A STUDY OF MOTHER TONGUE INFLUENCE ON LEARNING ENGLISH AS A SECOND LANGUAGE BY TAMIL SPEAKING STUDENTS

M. M. Abdul Rahuman

Department of English Language Teaching, South Eastern University of Sri Lanka
mmarahuman7@gmail.com

ABSTRACT

As an adult, learning a second language is bounded to his or her own strategies and it is also mostly governed by one's mother tongue at the initial stage of learning. Tamil speaking learners of English also symbolize such characters in learning English as a second language.

This study determined the mother tongue influence on learning English as a second language and related issues among Tamil speaking students. The sample comprises forty students from the first year of Faculty of Arts, South Eastern University of Sri Lanka. It covers Muslim and Tamil students of the Eastern province.

Both quantitative and qualitative research methods were used for the purpose of this research. There are two types of data that include task sheets of errors and the background of the students.

According to the survey, sentences of errors which had Tamil influence were identified. The Tamil sentence "MINSARAM POAY WITTATHU.", "kpd;rhuk; Ngha;tpl;lJ." is one of the examples from the set. It means "There is a power failure.", Students' approaches towards the above sentence symbolize several types of errors and they are mostly influenced by the mother tongue. Similarly, errors of other sentences in English translated from Tamil also proved the influence of mother tongue.

The influence of mother tongue in a second language learning process is inevitable. But it can be minimised considerably with the appropriate guidance. The knowledge on the area where interference is occurred and alternative measures in teaching a second language will improve the quality of learning a second language. .

Key words: mother tongue, second language, mother tongue influence, acquisition

1. INTRODUCTION

I have been teaching English at the South Eastern University of Sri Lanka over a period of a decade in different faculties for the native Tamil speaking students. The feedback of the target students indicates that students' exposure to English language is comparably very less. The English language they use in the classes is influenced by their mother tongue. The errors in using grammar and constructing sentences in English language are common and they symbolize the influence of L1. Mostly they avoid "be" with adjective, do or does or did in interrogative sentences. Direct translations are seen everywhere in their use where their errors are bounded to mother tongue, Tamil. They simply try to avoid speech activities. Even they speak, mostly their English language becomes meaningless. They hardly utilize the opportunities for the improvement of the English language learning. In the

ISBN 978-955-627-120-1

process of second language learning, making errors is obvious, but it could be minimized. Generally, lack of opportunities, interest, environment, socio-cultural set up, poverty and the shortage of teachers and the resources in the school can hinder the acquisition of L2.

The target population was the first year students of the Faculty of Arts and Culture of the South Eastern University of Sri Lanka. The student community comprised a large number from different parts of the country and they represent different dialects. Further, it was restricted to Muslim and Tamil communities of the Eastern Province. Therefore, sample comprises the students of the Eastern Province of Sri Lanka. Their mother tongue is Tamil and they were a group of forty members. They speak Tamil in everyday activities and they followed the course leading to arts in the medium of Tamil. They have very few chances in using English in their day today activities. According to their social set up mostly, the exposure to other languages were negligible.

2. LITERATURE REVIEW

The errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. (Ellis, 2011) The first language habit will hinder the learner in learning the new language. It will predispose him to say. This is a case of negative transfer or in the most common terminology, interference. (Little Wood, 1996) It is obvious as a learner the learner may have little knowledge and he tries to convey the message immediately when he wants to communicate with the other. Then he creates his own language pattern with the existing knowledge where errors occur.

It is a common practice that L2 learners always pick up a single word for an immediate use as a substitute and forgets other different uses or its varieties. According to the input of L1 he never fails to provide the same word in the L2 at another place but it may not be appropriate in the target language.

The problems associated with going from the first language to the second are not just the transfer of the actual words but also the relationships and over tones they carry in the L1.(Cook, 2001) It can cause misinterpretations or wrong idea. Learning a word in a language itself cannot be just learning a word where a learner should look for its all features used in its own language.

A characteristic of any natural language is that forms realize meanings in systematic way learner language is no different. However the particular, form-function mapping which learners make do not always conform to those found in the target language. (E.g. No look my card) it is corrected as 'Don't look my card'. (Ellis, 2011)

Creating a sentence in a language follow the rules associated with the particular language. Especially in a sentence of English, subject + verb + object (SVO) order

ISBN 978-955-627-120-1

and the agreement between the subject and verb must be satisfied to form a meaningful sentence. Basically to create a sentence in L2, the learner must have a knowledge how L2 differs from L1. When we consider Tamil it prefers subject + object + verb (SOV) form in a sentence. As a result of L1 influence L2 learners form wrong sentences.

