardmore, (1982) says that some of the problems a 2d language learner has with the phonology, vocabulary and grammar of L2 are because of the interference of conduct from L1. The formal factors of L1 are used within the context of L2, ensuing in errors in L2, as the structures of the languages, L1 and L2 are different.

Albert and Obler (1978) discovered that 'human beings display extra lexical interference on comparable objects. So it can follow that languages with greater similar structures (e.G., English and French) are more liable to mutual interference than languages with fewer similar features (e.G. English and Japanese). On the opposite hand, we may additionally assume extra gaining knowledge of problems, and for that reason extra likelihood of overall performance interference at those points in L2 which might be greater remote from L1, because the learner would find it hard to research and apprehend a totally new and specific usage'.

Khan (1982) studied the suitability of coaching English thru correspondence courses as presented through some Indian Universities at the first-degree degree. The targets of the look at were i) to take a look at the popularity of

coaching of English via correspondence in Indian Universities, ii) to examine the perceptions of English instructors and students of correspondence institutes, and iii) to analyze the lesson scripts and students' response sheets in the subject of English at undergraduate level. He found that

- the majority of the teachers of correspondence courses in English were young
- the English teaching program through correspondence was found inadequate and all the teachers indicated a desire to be trained in the methods of distance teaching
- the teachers indicated that their work load was too high for appropriate evaluation of response sheets
- the questions included in assignments did not have potential to test the originality of the students
- the teachers boosted students for self-education through personal contract program, and
- the teachers were almost equally divided while expressing their views on the question that whether the correspondence teaching system was better than to face to face teaching.

#### MT Interference in ESL/EFL

Hence, the prior knowledge of one's mother tongue to a large extent determines the pace of approximate proficiency level in target language. Of course, many other factors apart from the prior knowledge weigh in the achieving some proficiency in target language. The L2 learner's purpose in learning the target language is also important in this context. This research identifies the impact of the differences and/or similarities among the systems of L1 and L2.

Sriparabha (2015) opined that "the significance of pronunciation in verbal exchange can not be denied. In reality it's miles as important as grammar and vocabulary. Yet, the evidence of mother tongue influence on English may be very apparent. This manifests in the form of wrong pronunciation. Pronunciation error can be because of many troubles. Guesswork or vagueness of the appropriate form of a word or sentence, or a general ineptness of the language

will be the cause of mispronunciation. The most commonplace reason is transfer or interference from the mother tongue. Generally, errors made in pronunciation are due to distinction inside the sound system and spelling symbols between the mother tongue and English. As a normal practice the trainer is seen as a version for correct talking in magnificence. The learners are expected to be introduced to the pronunciation of phrases in English with the aid of their trainer in everyday communication.

It is when the trainer her/himself has colored pronunciation that the rookies are not able to collect correct abilities in spoken English. The pronunciation samples they may be exposed to of their study room surroundings being irrelevant, the freshmen are most probable to adopt a comparable pronunciation ability.”

He further added to this is the challenge of the fossilized sound system of the mother tongue of the learners that inhibits the acquisition of the pronunciation and sound system of the second language. The possibilities of attaining a local-like pronunciation skill is less complicated. This venture can truly be met with the aid of using the mother tongue elimination tool provided in suitable digital language lab.

It's certainly well worth doing this, because letting students realize whilst they may be being motivated via their mother tongue is a great way of preventing it taking place again.

Equally, if you start mastering the nearby language, you may locate yourself know-how mother tongue influence loads extra, and can be able to accurate it a ways greater easily. This is an added bonus of taking the plunge and studying the language. You can also use other people's research. There are plenty of "How [language] affects English learning" articles online and many books have been written on the subject too. All you want to do is find one which applies to the language(s) of the U.S. You are in, and you will be set.

To similarly this, even though articulation of character sounds at the same time as teaching this language is addressed, coaching of pronunciation isn't given an awful lot significance either. In regular Indian classrooms, the importance of local-like accessory isn't always given due pressure. One robust cause that could be attributed to this could be that quantity of dialects discovered is

so huge that it's miles practically not possible to address all of the accents in a school room. This is a critical project inside the Indian lecture rooms. The areas of sound regarding spoken English and to pronunciation within the Indian context needs to be consciously addressed to counter this task and to make native-like accentuation is not given due strain. One robust purpose that would be attributed to this will be that quantity of dialects observed is so massive that it is almost not possible to deal with all of the accents in a lecture room. This is a critical venture inside the Indian classrooms. The areas of sound relating to spoken English and to pronunciation inside the Indian context wishes to be consciously addressed to counter this venture and to make local-like accessory in Indian newbies extra potential. Also, be aware that words have specific connections in extraordinary languages, or phrases that have a couple of meanings in English might not have the equal (or any) trade meanings for different languages.

This approach that you should take more care while imparting new vocabulary, as on occasion there are ambiguities which you wouldn't have concept of.

The mother tongue influence can happen at the level of words, syntax and word order level. In sentence level the effect of mother tongue is very prominent. It has been observed that most of the studies discussed above tell the effect of mother tongue at the level of pronunciation and spoken language. Linda (2013) has mentioned in his article entitled "Interference of Mother Tongue while Acquiring English Language in India" that Pronunciation can be defined as the way in which a learner sounds the words of a language while speaking. Everyone faces troubles in saying a phrase while gaining knowledge of a brand new language. It is very hard for the novices to pronounce a phrase efficiently that feels like a local speaker's. There are two varieties of speech; they're 'Good' and 'Bad'. 'Good' speech may be described as the manner of speaking that is in reality intelligible to all everyday human beings and 'Bad' speech is the way of talking that is hard for the majority to recognize. It is because of mumbling or lack of definiteness of utterance. Pronunciation is an aspect of verbal communication which makes it greater effective and appealing. Therefore, the

significance of pronunciation turns into incredibly full-size within the process of verbal conversation. which makes it more effective and attractive.

Therefore, the significance of pronunciation turns into extraordinarily tremendous in the method of verbal communication. The causes for difficulties in Pronunciation are as follows:

- Mother tongue interference of the learners
- Teachers are not capable enough with standard accent
- Auditory problems of the learners prevent them from receiving the exact sounds
- Lack of knowledge of stress and intonation
- Lack of exposure to standard speeches
- Because there is no examination in Phonetics, the learners will not take phonetics seriously

### Data Analysis:

The corpus of the data contains editing, classifying and tabulating the statistics which is collected from the first-year undergraduate non-native learners of English and teachers those who teach English at the under graduate level in Integral University, Lucknow. Further, this arrangement also presents and illustrates certain modes, which are helpful in the analysis of the gathered data. The data is analyzed by using the IBM SPSS Statistics 20 data editor, which is a latest software to edit, classify, tabulate and analyze data. This research discusses the meaning of suitable and dependable outcomes and the inter relationships among the outcomes.

The results, which were obtained through the running of all the instruments during the survey of the study are discussed, analyzed and interpreted by the researcher. The tools utilized were

- Questionnaires for teachers
- Questionnaires for students and
- Structured Interviews for students

The responses and the researcher's elucidative remarks are argued in this study. The item-wise results, which were obtained through this analysis, are presented along with the researcher's tool-wise and item-wise analysis.

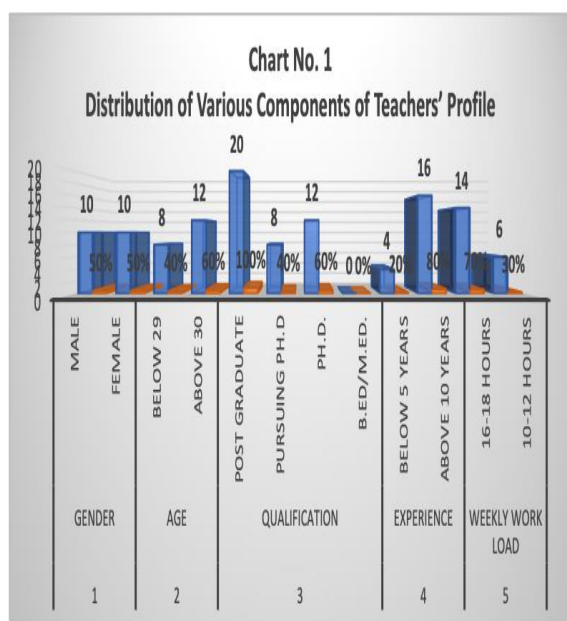
### Analysis of the Teachers' Questionnaire

