

Mother tongue and its influence on English Language

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Abstract: Language and its importance: Language is an intangible concept. It is composed of various dialects. Due to the large number of dialects within a single language, standard form is hardly ever used by speakers. For instance, despite Hindi being our mother tongue, we hardly use it. Every time, converse in various tongues. For some students, learning English as a foreign language (EFL) can be quite difficult. Understanding the language they learn can sometimes be difficult for them because of their mother tongue. More or less intrusion from their mother tongue influences the language learning of EFL learners. The objectives of this study are to determine

a) The different level of MTI (mother tongue influence) and its varied impact on speaking (English).

b) The impact of the learner's mother tongue on their ability to learn English; and b) the english learners has difficulties learning English as a foreign language.

Tariq Rahman has very beautifully supported this view in the following lines: According to modern linguistic view, the standard variety of a language is also a dialect. As you will observe, dialects are real in the sense that people actually speak them. The language is an abstraction because nobody speaks it. Everybody speaks a dialect. If someone speaks what we call the 'standard language', even that is a dialect of the abstract entity called the 'language'. (Rahman, 2010:144)

Key Words: Dialects, Language, Mother tongue.

INTRODUCTION:

What is Mother Tongue Influence?

Our mother tongue is the tongue we spoke growing up. Literally, it refers to the language our mother taught us, the one we have used since we were young. According to a proverb, language shifts every ten miles in India. As a result, it is challenging for us to speak with a standard accent because we all speak English differently. Some examples are: 'iskool', 'istudent', 'plezar', 'requesht' and other such words. In fact, I got the idea to write on this topic only after a student told us that he wanted to speak "bhery phluent Englis".

How does it develop?

This issue is brought on by the large number of vernacular-medium schools in India. As a result, the majority of Indians have MTI. Another factor might be the later introduction of English to young children. According to studies, kids who start learning a second language while they're young progress more quickly. When a child learns something later in life, it becomes more challenging because by that time, the child has already internalised the sounds of his or her native tongue and applies those sounds to English. This is where the difficulty begins. Finally, a lack of exposure to English may also be the cause.

Mother Tongue Influence's Effects:

People enjoy making fun of folks who have a loud MTI while they speak. People who speak English with MTI are aware that they speak incorrectly, hence doing so is wrong. They avoid speaking any English since they are aware that it will make people laugh at them.

Mother Tongue Bedford Guide

Laurence Gronlund



Mother Tongue Bedford Guide:

The Bedford Guide for College Writers with Reader, Research Manual, and Handbook X. J. Kennedy, Dorothy M. Kennedy, Marcia F. Muth, 2011-01-06 With its process oriented rhetoric provocative thematic reader up to date research manual and comprehensive handbook *The Bedford Guide for College Writers* gives your students the tools they need to succeed as writers all in one book Each of the book's four main components has been carefully developed to provide an engaging well coordinated guide for student writers This edition's new more open design and sharper focus on active learning do even more to help students develop transferable skills *The Bedford Guide for College Writers* prepares students to be the confident resourceful and independent writers they will need to be [The Bedford Guide for College Writers with Reader, Research Manual, and Handbook with 2009 MLA and 2010 APA Updates](#) X. J. Kennedy, Dorothy M. Kennedy, Marcia F. Muth, 2010-04 When it was first published twenty years ago *The Bedford Guide for College Writers* brought a lively and innovative new approach to the teaching of writing Since that time authors X J and Dorothy M Kennedy have won praise for their friendly tone and their view apparent on every page of the text that writing is the usually surprising often rewarding art of thinking while working with language More recently experienced teacher and writer Marcia F Muth joined the author team adding more practical advice to help all students even those underprepared for college work become successful academic writers While retaining the highly praised Kennedy touch *The Bedford Guide* continues to evolve to meet classroom needs The new edition does even more to build essential academic writing skills with expanded coverage of audience analysis source based writing argumentation and reasoning and more **Handbook of Early Childhood Literacy** Nigel Hall, Joanne Larson, Jackie Marsh, 2003-12-06 This volume examines early literacy research on a global scale and puts social cultural and historical analyses in the front seat without losing sight of individual and family level matters in the process It is comprehensive ground breaking and provocative and should help literacy researchers to think differently about the field Marjorie Faulstich Orellana School of Education and Social Policy Northwestern University No other publication that I am aware of brings together views from such diverse disciplines contributing to a comprehensive statement about early childhood literacy *The Handbook* not only reviews the current field of situated literacy but presents some important and exciting new research It is a significant resource which promises to become a landmark text Eve Bearne University of Cambridge Faculty of Education This *Handbook* brings together an astonishing array of writers who explore contemporary political cultural and cognitive understandings of early childhood literacy Literacy and literacy acquisition are broadly defined here to encompass not just traditional notions of reading and writing but multimodalities multiliteracies and critical literacies It is rich and comprehensive an invaluable resource for scholars educators and students of early childhood literacy Elsa Auerbach Professor of English University of Massachusetts Boston This book is unique in its broad consideration of topics and its global focus I particularly appreciate how the Editors have situated current research in an historical context

