

## HOME LANGUAGE

The art of teaching of languages is based on the communicative Method which emphasizes the teaching English through English. However, the idea of leaving the home language is too stressful to many learners, who need a sense of security in the experience of learning a foreign or school language. In the past, the prevalence of grammar- translation method led to the extraordinary phenomenon: students were unable to speak fluently after having studied the language for a long time. This led to the idea that all use of the home language in the language classroom should be avoided as translation makes a language uncommunicative, boring, pointless, difficult, and irrelevant. Recently there has been a revival of interest to translation due to the shift of its emphasis to use home language as a resource for the promotion of language learning. Translation develops three qualities essential to all language learning: accuracy, clarity, and flexibility (Ross, 2000:61). Therefore, the use of home language and translation can serve as a tool for improving language skills. But it is necessary to discriminate between the teaching of translation as a vocational skill and the use of the home language in the teaching situation as an aid language learning. The need for some translation in language learning is usually supported by non-native teachers. Native teachers of English argue that foreign language learning needs as much exposure to the school language as possible during precious classroom time, and any usage of the home language is a waste of time.

Communicative approaches to language learning in the 1970s and 1980s considered the use of the home language as undesirable. However, recently the attitude to home language and translation in language classes has undergone a positive change. So much so that translation is sometimes referred to as the fifth language skill alongside the other four basic skills of listening, speaking, reading, and writing since it promotes communication and understanding between strangers' (Ross, 2000:63). Mother tongue or home language has potentially both positive and negative consequences: it may serve social and cognitive functions. It is claimed that students working in groups do not have to speak English all the time. Use of mother tongue relates to learner identity. The negative impact of home language usage is that too much reliance may undermine the interaction in English. However good the students are at comprehending authentic reading or listening materials, the majority keeps mentally translating from home language to classroom language and vice versa. The Usage is only good if it encourages teachers to insert the classroom language into lessons to influence the classroom dynamic, provide a sense of security and validate the learners' experiences. The real usefulness of translation in English classes lies in exploiting it in order to compare grammar, vocabulary, word order and other language

points in English and the student's mother tongue. The important question is how to reach a balance of the use in learning. It is suggested that four factors should be considered, namely, the students' previous experience, the students' level, the stage of the course, and the stage of the individual. The importance is highlighted even more by the fact that the students' culture is part of their language and by neglecting their language, the teacher, in a monolingual classroom, neglects their culture which leads to the danger of neglecting their identity as well. Not just that there is no valid database that could confirm the standpoint that the teaching in target language is the best one. The disregard of the students' mother tongue can in fact de-motivate the students and be counterproductive. Thus home language/mother tongue does play a vital role in school teaching because while teaching taken a number of different aspects, such as grammar, syntax, collocation and connotation has to be taken care of. Therefore, there is neither a scientific nor a pedagogic reason to exclude home language from the teaching process. But the teacher as well as a learner has to judiciously and carefully use home language or mother tongue while teaching English.

### **Difference between learning of mother tongue and learning of English**

#### **Learning of mother tongue:**

1. Learning of mother tongue is easy.
2. The learner learns the mother tongue in a natural way and in the natural environment.
3. Number of teachers teaching Punjabi are more.
4. Before entering the school, the two skills i. e. listening and speaking are already known to the learners.
5. It is possible to learn the mother tongue without the help of expert teachers.
6. Mastery over all the skills i.e. listening, speaking, reading and writing of Punjabi is attained in less time.

#### **Learning of English**

1. Learning of English is difficult.
2. The learner learns the English in an artificial way in an artificial environment.
3. Number of teacher teaching English are less.
4. None of the skills is known to the learner before entering the school.
5. It is not possible to learn English without the help of expert English teachers.

6.To attain mastery over all the skills of English is more time- consuming.

## **INTERFERENCE OF MOTHER TONGUE IN LEARNING ENGLISH AS A FOREIGN LANGUAGE**

The following points show clearly the interference of the mother tongue in the learning of English:

- 1. Every language is unique:** Every language is unique in itself. The sounds, vocabulary and structures of every language are different. So, it is difficult to find out exact equivalents of one language in the other. Even if a learner is doing some translation work, it will always be approximate.
- 2. The number of alphabets:** The alphabets are the smallest units of any language which are used to produce all the sounds. The number of alphabets of Punjabi and Hindi are 35 and 33 respectively as compared to the alphabets of English which are only 26. It creates confusion in the mind of the learner.
- 3. Phonetic language:** Both Punjabi and Hindi are phonetic Languages i.e. their spoken and writing systems are similar. But English is Not a phonetic language. So, while reading and writing, the learner faces a number of problems.
- 4. A few consonant sounds are missing:** A few consonant sounds of English are not found in Punjabi or Hindi e.g. the initial sound in the words like think and then; the sound occurring in the middle of the words like measure, treasure etc. These types of sounds create problems for the learner. Moreover, there is only one consonant sound in Punjabi and Hindi for a but in English there are two sounds i.e. v and w.
- 5. Difference in stress, rhythm and intonation:** Punjabi and English differ from each other in their stress, rhythm and intonation. It also creates problems for the learners of English.
- 6. Difference in sentence patterns:** The sentence patterns of Punjabi or Hindi and English are quite different. In Punjabi or Hindi, we use Subject + object and verb but in English it is subject + verb and object. In Punjabi, Interrogative sentences start in a simple way but in English, it starts with a question word. An adjective and a verb undergo a change according to the gender in Punjabi or Hindi but in English these do not change.
- 7. Difference in structural words:** There is a difference in meanings of the structural words of Punjabi or Hindi and English e.g. for and 'in' and 'on' are not always used in English.

A method is a way of presenting the subject matter to the students or it is a tool for making the teaching effective. Different methods help the teacher in teaching different languages. They assist the teacher in teaching learning process that is why they are our assistants. They can not be called as our masters because a teacher is free to use any method or combination of methods while teaching a language, keeping in view the existing conditions. He neither depends exclusively on a single method nor these methods can help the learners in learning the language without him.

In the modern age of science and technology, teachers have become more particular about the selection of the method of teaching as they are considered accountable for the poor performance of the students. For making their teaching and learning of the students effective, they have to use an appropriate method of teaching.

An American applied linguist, Edward Anthony, proposed a three-level discrimination among approach, method and technique in 1963. According to him, an approach is a set of basic assumptions and beliefs dealing with the nature of language of teaching and learning and it also forms the basis of any method to be formulated; method is the level at which an overall plan for the orderly presentation of the language material based on the principles of the approach takes place; technique is the level at which actual implementation of a method takes place to accomplish an immediate objective. Techniques must be consistent with a method, which in turn must be in harmony with an approach. In a method, many techniques can be used. According to W.F. Mackey, "A method determines what and how much is taught (selection), the order in which it is taught (gradation), how the meaning and form is conveyed (presentation) and what is done to make the use of the language unconsciously (repetition)." Thus we see that a method deals with four things i.e. selection, gradation, presentation and repetition.

ज्ञानं चक्षुर्मनुष्याणाम