The first segment of the Teachers' Questionnaire contained the overall and demographic facts of the sample of the academics including their age, educational qualification, and working experience. In short, it presented a brief profile of the sample of various aspects of the teachers. The distribution of the sample of teachers by various segments such as gender, age, qualification, experience and weekly work load, is shown in the table below:

Table No. 1 Distribution of Various Components of Teachers' Profile Integral University, Lucknow

S.No.	Components	No. of Teachers	Percentage %	
1	Gender	Male	10	50%
		Female	10	50%
2	Age	Below 29	8	40%
		Above 30	12	60%
3	Qualification	Post Graduate	20	100%
		Pursuing Ph.D	8	40%
		Ph.D.	12	60%
		B.Ed/M.Ed.	0	0%
4	Experience	Below 5 years	4	20%
		Above 10 years	16	80%
5	Weekly Work Load	16-18 hours	14	70%
		10-12 hours	6	30%

The following Chart is showing the various components of the teachers' profile of the Integral University, Lucknow such as No. of Teachers, gender, qualifications and experience.



The sample was made up of 10 male and 10 female teachers between 28 and 55 years of age. The age wise composition of the sample indicated that 40% of the teachers were below 29 years of age and the remaining 60% teachers were aged between 30 and 55 years of age.

All the teacher respondents have possessed Master's Degree in English Literature. 12 of them have possessed Ph.D. Degree and 8 other teachers were pursuing their Ph.D. 4 out of 20 teachers (20%) have got less than 05 years of their teaching experience at the U.G. level and the remaining 16 teachers (80%) have got experience of more than 10 years. Depending upon the strength of the college, 14 out of 20 teachers (70%) have got the maximum work load of 16 to 18 hours per week. The remaining 6 of them (30%) reported that they engage 10 to 12 hours per week. The following Chart No.2 shows the various components of teachers' profile and their percentage (%).

In the same way the sample of the University further categorized into five different segments on the basis of status, locality, medium of instruction, discipline and type of the University. The detailed description of the profile of the University is displayed in table No.2.

Table No. 2 List of Profile of Integral University, Lucknow

S.No.	Details	
1	Status	Self Finance
2	Locality	City

3	Medium of Instructions	English
4	Discipline	Engineering/ B.C.A.
5	Type of College	Co-education

According to the above table, Integral University is a Self-Finance University, which is located in the City area of Lucknow. The medium of instruction of the University is English. It provides Engineering, BBA, BCA, and MBA courses to male and female students.

The qualitative analysis of all the items pertaining to the following aspects of teaching-learning components in English is included in this segment. The components contained questions pertaining to:

- Methodology of Teaching and Teaching practices
- Syllabus designing and
- Examination and Evaluation Methods

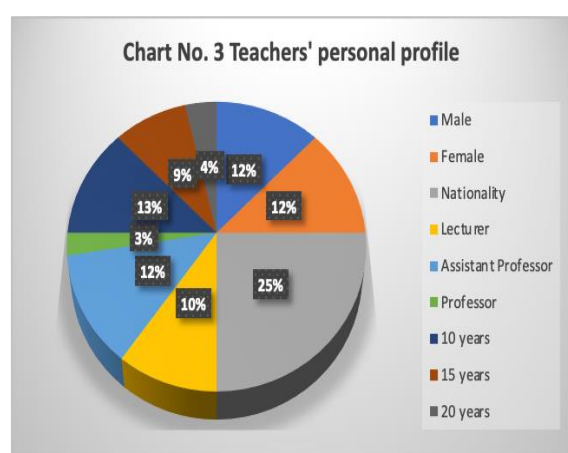
Teachers' Responses on the Methodology of Teaching and Teaching Practice:

ELT has got many characteristics in it, e.g. elucidation and explanation of the particular content, mounting the fundamental skills and talent and sometimes getting students learn on their own etc. In the teachers' questionnaire we have asked some questions focusing on the significance of methodology of language teaching for collecting the detailed information, regarding the class room techniques of the English teachers. The the information of each item are as follows. Item no. 1 to 6 of the teachers' questionnaire gives the personal details of the teachers who participated as informants of the study.

Table No. 3 Teachers' personal profile

Items	No. of Teachers	% of Teachers
Male	10	50%
Female	10	50%
Nationality	20	100%
Lecturer	8	40%
Assistant Professor	10	50%
Professor	2	10%
10 years	10	50%
15 years	7	35%
20 years	3	15%

According to the above table (50%) teachers are male and other 50% teachers are female. In item no. 3 “Nationality” all the teachers (100%) are Indians. As far as the designations of the teachers are concerned 8 (40%) of them are lecturer, 10 teachers (50%) have the designation of Assistant Professor and only 2 (10%) are Professors. 10 teachers (50%) have 10 years of teaching experience while 35% of them have 15 years of experience and the other 3 (15%) have 20 years of teaching experience. This table shows that the teachers selected for the present study are of a variety of different age, sex, designation and teaching experiences, which is also shown in the Chart given below.



#### Students' Data Analysis

A questionnaire was primed for the students which was divided into six parts. The items of questionnaire Part-I showed various personal & academic aspects of the participants. Part-II acquires information regarding the importance of English, mother tongue, schooling and family information of the students. Part III asked questions on “What do you consider English?” Part IV discussed “how often the informants use English in exclusive locations.” Part V covered the problems of English Language skills, and Part VI shed lights on diverse factors of significance of English in India. The questions and possible responses in the questionnaire were stated in a manner assumable to rapid, unambiguous coding and processing.

#### Data Analysis of Students' Questionnaire

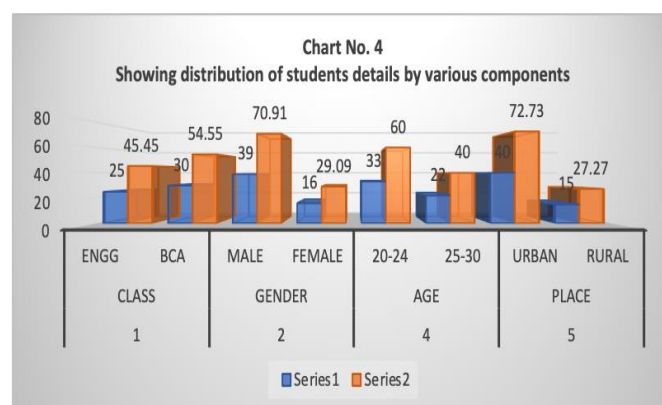
The research scholar has designed this tool to know the problems of students, in the process of their learning of English language. As a part of it we have prepared a personal record sheet

to gather various personal and other details of the students. All the informants were asked to fill-up their personal record sheet. The personal record sheet provided various personal details such as the gender, mother-tongue, place of schooling, medium of instruction, study of English subject, mother tongue and so on. All the details are given below in the tabular form:

Table No. 4 Table Showing Distribution of Students details by Various Components

S.No.	Components	No. of Students	Percent%	
1	Class	Engg.	25	45.45
		BCA	30	54.55
		Total	55	100.0
2	Gender	Male	39	70.91
		Female	16	29.09
		Total	55	100.0
4	Age	20-24	33	60
		25-30	22	40
		Total	55	100.0
5	Place	Urban	40	72.73
		Rural	15	27.27
		Total	55	100.0

The above table shows the consolidated data of the informants' personal details. All these pieces of information were discussed separately in respective segments in the successive tables. The following Chart 4. shows the diagrammatical analysis of the above table.

