INTERFERENCE OF FIRST LANGUAGE IN LEARNING SECOND LANGUAGE

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In recent years, researchers about the interference of first language to the acquisition of second language have been focused on the role of the mother tongue. Based on the interviews and observations conducted by the researcher, as well as the responses of the respondents in the questionnaire floated by the researcher, it was found out that first language greatly influences the acquisition of second language across all arts of language learning, from vocabulary to pronunciation to grammar. Linguistic similarities of the first language to the second language can help the language learning positively. On the other hand, the differences of the two languages can hinder the acquisition of the second language.

According to Nation (2003), in classrooms where the learners all share the same first language or national language, there is a tendency for tasks which should be done in the second language such as conversation activities, discussion of intensive reading and preparation for writing to be done in the first language. There are many reasons for this first language use. Firstly it is more natural to use the first language with others who have the same first language. Secondly, it is easier and more communicatively effective to use the first language, and thirdly, using the second language can be a source of embarrassment particularly for shy learners and those who feel they are not very proficient in the second language. Towards the end of this article we will look at a range of options for overcoming this reluctance to use the second language, because as a general policy it is important to have strong strands of second language meaning focused use and fluency development in a course.

In terms of their education, the schools of the children might not have properly given the children the appropriate practice and proper exposure for them to become more fluent in the target language, in this case, English.
Randsell (2003) conducted a study wherein monolingual and bilingual students were compared with respect to grammar awareness, reading comprehension and phonological awareness skills. The result presented that monolinguals schoolchildren were better in English receptive vocabulary, reading understanding and writing articulacy. However, in English grammar awareness, phonological awareness, communicative vocabulary, vocabulary density and writing quality the two groups were comparable. This exposed that bilinguals in spite of being proficient in two languages do not totally shine the monolinguals in reading-writing related skills. After examining the primary variables in a wider way, they demonstrated their contribution in bilingual students’ academic and success in career.

References:
