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## IMPACT OF MOTHER TONGUE ON WRITTEN COMMUNICATION SKILLS OF SECONDARY SCHOOL STUDENTS IN ENGLISH LANGUAGE

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### ABSTRACT:

*The importance of the ability to speak or write English has recently increased significantly because English has become the de facto global standard language. The performance of students studying in the 9<sup>th</sup> standard at various schools in Bangalore and the surrounding area of Bangalore is evaluated based on the mother tongue of the student at their family. Since the right to education is the fundamental right, and the mother tongue of the child is also*

*an independent choice and comes from birth at family. Based on the mother tongue of the children, the performance of the children in the written communication skill test is evaluated. In this survey method, the study is conducted by using descriptive statistics, based on the stated two objectives, for a sample of 780 students. The first objective of the study is conducted by finding the descriptive statistics of the written communication skills of the student in the 9<sup>th</sup> standard. At the outset, it is revealed that the performance in the written communication skills of students with different mother tongue differs from each other. The stated hypothesis, based on the second objective, is studied by using One-Way ANOVA. The result of the second objective concludes that the performance of students differs due to their mother tongue, and different mother tongue has different level of impact on the students' performance in the written communication skills.*

**KEYWORDS:** *Mother Tongue, Written Communication Skills, Performance, English Language.*

### INTRODUCTION :

One of the major obstacles in acquiring the second language is the mother tongue or L1 interference, especially in the productive skills of speaking and writing. Mother tongue interference affects L2 learning as 'language' is considered as a set of new habits while 'learning' is considered as the

establishment of habits (Jie, 2008). The prevailing view across India is that unless students learn English, they can only work in limited jobs. Those who do not have basic knowledge of English cannot obtain good quality jobs. The votaries of the English language also claim that without English language proficiency, one cannot communicate efficiently with others, or harvest the benefit of India's rich social & cultural life. Men & women, who cannot comprehend & interpret instructions in English, even if educated, are unemployable. They

cannot help with their children's school homework every day or decide their income options for the future.

### WRITTEN COMMUNICATION SKILLS

English language has been holding, is holding and will continue to hold a unique position in India. It is common knowledge that many of those who speak fluently and intelligibly. When the person uses the language at job, he or she fails when it comes to write for well-defined, job related, or academic purpose. Written

language can be very different from the language of speech.

Frequently two may even differ in the purposes they serve; they clearly differ in the way language is organised to convey each purpose. The most occasion of speaking have a social purpose and in particular contexts. Writing skills are practiced in English classes; in fact, they are the skills, which are paid attention to classes, but most of the time, learners' writing is copying from the blackboard or textbook. In school where there are prescribed Workbooks, learners write in them; most often, the teacher dictates the answers. Learners' writing will improve only if the teacher helps them to write on their own after preparing them to write. Writing involves motor skills such as handwriting and cognitive skills such as arranging ideas: both should be paid attention. Handwriting can be developed through regular practice with the teacher's attention to the size and shape of the letters and spacing between words. Learners can be encouraged to use good copybooks for this purpose.

## MOTHER TONGUE

Mother tongue education refers to any form of schooling that makes use of the language or languages that children are most familiar with. This is usually the language that children speak at home with their family. The 'mother tongue' does not have to be the language spoken by the mother. Children can and often speak more than one or even two languages at home. For example, they may speak one language with their mother, another with their father and a third with their grandparents.

Although there is overwhelming evidence that children learn best in and through their mother tongues, millions of children around the world receive education in a different language. This is usually the dominant language of the country they live in. In the case of former colonies, this may not be the language spoken in the community at all, but the language of the former colonial power, for example, English, French, Arabic, Dutch and Spanish. Languages that children may hear for the first time when they enter school.

## LITERATURE REVIEW

**Setiono Sugiharto (2015)**, in his study, findings of these studies have been used to counterattack the long-standing assumption that the psychological state of being able to access more than one linguistic code (bilinguality) is more deleterious than beneficial. Forty-eight students (24 monolinguals and 24 bilinguals) were assigned with a writing prompt with a topic related to an academic issue. Both quantitative and qualitative analysis was employed. Results from the quantitative analysis showed that the bilingual group exhibited more writing gains than the monolingual one. Qualitative analysis revealed that bilingual students employed more varied and richer coping strategies than their monolingual counterparts. With this additional evidence, this study suggests that there is an interconnected link between bilinguality and coping strategies in writing.

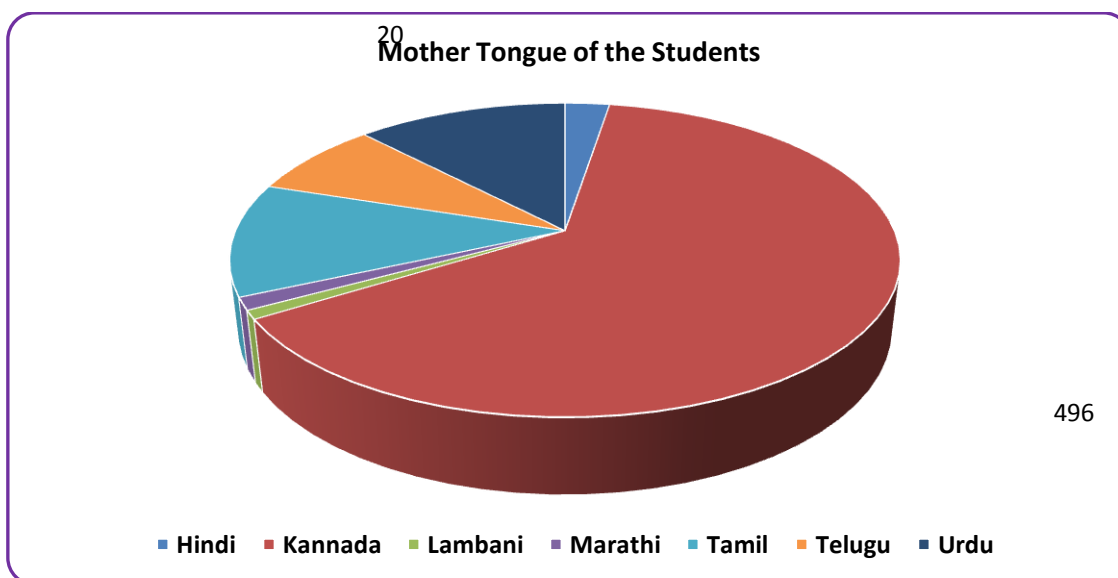
## RELATED RESEARCH ON LEARNER ERROR RESEARCH

on L1 interference in writing among L2 learners of English has been conducted by researchers such as Abushibab (2014), Chan (2004), Ghabool, Mariadas and Kashef (2012), Mojica (2010), Thep-Ackrapong (2005), Watcharapunyawong and Usaha (2013), Wee, Sim and Jusoff (2010) to name a few. Abushibab (2014) analyzed errors made by Turkish learners, while Chan (2004) investigated errors made by Hong Kong Chinese learners. Ghabool et al. (2012) and Wee et al. (2010) studied the interference of Malay among Malaysian secondary school students and tertiary level students, respectively. Thep-Ackrapong (2005) and Watcharapunyawong and Usaha (2013) conducted their studies among Thai learners. Although the focus of these studies varies, they concluded that L1 interference is one of the problems faced by the learners, which consequently contributed to their errors in writing. The performance of students studying in the 9<sup>th</sup> standard at various schools in Bangalore and the surrounding area of Bangalore is evaluated based on the mother tongue of the student at their family. Since the right to education is the fundamental right, and the mother tongue of the child is also an independent choice and comes from birth at family. Based on the mother tongue of the children, the performance of the children in the written communication skill test is evaluated.

**Table 1: Frequency Table of Mother Tongue of the Students**

Mother Tongue	Frequency	Percent
Hindi	20	2.6
Kannada	496	63.6
Lambani	7	0.9
Marathi	10	1.3
Tamil	91	11.7
Telugu	61	7.8
Urdu	95	12.2
<b>Total</b>	<b>780</b>	<b>100.0</b>

There are 780 schools selected for the study. As per Table-1 of the frequency table of the mother tongue of the students reveals that 63.6% of the students have Kannada as their mother tongue. The second highest mother tongue of the students of the study is Urdu with 12.2% and followed by 11.7% of Tamil. The percentage of students with Lambani and Marathi language as their mother tongue is relatively low, and it comprises 0.9% and 1.3% respectively in the study area. Figure1 pie chart of the mother tongue of the students reveals the composition of the mother tongue of the students in the present study.



**Figure 1: Mother Tongue of the Students**

**OBJECTIVES OF THE STUDY**

The study of the impact of the mother tongue on the performance of the written communication skills of the student of 9<sup>th</sup> standard is conducted with two main objectives. The objectives of the present research paper are enlisted as below.

- To find out the performance of the student in written communication skills differs with their mother tongue.
- To identify whether there are any differences in the performance of the student-written communication skills across different mother tongue of the students.

The study of the impact of the mother tongue on the performance of the written communication skills of the student is conducted based on the stated two objectives. The first objective of the study is conducted by finding the descriptive statistics of the written communication skills of the student in the 9<sup>th</sup> standard. The second objective of the study is done based on testing the following hypothesis.