To enable it to operate so quickly, it may already contain some of the universal features are found in all known languages, such as use of word order to single meaning, or basic grammatical relationships like that between subject and object. (Wood, L. 1996)

With interrogatives, children first produce sentences in which the internal structure of the sentence is not affected. Wh- interrogatives the question word is at first simply placed in front of the sentence. (E.g. 'Why you caught it?' The correct form is 'Why did you catch?'). The learner imitate what he practices in sentences but he usually fails to apply the rules associated with questions. (Little Wood, 1996)

Every English sentence must have a subject. Even if no propositional content is available to fill subject position then we fill it with the so-called "dummy" elements it and there Introduction of "it" and "there" are not recognized by L2 learners of English whose mother tongue is Tamil.

In the case of pro-drop parameter, the input for setting the value for pro-drop parameter is partly the absence of subject-less sentences which is partly presence of subjects such as 'it' and 'there'. E.g. 'It rains from January to March.', 'It's raining.' It is hard to imagine language teaching not reflecting these two aspects of the pro-drop parameters, just as it is hard for any small sample of speech not to use all the phonemes of English. (Cook, 2001)

The structure of the word of adjectives in Tamil language may give a concept similar to the use of verbs in continuous form where a verb goes with 'be' before it and 'ing' is added to the verb but an adjective takes 'be' just before it in a sentence. (E.g. He is studying, He is fine.)

Sometimes, however, learners produce sentences that are possible target-language sentences but not preferred ones. An example is when Jean says: The big of them contained a snake. Way of reconstructing the correct sentence is 'The bigger of them contain a snake.' It is difficult to reconstruct the correct sentence because we are not sure what the learner meant to say. (Ellis, 2011) In general L2 learners complicate adjectives, adverbs with verbs and sometimes choses irrelevant form.

Transfer and overgeneralization are not distinct process. Indeed, they represent aspects of the same underlying learning strategy. Both result from the fact that the learner uses what he already knows about language, in order to make sense of new experience. In the case of overgeneralization, it is his previous knowledge of the

ISBN 978-955-627-120-1

second language that the learner uses. In the case of transfer, the learner uses his previous mother tongue experience as a means of organizing the second language data. (Little Wood, 1996)

At any given stage of development, learners sometimes employ one form and sometimes another, thus, one type of error may alternate with another. Learners disregard the actual form of the word it should follow in a sentence. It is because they are unaware of the principles and they are strictly bounded to the rules what they already learnt or have been practicing in L1. (Ellis, 2011)

They form rules, and, in some cases, over generalise these rules to contexts where they do not apply (resulting errors such as comed, or mouses). (Little Wood, 1996). Tamil language takes a specific term to refer action in past with the verb. A child may adopt the rules associated with L1 to L2 and modify it with the rules created in his own.

On the surface, some items appear to be similar, but there are often cultural differences. It is often the case that proverbs and saying cannot be translated literally. When the children go for word to word translation, they give different meanings instead. The problem occurs when the meaning of an item in one context is identical in both languages but where there are grammatical differences. Nouns such as 'language' which are uncountable in in English but countable in some other languages also cause difficulty. (Gairns, Redman, 1996)

3. METHODOLOGY

Research methodology consists of two parts, primary information and collection of errors. The primary information includes basic information about students' background, history, interest, level of English and their expectation related to learning English as a second language in universities.

Both quantitative and qualitative research methods were used for the purpose of this research. Also the primary information and individual attention on errors from the secondary informationwere considered under quantitative method and the rest of the data were taken into qualitative method. This study determined the mother tongue influence on learning English as a second language and related issues among Tamil speaking students.

Secondary information consist of task sheets about errors in forming sentences in English. They were used as tools for the research. Several steps were made to collect the exact data.

The basic information include different forms of observations

- Continuous observation in English during the class room activities.
- Answer scripts of the students from the Examination.

ISBN 978-955-627-120-1

- Translating a paragraph about a person from Tamil to English
- A telephone conversation in Tamil – Translated into English.
- Identified sentences in Tamil -Translated into English.

4. DISCUSSIONS AND RESULTS

Both primary information and collection of errors were discussed separately whereas the first focusses only the background of them and the errors give the exact figure of the students' status on the influence of mother tongue.

4.1. Primary Information

Forty Students from three different districts represent both Muslim and Tamil communities and their mother tongue is Tamil. There are 52.5% females and 47.5% males. Female and male representAmpara, Batticaloa and Trincomalee districts are 15% and 20 %, 10% and 12.5%, and 27.5% and 15% respectively.

During the primary and secondary levels, all the students got opportunities to learn English in the schools. Except 6 students, all the others studied English in their advanced level. Considering the school curriculum of Sri Lanka, English is taught from primary to Advanced level but their performances are nationally tested only in two stages such as ordinary level and advanced level. Totally 25% students failed in English in the G.C.E. Ordinary level examination whereas 65% students obtained "S" grade and 10% had "C" grade. The performance in the Advanced level general English was remarkably poor. It indicates 92.5% for fail. Only 7.5% students got "S" grade. Medium of instructions for teaching English seemed different. 80% of them received bilingual instructions whereas 12.5% were taught in English medium and 7.5% were in Tamil.

57.5% students agreed that the English language learnt during the school helped to improve their English knowledge. The other 42.5% claimed the English taught in schools did not help to improve their English knowledge. 35% students never used English in the class room. About 60% students used English rarely. Number of students used English sometimes in the classroom denotes 5%. Their usage of English in everyday activities was very much negligible. 32.5% students never used English at home. 37.5% students used rarely' and 27.5% used sometimes. Only 2.5% said 'often. 10% students used English outside the class and in other places and 17.5% students never used English. In both cases, 62.5% students used sometimes and 42.5% other places.

Reading English related materials seemed very poor. 32.5% students used English for study purposes. Although only 2.5% students did not respond to question, other 65% of them showed remarkably higher deviation and it proves that they would not have the necessary background of English. When the districts are considered individually and analysed the results they show a similar figure about the responses of the students.

ISBN 978-955-627-120-1

Using internet for different purposes in everyday activities have become common today. But these students' responses were still not satisfactory. It is noteworthy internet has become a major tool in improving one's English knowledge today. Less interests on using it for their needs have remarkably hindered their progress in learning English.

When we consider the activities in English to improve their English knowledge, 17.5% students never watch drama. 7.5% of them never listen to news, 2.5% never watch speech and 10% never watch other programmes. Similarly 37.5%, 27.5%, 42.5%, and 45% of them rarely watch or listen these programmes respectively. 7.5% of them often watch drama, speeches, and other programmes while watching news shows the number is doubled. Sometimes, 35% watch drama, 45% watch news and other programmes and 47.5% watch or listen speeches. Only 5% of them watch news and other programme and only 2.5% watch drama very often. Nobody watches/listens speeches very often.

It is obvious the use of new resources for learning English among them was not satisfactory. Their response or thirst to it is negligible. There are 40%, 42.5% and 27.5% students never use e-books, CDs, and journals and face book respectively. 37.5% students use journals rarely. Face books and CDs have same number of choice for rarely use, that is 15%. Further 22.5% of them use e-books rarely. Only 27.5% prefer using face book 'sometimes' whereas 22.5% prefer e-books and CDs 'sometimes'. 20% like journals 'sometimes'. Using face book and CDs often show equal number 17.5%. The use of journal marks 10% and e-books mark 5%. Using CDs 'very often' becomes only 2.5%. And 12.5% of them use face book 'very often'. 5% and 7.5% use journals and e-books 'very often'.

In case of understanding speaking, 2.5% did not respond. 5% of them never understand speaking and listening. 22.5% understand speaking and reading 'rarely' whereas 17.5% understand writing and listening 'rarely'. Understanding of writing and listening 'sometimes' shows 35%. Speaking 'sometimes', is 32.5% and reading is 22.5%. Considerable number of students 32.5%, 'often' understand speaking and writing and reading is preferred by 40%. Only 20% say they often understand listening. When we compare the skills reading becomes easier than the other skills and writing follows. Listening looks challenging. 15% of them understand writing and reading very often whereas 22.5% understand speaking very often. Speaking very often is liked by 7.5% students.

No student said mother tongue never helped in creating sentences in English. It indicates there is a reason for the influence. Further 20% students said they rarely get benefit and 40% students accepted they are helpful sometimes. There were 17.5% students agreed mother tongue often help them in creating sentences in English. Similarly 20% said they are very often useful. Also one got still confusion and did not respond to the question of it. Average responses prove they are influenced somewhere by the mother tongue and it is important to identify when and where they are influenced.