They have also included development issues pedagogy research and the newest areas of interest critical literacy and popular culture Diane Barone University of Nevada Reno The editors and their contributors place a strong emphasis on literacy as a social practice that occurs outside school settings This broad interpretation is a healthy counter blast to the current political views and legislation in many developed countries and should be welcomed by practitioners Another very welcome dimension is the can do approach that celebrates young children s literacy achievements This is an informative and insightful text for researchers and students to dip into and think about for some years to come Marian Whithead writing in Nursery World An inspired and stimulating read aimed at researchers academics professionals and students in the fields of early years education and research and early childhood literacy It will also be of interest to those working in other disciplines such as cultural studies and sociology I think this collection of work by the range of authors some of which are the most distinguished and renowned in the field not only represents real value for money but also makes an essential in depth perceptive and invaluable contribution to this relatively new and dynamic field It offers some cutting edge contemporary and exciting material combined with well founded wisdom and indeed excellent sources for further reading British Journal of Educational Studies In recent years there has been a virtual revolution in early childhood studies with a mass of books and papers seeking to re examine and reposition childhood At the same time an equally significant area has developed within literacy studies reflecting a growing interest in the nature of literacy as a socially situated phenomenon There is increased interest in literacy as a multimodal concept in which symbolic meaning is a central concept rather than more conventional and narrower notions of literacy The Handbook of Early Childhood Literacy is central in providing access to all these different perspectives The Handbook offers a way through the vast diversity of publications on early childhood literacy by providing comprehensive and up to date reviews of research and thinking in early childhood literacy The arrangement of chapters reflects a contemporary perspective on research into early childhood literacy Major sections include the global world of early childhood literacy childhood literacy and family community and culture the development of literacy in early childhood pedagogy and early childhood literacy and researching early childhood literacy Contributions by leading authorities focus on literacy as a socially situated and global experience one that is evolving in relation to changes in contemporary culture and technological innovation

The SAGE Handbook of Early Childhood Literacy Joanne Larson, Jackie Marsh, 2012-11-09 This new edition of the much loved Handbook of Early Childhood Literacy has been revised and updated to retain its cutting edge focus on emergent and important areas of research This comprehensive work guides the reader through current social cultural and historical analysis on a global scale The new edition contains a greater range of methodologies and chapters on space and literacy disabilities and early childhood literacy digital literacies indigenous literacy play and literacy policy In the Handbook readers will find coverage of all the key topics in early childhood literacy The exceptional list of contributors offers in depth expertise in their respective areas of knowledge The Handbook is essential for Undergraduate students Masters students

PhD students CPD students researchers and literacy centre personel The second edition of this internationally respected and widely used text encompasses a myriad of new issues and insights both through new contributions and thoughtfully revised chapters which raise fresh questions and challenges for research and practice In pushing the boundaries still further the handbook retains its rightful place at the forefront of research into early childhood literacy practice in the 21st century Professor Teresa Cremin Open University UK This handbook provides in depth knowledge of insights and theories about the dynamic process of how children come to know literacy as thinking humans in social and cultural spaces There is a rich array of research perspectives of children s meaning making through family and digital liteacies play and literacy and in school and out of school literacy experiences Yetta Goodman Regents Professor University of Arizona