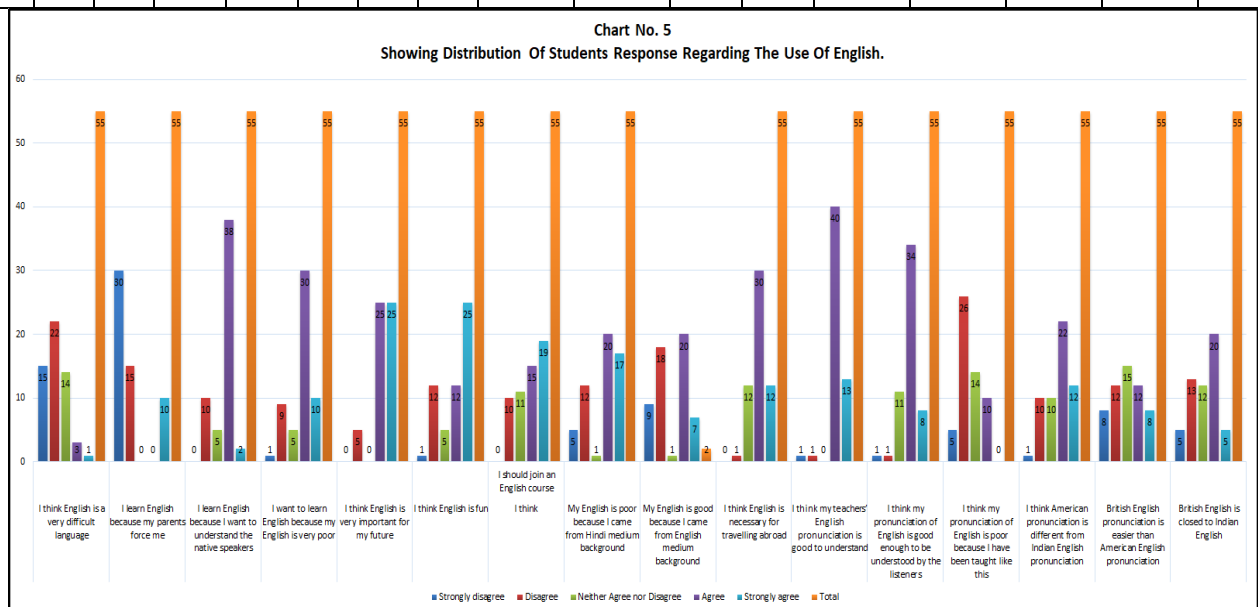


The questions and possible responses in the questionnaire were stated in a manner assumable to rapid, unambiguous coding and processing. We have shown here only part I and part V of the questionnaire as examples. The other parts of the questionnaire were not

shown to avoid the length of the paper. See the following tables and charts:

TABLE NO. 5. SHOWING DISTRIBUTION OF STUDENTS RESPONSE REGARDING THE USE OF ENGLISH

	I think English is a very difficult language	I learn English because my parents force me	I learn English because I want to understand the native speakers	I want to learn English because my English is very poor	I think English is very important for my future	I think English is fun	I should join an English course	My English is poor because I came from Hindi medium background	My English is good because I came from English medium background	I think English is necessary for travelling abroad	I think my teachers' English pronunciation is good to understand	I think my pronunciation of English is good enough to be understood by the listeners	I think my pronunciation of English is poor because I have been taught like this	I think American pronunciation is different from Indian English pronunciation	British English pronunciation is easier than American English pronunciation	British English is closed to Indian English
Strongly disagree	15	30	0	1	0	1	0	5	9	0	1	1	5	1	8	5
Disagree	22	15	10	9	5	12	10	12	18	1	1	1	26	10	12	13
Neither Agree nor Disagree	14	0	5	5	0	5	11	1	1	12	0	11	14	10	15	12
Agree	3	0	38	30	25	12	15	20	20	30	40	34	10	22	12	20
Strongly agree	1	10	2	10	25	25	19	17	7	12	13	8	0	12	8	5
Total	55	55	55	55	55	55	55	55	2	55	55	55	55	55	55	55