Sentence becomes meaningful when the words follow the rules. It varies from language to language. Except one all the other students agree that they combine

ISBN 978-955-627-120-1

the words as they do in Tamil, mother tongue. Sometimes they may get correct result for combination of few words which only possess subject and verb. 17.5% students rarely form sentences by using word to word translation. 45% say they use this technique sometimes. Further, 27.5 and 7.5% of them use often and very often respectively and they may be in total confusion.

When they translate one language to another making mistakes is obvious. Further they would not enjoy the beauty of the target language. Especially there are terms which are unique in each language which cannot be changed and which should follow its own patterns. Also the comparison of these tables confirms that they went through the statements carefully and responded. Only 2.5% students say he never uses this approach. Among the others 22.5% say rarely, 40% say sometimes, 25% and 10% say often and very often respectively.

The table describes the knowledge about understanding the characters of the words found in sentences. That denotes the parts of speech in a language. According to the basic rule they may go in a sentence. When a learner is familiar to the parts of speech he uses the words appropriately. According to the table about half of them have confusion in it. 2.5% student never understands the characters in a sentence. Also 20% claim they understand rarely. 30% for sometimes. Often and very often got 27.5% and 20% respectively.

Their English is not automatic. When they use English, 20% of them prove that they never think in English. There are 47.5% rarely think when they use English and other 25% claim they do sometimes. Only 2.5% in each category ‘often’ and ‘very often’ accept his or her language is automatic.

Generally, one fourth of the students never like to use only English as the medium of instructions. Also another 20% like to use English rarely. The other set includes 27.5% participants who like sometimes to have English medium instruction in teaching. There are 15% and 12.5% students like to have English medium instruction often and very often respectively.

About using both mother tongue and English during the lecture, 2.5% students never like, 15% like rarely. 22.5% of them like to use sometimes. The usage of both languages ‘often’ and ‘very often’ are chosen by 25% and 35% participants respectively. Considering the last two choices, it is predicted that there are sixty percent of the students like to receive the instructions in both mother tongue and English.

It was told by 62.5%, students, during the lecture, the teacher must use only mother tongue ‘never’. 20% prefer rarely to use ‘only mother tongue’. 12.5% of them say sometimes and 2.5% in each ‘often’ and ‘very often’ to use ‘only mother tongue’. Actually students’ expectation in using both languages is reasonably higher.

Outcomes of students in using little amount of mother tongue in a second language class room varies from 2.5% to 30%. Preference goes to the use of mother tongue and 25% of them prefer to use often and another 25% like to use very often. Totally 50% like such instructions. 30% of the students like sometimes to use little mother tongue in the lecture. While 2.5% show willingness to ‘never’ 17.5% like rarely.

ISBN 978-955-627-120-1

The statements from 22 to 25 describe students have difficulty in forming sentences. Those sentences were grouped into four as positive, negative, interrogative and 'Wh-questions. Generally, students hang on 'rarely', 'sometimes' and 'often' for all four types of statements. Very less number of responses were given to very often. It indicates all most all the types they have similar amount of difficulties.

When we consider each statement separately, 32.5 % of students say they have difficulty in forming positive sentences often and sometimes. 30 % of them never get difficulties whereas 25% rarely found difficulties. Only 5% of them have difficulty very often.

Similarly, in forming negative sentences, it varies from 2.5 % to 35. %. Very often marks 2.5 and 35% goes to sometimes. 25% have difficulty often and 22.5% get difficulty rarely. 15 % have never had problem in it. Interrogative sentences also became a challenge. 40% found they were sometimes difficult whereas 20% say often. The choice for rarely marked 27.5%. And 10% was marked for never. Only 2.5% were marked for very often. Wh question also had the same issue. 35% is the highest value, which mark 'sometimes'. The least value is 7.5 % which is obtained for very often. 17.5% marked often. 30% and 10 % were obtained for rarely and never respectively.

4.2. Continuous observation

After identifying the target group the activities in English classes were continuously observed. Common errors made by them were marked. A list of such wrong sentences were prepared. It was obvious, most of the students made similar type of errors but in different places at different times.

4.2.1. Facts from the answer scripts

While marking the students' answer scripts, their errors were found. And their relevant wrong sentences were chosen. Again those sentences were listed separately. List of sentences were brought together for a common view. Next the above sentences were analysed and they were categorized according to the types of errors. And their relationship with the errors and the causes for the errors were discussed.