**HYPOTHESIS**

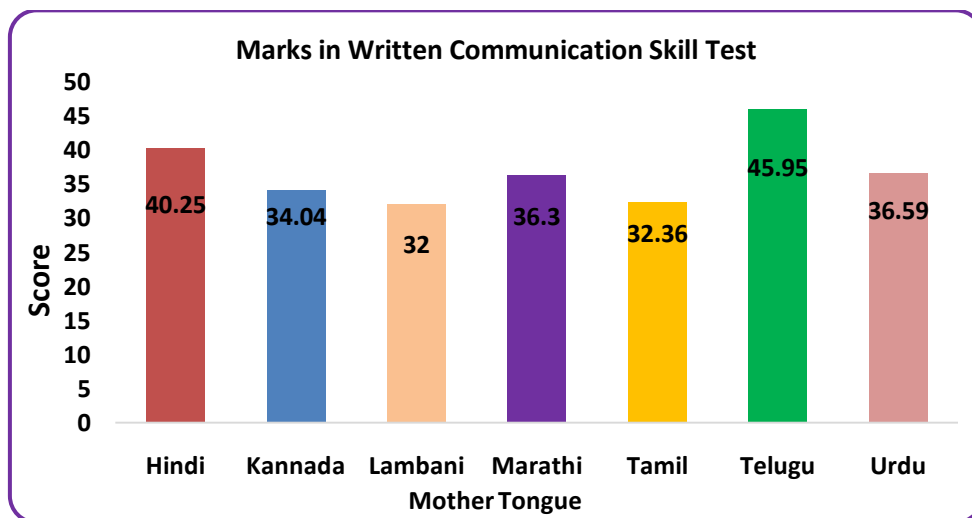
1. There is no significant difference in the mean written communication skills of the score of 9<sup>th</sup> standard students in terms of their mother tongue.

**Data Analysis**

**Table 2: Descriptive Statistics**

Variable	Mother Tongue	Mean	Std. Deviation	Std. Error Mean
Mark's Obtained	Hindi	40.25	18.499	4.136
	Kannada	34.04	18.200	0.817
	Lambani	32.00	18.009	6.807
	Marathi	36.30	14.720	4.655
	Tamil	32.36	16.493	1.725
	Telugu	45.95	16.479	2.110
	Urdu	36.59	14.772	1.516

Table-2 of descriptive statistics of marks obtained in written communication skills of 9<sup>th</sup> standard students reveals that average score of 61 students of Telugu as their mother tongue is 45.95, and the average score of 20 students of Hindi as their mother tongue is 40.25. The performance of students with the mother tongue of Telugu and Hindi is better than the performance of students of other mother tongues. The variability in the score of Telugu mother tongue students relatively lower than other students with other languages as their mother tongue. The performance of students with Lambani and Tamil in written communication skill is relatively lower than all other students. At the outset, it is revealed that the performance in the written communication skills of students with different mother tongue differs from each other.



**Figure 2: Marks in Written Communication Skills Test**

Figure-2 of bar chart of marks in written communication skills test reveals that the bar of the average score of students of Telugu and Hindi as their mother tongue is the relatively higher height with height of bar of the average score of students in other language as their mother tongue.

**Table 3: One-Way ANOVA for Marks in Written Communication Skills**

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9229.667	6	1538.278	5.046	.000
Within Groups	235646.072	773	304.846		
<b>Total</b>	<b>244875.738</b>	<b>779</b>			

Table-3 of One-Way ANOVA of marks in written communication skill reveals that there is a significant difference in the mean score of the test of students of various mother tongue. Therefore, it helps in testing the hypothesis that “there is a significant difference in the mean written communication skills of the score of 9<sup>th</sup> standard students their mother tongue”. The mean square between the group with 6 degrees of freedom is 1538.278. The mean square within the group with 773 degrees of freedom is 304.446. Since the mean square between the group is relatively higher than the mean square within the group, the F value of the test is always significantly higher than 1. In the present empirical data, the compute F value is 5.046 with 6 and 773 degree of freedom is statistically significant at 5% since the p-value of the test is 0.000. Hence, different mother tongue causing differences in the performance of the students in written communication skills. Therefore, the hypothesis of “there is a significant difference in the mean written communication skills of the score of 9<sup>th</sup> standard students their mother tongue” is rejected and concluding that the performance of students differ due their mother tongue, and different mother tongue has different level of impact on the students’ performance in the written communication skills.

### CONCLUSION

The statistical and analysis of empirical data is evident to state in the present research work that the mother tongue plays a pivotal role in the performance in the written communication skills of the student, and difference mother tongue causes different levels of performance among the student in written communication skills.

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