

ENGLISH LANGUAGE AS A MOTHER TONGUE

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**Annotation:** this is complete about of a first language, second language, effects of mother tongue influence and what is interlanguage.

**Key words:** mother tongue, first language, second language interlanguage, bilingual.

A first language, mother tongue, native language or L1 is the language a human being learns from birth. A person's first language is a basis for his/her sociolinguistic identity. One's mother tongue makes it possible for a child to take part in the knowledge of the social work. Another impact of the mother tongue is that it brings about the reflection and learning of successful social patterns of acting and speaking. English is a first language in eight countries: United Kingdom, Canada, Australian, Ireland, South Africa, New Zealand and Nigeria.

A second language (L2) is any language learned after the first language or mother tongue (L1). Second language acquisition is the process by which people learn a second language in addition to their native language. The language to be learned is often referred to as the "target language" or "L2", compared to the first language, "L1", referred to as the "source language"

There are many people who prefer to speak and communicative in their second language rather than mother tongue. They feel more comfortable in the second language because their mother tongue might be very limited and does not provide a great amount of words or expressions.

Interlanguage is a linguistic system of students of a second language or foreign language in each one of acquisition levels. The students have different learning processes. This system is a mediator between the mother language (L1) and learning language of students (L2). There are different stages that the students have to get for acquire the second language.

When we study a second language, it occurs that we use the form of mother tongue as model for learn the second language. For this, the transfers appear. A transfer is one of the neurological processes that we do know about, related to the establishment of language rules is connected with the process of transferring chunks of language coming from our mother tongue to the use, the norms and the rules of the second language.

These rules are present both in monolingual and bilingual children. The case with bilingual children gets a little more complicated since they establish a system of transfers between one language and the other and between the syntactic rules that govern them both. As recent studies show, by the time the bilingual child is two, he can separate one code from the other.

Bergman (1976), however, presents examples of her own daughter, a bilingual 4 year old girl, who, after an early and complete separation between her English and her Spanish had been established, started to produce examples of speech such as:

Vamos a abuela's [casa]

Este coche es de Ani's, no de Jorge

The effect of transfers can be on any aspect of language: grammar, vocabulary, accent, spelling etc. It is most often discussed as a source of errors (negative transfer), although where the relevant feature of both languages is the same, it results in correct language production (positive transfer). To illustrate this, we know that for Spanish students of English, it is very common to use the structure I have 20 years old, instead of I am 20 years old. This is known as negative transference or interference. In the case of a German student of English, he or she will say Ich bin 20 Jahre alt, and in this case we are talking about positive transference, as both languages make use of the same grammatical structure to express the same concept.

#### **Effects of Mother Tongue Influence:**

- Lack of confidence in speaking English;
- Embarrassment in communicating with others publicly;
- Inability to speak English properly due to internalization of sounds from the mother tongue;
- Slow career/academic growth;

#### **Mother Tongue Influence And Its Impact On Spoken English**

English is valued highly in Indian society with a lot of prestige being attached to the language. A lot of time and energy is dedicated to teach or learn English in Indian schools. Despite this, not much attention is given to enhance speaking skills in the average Indian classroom. That the learner will pick up the skill from general classroom activities and instructions over a period of time is a false assumption made. As a result, the learners are not able to develop this skill and hence lack confidence while conversing in English.

In regular Indian classrooms, the importance of a native-like accent is not given due to stress. One strong reason that could be attributed to this is that the number of dialects found is so large that it is practically impossible to address all the accents in a classroom. This is a serious challenge in Indian classrooms. The areas of sound relating to spoken English and to pronunciation in the Indian context needs to be consciously

addressed to counter this challenge and to make a native-like accent in Indian learners more plausible.

The importance of pronunciation in communication cannot be denied. It is as important as grammar and vocabulary. Yet, the evidence of mother tongue influence on English is very obvious. This manifests in the form of incorrect pronunciation. Pronunciation errors may be due to many issues. Guesswork or vagueness of the correct form of a word or sentence or a general ineptness of the language could be the reason for mispronunciation. The most common reason is transfer or interference from the mother tongue. Generally, errors made in pronunciation are due to differences in the sound system and spelling symbols between the mother tongue and English. As a regular practice, the teacher is seen as a model for correct speaking in class.

Learning in the mother tongue unlocks cognitive potential, preserves cultural heritage, and fosters a strong sense of identity. However, English dominance in the tech and innovation world cannot be ignored, driven by historical, economic, and sociocultural factors. By promoting native language education and creating language-inclusive tech environments, we can nurture linguistic diversity, empower individuals, and challenge the hegemony of English. Let us recognise the psychological benefits of learning in the mother tongue, advocate for policy reforms, and harness the power of technology to create a world where every language thrives and innovation knows no bounds.

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