4.2.2. Translating Tamil sentences into English

A few sentences selected from the list of the class room observation and answer scripts were chosen. Their relevant Tamil translations were given to the all target students. The reason for this task is to identify how much they all were generally influenced by such difficulties. Out of these wrong sentences, a few sentences were chosen to discuss the issue how and what manner they influenced in forming wrong sentences.

Although there were different tasks with such sentences, only one problem has been given as an example. It was obvious all the sentences symbolized same types of errors at different places.

Finally overall performance of the students in different activities, were taken into consideration for a common view or a summery on types of sentences, area where it

ISBN 978-955-627-120-1

influences most and it was further analysed for a successful research. The result would enlighten the future generation to overcome the difficulties in learning English as a second language due to the influence of mother tongue.

Sentence: English: There is a power failure.
Tamil: MinsaramPoiwittathu.

The first sentence was “MINSARAM POAY WITTATHU”. “kpd;rhuk; Ngha;tpl;lJ” It means “There is a power failure.” In colloquial, it can be given in different forms such as ‘power went off ’, ‘power cut’ or ‘power went out’. The total responses were taken into account and given below in appropriate groups.In order to identify the exact causes of errors the sentences of errors related to a particular sentence grouped under the name of ‘types’.

Table a. “MINSARAM POAY WITTATHU”.

Types	No	Sentence	Frequency	Total	Percentage
Type 1	1	Power cut	10	17	42.5%
	2	Current cut	06		
	3	Electric cut	01		
Type 2	4	Cut of current	01	2	5%
	5	Cut the current	01		
Type 3	6	Current not	02	2	5%
Type 4	7	Current stop	01	1	2.5%
Type 5	8	Electric is off	01	1	2.5%
Type 6	9	Power is gone	02	3	7.5%
	10	Power gone	01		
Type 7	11	Gone to power	01	7	17.5%
	12	It’s go current	01		
	13	Gone the power	02		
	14	Go current	01		
	15	Went the electrical	01		
	16	Current went	01		
Type 8	17	Not responded	07	7	17.5%

ISBN 978-955-627-120-1

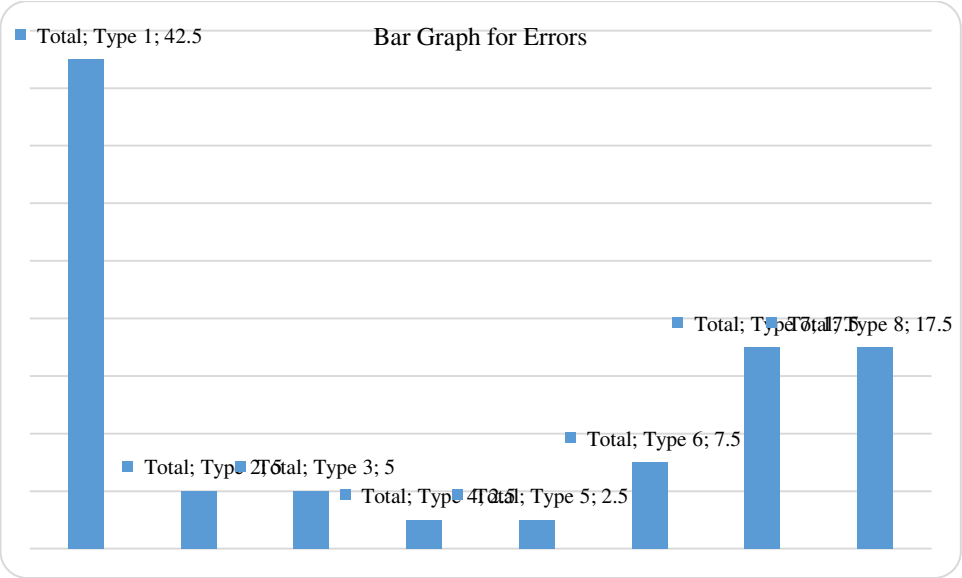

Chart - 1: SENTENCE 1MINSARAM POAY WITTATHU

The words power, electricity, current, mostly mean the same. The term 'power cut' and 'electric cut' are accepted in the use of colloquial. If they are associated with the term 'there is' it will be most general. They are the responses of 17(42.5%) student from the sample. The word 'electric' is an adjective and it is wrongly used with the term 'cut'. It also gives different meaning. The intended word of the student would be electricity. In type 2, those two terms are starting with verb 'cut', they look like instructions or commands. They are irrelevant.

Interpretations in numbers 6, 7, and 8 (types 3, 4, and 5) are formed by two words, whereas the first words are nouns related to electric power and they are connected to the term absence. 'Current not' would be modified as 'current is not there' or 'there is no current'. 'Current stop' would be given as 'current supply is stopped' and 'electricity is off' would be 'electricity supply is off'.

Power is gone, power gone, current went give similar intension but the word 'gone' is wrongly used. Current went would be modified as 'current went out'. Also the first two, would be changed as 'power has gone out'. 'Gone the power', 'go current', 'went the electrical', 'Gone to power' and 'It's go current'. All these are starting with verbs and they look again a command. They did not give the meaning what is expected from the Tamil sentence.

'Current went' gives the exact translation of the term but it would be modified as current went off. There were 7 students could not respond to the statement during the translation.

They tried to give the entire translation with simple combination of words of noun and verb as they appear in Tamil and they were unable to get the necessary meaning what is expected in English. So, it is obvious that the errors are due to the influence of mother tongue Tamil. Initial term 'it is' and the last term 'over' and 'off' could go together to make them accurate.

ISBN 978-955-627-120-1

4.3. Categorizing the errors from the answers

In order to fulfil the requirement, according to the performance of the students, types of errors were categorized into different forms. Although there were different forms of tasks, after collecting the answers of the students, based on the type of errors they were grouped as follows.

1. Omission of auxiliary verb 'be'
2. Omission of auxiliary verb 'do'
3. Omission of 'subject'
4. Irrelevant word of similar meaning
5. Additional unnecessary word
6. Different word from parts of speech
7. Disorder of words
8. Word to word translation

The reason for errors, associated with such words, and sentences were analysed clearly. Also they were looked in different angles such as how, where, when and what strength they influenced due to the presence of mother tongue. The bar-chart related to the results would give common feedback on the outcome.

In general, the outcomes may predict the category of errors as a summery. Also it would be analysed for the influence of mother tongue and related issues in making wrong sentences.

5. CONCLUSION

In conclusion the mode of teaching a second language, English for Tamil speaking students may vary according to the target group, their background of English, living environment, their existing knowledge in English, purpose of studyand the mother tongue of the students**.** The students selected for the survey indicate they are at the stage of beginners and they have come from different environment which did not motivate them to learn English and the English language that they learnt in school was not improved satisfactorily.

There are several reasons why learners use the L1 when they should be using the L2. These reasons include low proficiency in the L2, the naturalness of using the L2 to do certain jobs, shyness in using the L2, or simply a lack of interest in learning the L2. (Sahelehkheirabadi 2015)

For English, in the school level motivation and awareness are highly needed. Especially for Advanced Level, making compulsory for the university entrance will motivate the students. At least for science stream it may be considered.Students are mostly from the rural area and their background of English is not developed as it is expected. The equal opportunities for learning English for the students are still questionable.

Urban students have access to a wide range of English language resources than do their rural counterparts. (Karunaratne 2003 P.19) They need appropriate rapid

ISBN 978-955-627-120-1

continuous guidance and the teaching approach must be time serving and easily reached. Initially a complete history related to the knowledge of English of the students should be taken to choose the approach which we should practice in the class. I understand these kinds of students need an English medium instruction with necessary amount of mother tongue and ample of exercises.

The approach in teaching English language should also be modified, the teachers should create suitable environment to open the students' mouth and say what they feel. Using completely the mother tongue in the classroom never bring a better output from the children. For a purpose making bilingual will keep the students closer to the teacher and they may be motivated. Students who do not like using English medium instruction can also be motivated if the teacher takes essential effort to attract them in this stream.

It is also necessary to follow a common policy in teaching second language and teachers should practice it among the students equally. Most of the students are taught in their mother tongue and where the opportunity for the improvement is denied.