The consolidated data of the informants was shown in the above table and chart. The responses of the informants were discussed discretely in respective segments viz. difficulties related to the use of English, thinking about English, why English is poor or good, British English or American English, etc. 54% students mentioned that English is not very difficult for them. 47% students reported that their parents do not force them to learn English. 65% agreed that they learn English because their English is very poor. 83% students mentioned that their teachers' pronunciation is good to understand. 44% of them reported that their English is poor because they came from Hindi background while 45%

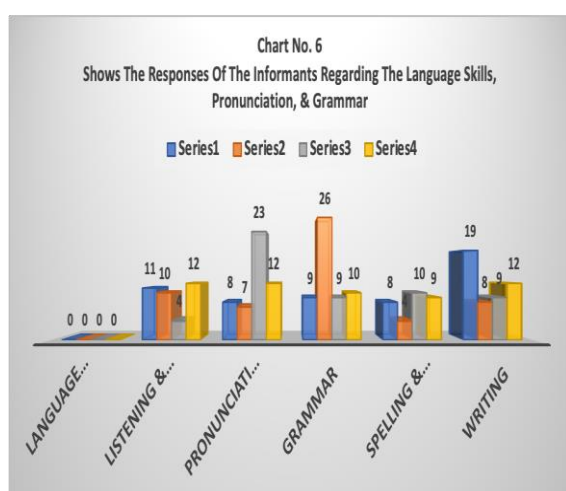
mentioned that their English is good because they belong to English medium schools. 57% students reported that American English is difficult than British English and 45% agreed that British English is very close to Indian English.

The following table mentions the data of the informants' related to the difficulties they face in different domains of English, viz. Listening & Speaking, Pronunciation, Grammar, Spelling & Vocabulary, Writing etc. All these details were discussed separately.



TABLE NO. 6. SHOWS THE RESPONSES OF THE INFORMANTS REGARDING THE LANGUAGE SKILLS, PRONUNCIATION, & GRAMMAR

Language Skills	Which of the following language domains do you feel is difficult to learn	Which of the following language areas do you feel is easy to learn	in which of the following language domains do you need special attention	Which one is the most interesting lesson about English
Listening & Speaking	11	10	4	12
Pronunciation	8	7	23	12
Grammar	9	26	9	10
Spelling & Vocabulary	8	4	10	9
Writing	19	8	9	12



The consolidated data regarding language skills of the informants' is highlighted in the above table and chart. The responses of the participants were discussed separately. 20% students mentioned that listening and speaking is difficult for them, 18.18% reported that listening & speaking is easy while only 7.27% of them need special attention in this domain and 21.82% of them say that it is very interesting for them. 14.55% students reported that pronunciation is difficult for them, 12.73% said that it is easy while around 41.82% of them need special attention in this area and 21.82% of them feel pronunciation very interesting for them. As far as grammar is concerned 16.36% students mentioned that Grammar is difficult for them, 47.27% reported that it is easy for them while other 16.36% need special attention in this domain and 18.18% reported that it is a very interesting subject. 14.55% students reported that spelling & vocabulary is difficult for them on the other hand only 7.27% mentioned that spelling and vocabulary is easy while 18.18% students need

special attention in this subject and 16.36% said that it is a very interesting area.

Writing is more difficult than speaking that is why around 36.55% students reported that Writing is difficult for them while 14.55% mentioned it easy for them. 16.36% said that they need special attention and 21.28% felt that writing is an interesting subject.

#### Interpretation of Data Analysis:

It became stated by way of many sample teachers that the prevailing system of lecturing did not give ok quantity for mounting communicative and complete capabilities of the students. It has been stated by means of the range of instructors that they visit their instructions with their textual content books and begin reading from the book and inform the which means and hard a part of the textual content in their mother tongue, we will say that they use grammar translation technique. It was also observed that some other teachers who adopted the direct method, teach English through the medium of English to heterogeneous group of students in each and every class. Thus, the style and the methodology of teaching varied from teacher to teacher and from University to University.

