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# **GRT** INFLUENCE OF MOTHER DIALECT ON SPOKEN ENGLISH OF DEGREE COLLEGE STUDENTS IN AMBALA DISTRICT

**Aditi Goyal**

Research scholars

**Abstract:-** In teaching, it is extremely desirable to know exactly what one wants to accomplish. Without destination, one is like a traveller who does not know even the direction in which one is moving. Generally, there are four aims of teaching English:

- 1.To enable the students to understand English when spoken to them
- 2.To enable them to speak English
- 3.To enable them to read English
- 4.To enable them to write English

These aims correspond to the four language skills: listening, speaking, reading and writing. However, in our education system only reading and writing skills are emphasized. For some people, speaking English is a very difficult task. This is caused by many factors including – lagging behind in listening, speaking, reading and writing skills. Moreover, dialectal interpose is also one of the main reasons in the pronunciation of English words. Learning a second language is quite an effortful task.

**Keywords:** Influence of Mother , speak ,read , write English

## **INTRODUCTION**

In fact, acquisition of language is more significant than learning as infants easily acquire a language without any formal guidance or education. Rekha Aslam iterates, “A language is said to be acquired when no formal education, instruction, or aids contribute to the learner’s knowledge of it”.(Aspects of language teaching, p:26)

As India is a land of innumerable cultures, people belong to different regions, religions, caste and creed, and speak different languages and all these native languages impede the system of communication in English. People find it an uphill struggle after being acquainted

with the rich structure of English language. English is an important language in India and for this reason; Indian learners need to be fluent in English. To express our views and to communicate with each other one uses a language flow, and divides sentences in different pitch and amplitude in such a way to make it easy for the listener to understand it. Brown, Gillian and George Yule states, “The speaker uses the resources of pausing and rhythm and, to a lesser extent, intonation to mark out the listener which parts of speech need to be for co-interpreted”.(Teaching the Spoken Language: an approach based on analysis of conversational English, p:59)

## **Need and Justification**

Peter Roach, an American linguist has defined intonation in the following words:

Intonation enables us to express emotions and attitudes as we speak, and this adds a special kind of meaning to spoken language. This is often called the attitudinal function of intonation. (English Phonetics and Phonology, p:163)

People usually speak in sudden rising and falling intonation for all contexts and expressions. It has been for years that Indians speak in their own dialectal system. This has had a great impact on them in the way they think, act

and express. Pronunciation is very important component in speaking. It is possible to communicate one's intent without elegant pronunciation. However, such communication would be inadequate or could even lead to miscommunication. The pronunciation lends accuracy to the message conveyed through spoken form. Language learner often produces errors of syntax and pronunciation caused by

the influence of their mother tongue, such as mapping its grammatical patterns inappropriately on to the second language pronouncing certain sounds with difficulty. It has been a challenging experience for this investigator in her endeavors of facing a class of

students wanting in spoken English. This led her to generate certain procedures which could be useful to them. The next task for this investigator is to determine a method that would help the students to achieve proficiency in spoken English. Speaking is the most important skill since it is necessary when people interact with each other. The investigator started with a brief study of what pronunciation actually was and how every language was coupled with an effect of dialect of a particular region. Then the investigator gave the students some reading material for identifying pronunciation problems.

### Plan and Procedure

The purpose of this research is to identify the dialectal influences on the spoken English of degree college students in Ambala district. The investigator has aspired to take a sampling of twenty students and divide them in two groups: English and Hindi medium students. The investigator has also observed the patterns of functional word stress as shown by the speakers. By analyzing transcriptions and recordings of students, coupled with list of vocabulary, personal introduction and paragraph reading to support these findings, the below mentioned points are the outcomes of research carried out to identify the deviations in monosyllabic, bi syllabic and multi syllabic words.

### Data Analysis

The investigator has encountered various problems in this research and these are:

The concoction of various accents is a major hindrance in their system of pronunciation. There are mainly four dialects prevalent in Ambala district- Hindi, Punjabi, Bangru, and Bagri. Mostly students from Hindi medium put /@/ at the final position of the word. For instance 'but' was spoken as/bVt@/ by the students studied from Hindi medium schools.

- ❖ Some students have very different cultural perception in the classroom as far as learning a second language is concerned. For example, a study conducted on Indian students found that they did not see the classroom discussion and interaction important but preferred teacher-directed lectures.
- ❖ The phonological system in English and Hindi language differs in many ways: the biggest problem for these learners is to orally interpret a written piece in English based on spelling.
- ❖ Most of the students did not put stress on certain syllables and some inappropriately overemphasized the wrong syllable in a sentence.
- ❖ There is a tendency in Haryanvi speakers to emphasize even the unstressed words in an English sentence as they find it difficult to differentiate between strong and weak forms, example 'easy' and 'busy'.
- ❖ Students find it easy to pronounce at the initial level but in connected speech find it difficult to differentiate between /&/ and /@/ shown in the table 4.
- ❖ Assimilation occurs in rapid connected speech; so learners read the dialogue very slowly since their level are basic and they display a probable lack of awareness of assimilation in English. The investigator finds this assimilation missing in the dialogue of these students. For example, 'my dream was to learn to drive a car' shown in table 4.
- ❖ Majority of the students easily pronounce the monosyllabic words as in the case of 'do' and 'dream', shown in the table 1.
- ❖ Errors committed by the students have been categorized with regard to their different kinds of problems discussed in this research paper are as follows:

#### 1. Interference of mother tongue

Words	English medium students	Hindi medium students	Received pronunciation

Do	/dU/	/dU/	/ʔdU/
Dream	/dri:m/	/dʔri:m/	/dri:m/
February	/febrʔ(ɔ)r/	/fivv(ɔ)r/	/ʔfebrU(ɔ)r/
Whenever	/hwev(ɔ)r/	/hwev(ɔ)r/	/hwevʔ(ɔ)r/
Ireland	/A:(ɔ)rIʔənd/	/A:(ɔ)rIʔənd/	/ʔA:(ɔ)rIʔənd/
Car	/kAr/	/kAr(ɔ)/	/ʔkAr(ɔ)/
Saw	/sɔ/	/sɔ/	/ʔsɔ/
Learned	/lɔ:nd/	/lɔ:nd/	/ʔlɔ:nd/
Bought	/bɔt/	/bɔU/	/ʔbɔU/
The	/dA/	/dA/	/d(ɔ)/
Clothes	/kloTs/	/k(ɔ)loTs/	/ʔk(ɔ)lUDz/
Our	/Ar/	/v(ɔ)r/	/AU(ɔ)r/, /A:(r)/

2. Replacing of Vowels and Consonants

Words	English medium students	Hindi medium students	Received pronunciation
Prefer	/pre:f(ɔ)r/	/pre:f(ɔ)r/	/peɪʔfɜ:r/
Zebra	/dZebrA/	sZbrA:	/ʔzɜ:(ɔ)/
Synonym	/sainonim/	sɔ:sɔ:nɪ:m/	/ʔsɪn(ɔ)ɪm/
Agree	/ɔ:ri/	/ɔ:ri/	/ɔ:(ɔ)ri/
Language	/l&NwɛldZ/	/l&NvɛldZ/	/ʔl&NwɛldZ/
Advertisement	/ɔdʌv(ɔ)rɪzəmənt/	/ɔdʌv(ɔ)rɪzəmənt/	/ɔdʌv(ɔ)rɪzəmənt/
Clothes	/kloTs/	/k(ɔ)loTs/	/ʔk(ɔ)lUDz/
Suggestion	/s(ɔ)ʔdZes(ɔ)n/	s(ɔ)ʔdZes(ɔ)n/	/s(ɔ)ʔdZes(ɔ)n/

Passed	/pɑ:nd/	/pɑ:s(ɔ)nd/	/ʔpɑ:st/
Measure	/m(ɔ)ʔ(ɔ)r/	/mɛdZ(ɔ)r/	/ʔmɛz(ɔ)r/

3. Stress on Wrong Syllable

Words	English medium students	Hindi medium students	Received pronunciation
Creativity	/kreɪtɪvɪti/	/kreɪtɪvɪti/	/kreɪtɪvɪti/
Reading	/ri:dɪŋ/	/ri:dɪŋ/	/ri:dɪŋ/
Agree	/ɔ:ri/	/ɔ:ri/	/ɔ:(ɔ)ri/
Suggestion	/s(ɔ)ʔdZes(ɔ)n/	s(ɔ)ʔdZes(ɔ)n/	s(ɔ)ʔdZes(ɔ)n/
People	/pi:pl/	/pi:pl/	/pi:pl/
Island	/aɪʔlənd/	/aɪʔlənd/	/ʔaɪlənd/
Relatively	/rɪlətɪvli/	/rɪʔtɪvli/	/ʔrɪlətɪvli/
Today	/tu:deɪ/	/ʔtu:deɪ/	/tu:deɪ/

4. Connected Speech

Connected speech	English medium students	Hindi medium students	Received pronunciation
My dream was to learn a car.	[maɪ dri:m wɒz tu: lɜ:n @ kɑ:z]	[maɪ dri:m wAdZ tu: @n ei kɑ:z@]	[maɪ dri:m w(ə)z tu: lɜ:n (ə) kɑ:z]
You and Sita will go	[ju: ənd si:tə wɪl go]	[ju: ənd si:tə wɪl go]	[ju: (ə) ənd si:tə wɪl go]
I am from Ireland	[aɪ əm frɒm Aɪ(ə)rɪlənd]	[aɪ əm frɒm Aɪ(ə)rɪlənd]	[aɪ əm frɒm Aɪ(ə)rɪlənd]

**Interpretation**

- ❖ All the students speak at least three languages i.e. English, Hindi and Punjabi.
- ❖ Students from Hindi medium schools started learning English from sixth

**standard.**

- ❖ Students from English medium schools started learning English since kindergarten level. It is very strange that after devoting many years to English they face problems in connected speech, pronunciation and comprehensive skills.
- ❖ These phonological processes such as assimilation, elision and epenthesis together with indistinct word boundaries used to confuse them. This is the major reason why Indian learner feels inconvenience in spoken English and mispronounces words encountered in writing.
- ❖ Nevertheless, native English speaker often, finds problem in understanding them, because of the combination of pronunciation problem and the use of Hindi intonation pattern.
- ❖ Difference between the sentence structure and preposition aspect is also problematic for these students, especially Hindi medium students face such problems.

**Suggestions**

The main aim of this research is to bring out the problems in spoken English being faced by the degree college students in Ambala district. Instead of framing more policies, the effective implementation of the existing ones is the need of the hour. The study aimed at initiating research on the phonetics of English amongst the selected students of degree colleges in Ambala district. The present research leaves the door open for further research in this field. If such endeavors are encouraged and invested in by the University Grants

Commission, much valuable contribution can be expected from honorary scholars. There is vast area in the terms of pronunciation which is yet to be explored.

**CONCLUSION**

The RP pattern of consonants and vowels made it easy to study the divergence in the spoken English by the students of the above mentioned district. An attempt has been made to identify the similarities and differences amongst the students from Hindi medium and English medium schools. The investigator has identified variations in the monosyllabic, bi syllabic and multi syllabic words in English language used by the students.

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