Since Mother tongue maintenance hinder the advancement of English language among day secondary school students, administration should enforce rules to ensure that mother tongue is not used in schools. School should provide essential resources and facilities such libraries in order to provide enabling environment for the acquisition of English in day schools. (Muriungi, 2013)

Students mostly use word to word translation techniques to use English. This causes mother tongue influences in all parts of speeches. In order to quicken the tasks children use the technique which they follow in their mother tongue. They make irregular orders in sentences and pick up irrelevant words, especially similar words in their use. They should be trained to use the language as it is found in it. This is possible if the students learn from the beginning. Simple expressions are easily caught when they are initiated from the simple conversations. It is possible if we can increase the engagements of the children from primary level. Even for adults it is applicable. Considering the level of the students we can identify these types of task and can start from the beginning so that we can reduce the errors remarkably and mother tongue influence. The adults, most of the students have gap in the knowledge what they have and learn in the classrooms. We have to give priority for speaking. Then the use of English will become automatic.

In conclusion, this study has demonstrated that students still rely on mother tongue in their speech production. It is undeniable that the interference of the students' mother tongue still exists as the students are found to be incompetent in the English language as well as few other contributing factors. In addition, it was also revealed that students rely on translation method from the mother tongue in comprehending certain instructions apart from producing utterances. Finally, it is also denoted in this study that speaking skill appears as the most difficult skill among the respondents and they agree that English is indeed crucial especially as the means of communication. (Suliman 2014)

ISBN 978-955-627-120-1

The lecturers' knowledge on mother tongue of students, Tamil can also contribute much in teaching them where he can compare the differences between Tamil and English. As a teacher he should be aware of the kinds of errors and hey should be prepared to uplift the students' knowledge of English through satisfactory method of teaching. We have noticed that these students have made errors in different forms and they were from different areas. Thorough knowledge on both L1 and L2 and the specified areas will simplify the tasks of teaching and learning.

In the school level approaches to use present modern technology, like accessing internet for study purposes can motivate them remarkably. Creating environment to see special programme on T.V. channels and link it to the curriculum will also support the students to engage with them regularly. Conducting stage programmes in English with the help of students, will also encourage them to use English in their daily life.

Tutors must train the students to think in English and speak. Then the language will become automatic and there may be a flow of language. Then the types of errors identified here will be considerably minimized. And the influence of mother tongue in a second language learning process is very much obvious and it is inevitable. But it can be minimised with the appropriate guidance. There must be a suitable number of students in a single class. They should be individually focused to ensure each student's performance.

'The research proves that the effect of influence was seen everywhere (words, phrases, sentences) in the use of language among the second language learners. Understanding the form of error and guiding them towards appropriate way is a challenge behind the teachers of language who teach it as a second language. Mother tongue influence is always not negative. Once the learner is at the satisfactory state in the second language learning process, it will make the learner's language admirable.'

Theories practiced in the second language teaching cannot be neglected totally. All the teachers should have background knowledge of theories introduced in teaching a second language and the awareness of mother tongue influence in a second language learning. There, it will contribute the teacher much to make his teaching effective. Teaching adults like university students can be somewhat easier because they are in a state of understanding the differences and the formations of rules. Providing opportunities and guiding them towards entire goal will bring satisfactory results in teaching English as a second language.

In a nutshell we can also state that the following important factors can further strengthen the process of second language learning. The data analysed in different angles produced satisfactory results to take accurate and useful conclusions on the influence of mother tongue in learning English as a second language by Tamil speaking undergraduates. The first type of information reveals they are in a need of new approaches in learning second language, they are mainly confused in creating accurate sentences and the second type proves that they all have difficulty and necessity of modernizing their second language learning process.

ISBN 978-955-627-120-1

6. REFERENCE

Suliman, A. (2014) The Interference of Mother Tongue/Native Language in One's English Language Speech Production:*International Journal of English and Education*3(3),365-366.

Karunaratne, I.M. (2003). *Teaching English in urban Sri Lanka: Some pedagogical issues*. 9th International conference on Sri Lanka Studies.019.

Muriungi,P.K.,Mbui, M. C., (2013), The influence of mother-tongue maintenance on acquisition of English language skills among Day secondary school students in Imenti-South District, Kenya*, International Journals of English*. 5(1).

Ellis, R., (2011) *Second Language Acquisition,* Oxford University Press,Oxford.

Gairns, R., Redman, S., (1996), *Working with Words, A guide to teaching and learning vocabulary,* Cambridge University Press, Cambridge.

Sahelehkheirabadi, (2015), Effects mother tongue language on learning second language learners: elementary school.*International Journal of Research in Humanities, Arts and Literature.* 3(7)81-88.

Cook, V., (2001), Second Language Learning and Language Teaching, 3rd edition.

William T Little Wood, W. T. L., (1996), *Foreign and Second Language Learning.*

ISBN 978-955-627-120-1