Those teachers, who followed the interpretation approach, used local language to the most volume. It turned into referred to that those techniques might no longer assist the students to learn communicative abilities in English language. So, the present device which did not emphasize on the development of all the four language skills was discovered to be definitely examination orientated and trainer targeted. Hence, this defective approach of teaching become also considered as a trouble

which posed some issues to the students. Many other findings have additionally indicated the need to exchange conventional lecturing fashion and recommended various other strategies and techniques to promote higher gaining knowledge of language skills. All the respondents discussed this issue and their discussions concluded with the following suggestions.

The focus should be shifted from the teacher to the student. It was true to believe that good teachers were more valuable than good methods of teaching.

The instructors' talents of utility of these elements could count number inside the class room teaching-mastering process. So, the teacher should choose appropriate style and method to do justification to their teaching.

## Conclusion

The analysis and interpretation of the data accumulated for answers the questions raised in the mind of the researcher. The results, which were obtained through the administration of the tools during the study are discussed, analyzed and interpreted thoroughly. The analysis of the study finds out some remedial measures to minimize the problems of non-native learners of English who are weak in English and they are unable to understand their teaching material. The investigation has been concluded with the solution that a bridge course of English as a prerequisite should be introduced by these students. This course should be designed to fill-up the gap and uplift the students' language aptitude from existing to the desired level essential for various professional courses. The course will help the students to improve their English as well as to pursue their higher studies.

The research has concluded with the following suggestions and recommendations:

Teachers must be endorsed to observe CLT approach of their training. Students should be familiar with the terminology in their respective discipline. Students ought to be involved particularly in English speaking-orientated tasks.

## Suggestions and Recommendations for improvement:

When a learner perceives a brand new phrase he have to see to it, and repeat it until he can pronounce it properly. The fundamentals of phonetics will be of much help for the learner. He will attempt to produce sounds with more self belief. The 44 basic sounds of English are to be made familiar to the students. Singing songs, reciting poems and loud reading can be employed with a view to learn pronunciation. It is very important to listen to the language and pronunciation of the learned native speakers of the language. English of the native learned speakers of South East England has been accepted as the Standard English. It is accepted worldwide, known as Received Pronunciation with 44 sounds.

- Audio visual aids should be used.
- Practice to pronounce a phrase efficaciously need to be emphasized. Most of us write with our proper hand; but with exercise we will learn how to write with the left hand. Likewise, with practice, learners can acquire English and stop using LI.
- Study of phonetics is very interesting, if pursued earnestly.
- Listening-speaking opportunities should be given.
- In teaching, the procedure should be from simple to complex and from known to unknown.
- Spell a difficult word while talking or reading in the class.

After analyzing the difficulties faced by the language learners while acquiring English language, the following solutions are suggested to correct one's English pronunciation. There are many options to overcome the problems or difficulties in pronouncing a word.

- The first and foremost thing is one must be a passive listener. Listen to the native speaker, and then observe how to pronounce a word, how to place stress in words, how rhythmically to use the language, how to use intonation in sentences, how to rehearse a word student have learnt. They are of great importance.

- Referring to Pronunciation Dictionary, when needed, helps to learn phonetic symbols with proper sound practice and recognition.
- Second Language has to be introduced at an early age, may be along with mother tongue.
- Teachers should be well versed in pronouncing a word correctly which will be useful for the learners to develop their pronunciation skill. In addition to this, the learners should be taught the phonetic sounds clearly along with the alphabet. At a higher level, they should be taught transcription, so that they can rely upon the dictionaries to learn pronunciation of certain words.
- Communicating with our associates and peers in English makes the other end people to point out the errors.
- Listening to the English channels especially news will definitely make us to trounce MTI. Students must pay attention to English news and note down the unfamiliar word or the word which influence them. Then try to speak with correct English pronunciation.
- Constant practice by uttering the words/ sentences in front of the mirror will not only enhances the pronunciation but also improves the confidence level of speaking without MTI.
- Put into practice of using few tongue – twisters regularly.
- Make a list of frequently used words and ask the one who speaks good to pronounce and record it and listen leisurely.
- Have spontaneity while speaking, don't use the fillers like ummm, ohhh, ahhh, etc.

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