The Coalitiion Guide the press,1854

The Oxford Handbook of Archaeology and Language Martine Robbeets,Mark Hudson,2025-06-09 This volume provides a comprehensive and up to date overview of how archaeology genes and language can be combined to shed light on the human past Our understanding of human prehistory has been revolutionized in recent years by the growth of interdisciplinary perspectives and particularly by insights from the study of ancient DNA At a time when the Big Data movement in genetics and archaeology is beginning to make inroads into linguistics The Oxford Handbook of Archaeology and Language sets the agenda for future research in the discipline of archaeolinguistics The handbook is divided into three parts The first part introduces the basic frameworks of archaeolinguistics addressing recent trends and new perspectives Chapters in Part II explore the application of archaeolinguistics to different stages in human history from hunter gathering via the adoption of farming and the rise of writing to modern times Part III features regional case studies from different parts of the world including not only Indo European but also Uralic Transeurasian Sino Tibetan Paleosiberian Tai Kadai Austronesian Papuan Australian Afrasian Nilo Saharan Niger Congo Kalahari Basin Andean and Lowland South American languages In illustrating the extent to which linguistic archaeological and genetic histories align or differ the volume goes beyond the level of broad brush approaches by engaging specialists from a range of disciplines as co authors shedding light on language dynamics from multiple perspectives

Ethnic Minority Community Languages Great Britain. Commission for Racial Equality,1982

The Routledge Handbook of English Language Education in the Philippines Julius C. Martinez,Isabel Pefianco Martin,2025-09-30 This handbook serves as a comprehensive resource on English language education in the Philippines addressing a wide range of issues including ideologies multilingualism identities policies methodologies assessment teacher education and curriculum Chapters cover a range of educational contexts from Luzon to Mindanao islands from basic to higher education and from formal to non formal schooling This book upholds the think and do otherwise perspective by problematizing contemporary paradigms and practices that operate from naturalized ideas inherited from the American colonizers This includes repairing pedagogies that redress injustices experienced by historically marginalized groups and hoping for possibilities and approaches to teaching and learning English that are just equitable and

inclusive The six sections in the Handbook bring up conditions for thinking and doing otherwise pointing to ways in which genuine changes can start to happen Scholars from diverse backgrounds come together in this handbook to take collective ownership of English language education in the Philippines This ownership does not mean ignoring and disposing of the country's colonial past but reclaiming English language education as an ongoing project instead This handbook likewise demonstrates that such a project makes it possible for wider audiences to see that Global South scholars from and in the Philippines also have much to teach the rest of the world about thinking and doing otherwise and by extension problematizing repairing and hoping Given its scope and breadth the handbook is an invaluable reference for students pre service and in service teachers teacher educators researchers and policymakers interested in English language language education TESOL sociolinguistics and applied linguistics

... Our Title & Its Import Otto Jespersen, 1921 **The London County Council Gazette**, 1912 The Open Shelf, 1895 Code-Switching as a Pedagogical Tool in Bilingual Classrooms Miriam Chitiga, 2021-11-29 Presenting a mixed methods study conducted in a bilingual mathematics classroom in Zimbabwe this text reveals the semantic pedagogical functions and linguistic forms of code switching during STEM instruction Code Switching as a Pedagogical Tool in Bilingual Classrooms offers a detailed analysis of code switching in the context of educational linguistics and reveals ten major pedagogical techniques which illustrate how teachers use code switches to engage students and provide guidance clarification discipline and recaps during individual and whole class interactions Chapters highlight that code switching can be used in a targeted manner to harness the cognitive potential of bilingual speakers and enhance instruction Ultimately the text identifies implications for teacher education language policy and educational leadership more broadly and demonstrates intersections with key areas including functional critical and cultural literacy This text will benefit researchers academics and educators with an interest in bilingualism applied linguistics and secondary education more broadly Those specifically interested in multicultural education sociolinguistics and educational policy will also benefit from this book

History of the Alleghany Evangelical Lutheran Synod of Pennsylvania William Harrison Bruce Carney, 1918 *The Island of Nantucket*, 1882 *The Educational Times*, 1874 **The Publishers' Trade List Annual**, 1883 **Breaking the Boundaries** Euan Reid, Hans H. Reich, 1992 Based on a comparative analysis of 15 projects on the education of children of migrant workers in 10 European Community countries this book provides descriptions of advanced practice problems encountered and solutions found The results are summarized under such headings as equality of opportunity education for bilingualism intercultural education and anti racist approaches

Keys to Great Writing Stephen Wilbers, 2007-02-01 Keys to Great Writing Empower your writing Keys to Great Writing covers every aspect of the craft showing you how to develop a writer's voice that is unique precise and effective From grammar rules to revision strategies you'll find the crucial information you need in short easy to browse sections that enable you to hone your own signature writing approach No more wading through dry style manuals No more guesswork Just clear

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