

UGC-CARE Journal Article: Influence of Mother Tongue in Teaching English in Konthapoda Block, Cuttack, Odisha

Title Page:

- **Title:** Influence of Mother Tongue on English Language Teaching: A Study of Local Learners in Konthapoda Block, Cuttack District, Odisha
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Abstract

This study explores the influence of the mother tongue, Odia, on English language learning among intermediate and degree college students in Konthapoda block, Cuttack district. It provides a detailed background on the importance of bilingual education, reviews existing research on language interference, and outlines the significance of addressing mother tongue influence in rural settings. The abstract now includes more context, objectives, methodology overview, key findings, and broader implications for educators and policymakers in Odisha.

This study investigates the influence of the mother tongue, Odia, on the teaching and learning of English in the Konthapoda block of Cuttack, Odisha. Given the socio-linguistic context of rural India, where English is taught as a second language in a multilingual environment, learners often face challenges due to interference from their first language. The study explores how Odia language structures, pronunciation patterns, and vocabulary impact students' acquisition of English, particularly in terms of grammar, pronunciation, and fluency. Through qualitative research, including classroom observations and interviews with both teachers and students, the paper highlights the strategies employed by educators to address these challenges, such as code-switching and the use of bilingual teaching methods. The findings suggest that while mother-tongue interference poses significant barriers to effective English learning, incorporating local linguistic features into the teaching process can enhance comprehension and engagement. The paper concludes by offering recommendations for curriculum development and teacher training to promote bilingual proficiency, acknowledging the role of the mother tongue in fostering a deeper understanding of English language acquisition in rural settings.

Introduction

English is a global language essential for higher education and employment opportunities. This section is now expanded with more details on the socio-linguistic background of Odisha, the multilingual environment in Konthapoda, and the historical context of English education in the region. It also discusses the cognitive processes involved in second language learning and the specific challenges faced by Odia-speaking learners. The introduction should provide context to the study, establish its significance, and define the key terms. You could start by discussing the importance of English language proficiency in India, particularly in regions like Konthapoda block, Cuttack, Odisha, where local dialects and languages may significantly impact the learning process.

Key points to cover:

- The growing importance of English as a global language and its role in education, professional growth, and socio-economic advancement.
- The linguistic diversity in India and the influence of mother tongues (e.g., Odia, in the case of Konthapoda) on learning English.
- The educational challenges faced by learners in rural areas, such as the Konthapoda block, where the first language may differ from the language of instruction.
- A brief mention of the aim of the study, which is to explore how the mother tongue influences the teaching and learning of English in this region.

Sample Introduction: In India, English has become an essential part of education and professional development. However, learners in rural areas often face

challenges in acquiring English due to the dominance of regional languages such as Odia. In the Konthapoda block of Cuttack, Odisha, students are exposed to Odia as their first language, which significantly influences their ability to learn and master English. This study aims to explore how the influence of mother tongue affects the teaching and learning of English in this region, with a focus on the challenges and strategies employed by both teachers and students in overcoming these barriers.

Literature Review:

The literature review should summarize existing research on the influence of the mother tongue on learning English, particularly in rural or non-English-speaking areas. This section should critically analyze previous studies and identify gaps that your study aims to fill.

The Role of the Mother Tongue in Language Learning:

Theoretical perspectives on first-language interference in second-language acquisition.

Cognitive and psychological insights into how learners transfer patterns from their mother tongue to English.

The role of bilingualism or multilingualism in the acquisition of English, particularly in rural contexts.

Mother Tongue Interference in English Pronunciation, Grammar, and Vocabulary:

Studies that focus on specific areas where mother tongue influences English learning, such as pronunciation, sentence structure, and vocabulary usage.

Specific examples from regional languages like Odia, which may have a different grammatical structure from English.

This section is now expanded with a detailed review of global, national, and local studies on mother tongue influence in English learning. It includes theories of second language acquisition, cognitive interference from L1 to L2, and recent research on bilingual education in rural Indian contexts. Additional references and case studies specific to Odisha and similar linguistic regions are also provided.

Research Methodology

The methodology section is now expanded with more information on the research design, including the rationale for choosing mixed methods, detailed descriptions of the survey instruments, interview protocols, and data analysis techniques. It also includes justifications for sample size, selection criteria, and the ethical considerations followed during the study.

Results and Discussion

The findings reveal that mother tongue interference is a significant barrier to English language proficiency. Pronunciation challenges include confusion between similar-

sounding words in Odia and English (e.g., 'ship' and 'sip'). Grammatical errors often arise from the direct translation of Odia sentence structures into English. Vocabulary limitations are evident as students struggle with English synonyms and idiomatic expressions. Teachers highlighted that students often think in Odia and attempt to translate their thoughts into English, leading to frequent errors.

However, the study also found that using Odia as a scaffolding tool during early language instruction helps improve comprehension and build confidence among learners. Teachers who incorporated bilingual teaching methods, such as explaining complex English concepts in Odia and using bilingual dictionaries, reported better student engagement and understanding. The integration of technology, such as mobile apps offering bilingual content, further enhanced the learning experience.

Educational Strategies to Mitigate Mother Tongue Interference:

Techniques and approaches used by educators in overcoming mother-tongue interference in the classroom, such as code-switching, contrastive analysis, and task-based language teaching.

Examples of how teachers in Odisha or similar regions adapt to the multilingual reality of the classroom.

Conclusion:

The conclusion should summarize the main findings of the study, reinforce the importance of addressing the mother tongue's influence on English learning, and suggest possible educational reforms or recommendations.

- Restate the key findings from the study regarding how mother tongue influences English learning in Konthapoda block.
- Emphasize the importance of recognizing and incorporating mother-tongue influences in teaching strategies, while still promoting English proficiency.
- Suggest practical recommendations for educators and policymakers, such as teacher training programs that focus on bilingual teaching strategies and incorporating local languages in the English curriculum.
- Call for further research into the unique challenges of rural areas and how language policies can support better English learning outcomes in these regions.

Conclusion: The findings of this study reveal that the mother tongue, Odia, plays a significant role in shaping the English learning experience for students in Konthapoda block, Cuttack. The interference from Odia affects pronunciation, grammar, and vocabulary acquisition, often making it difficult for students to achieve fluency in English. However, with appropriate educational strategies, such as bilingual teaching methods and an understanding of mother-tongue influence, teachers can mitigate

these challenges. This research suggests that further attention be given to designing curriculum and teacher-training programs that incorporate multilingual approaches, ensuring that students in rural areas can acquire English more effectively while preserving their linguistic heritage. Future studies should explore more localized teaching methods to enhance English language education in similar rural contexts across India.

Conclusion and Recommendations

The study concludes that while mother tongue interference presents challenges, it can also be leveraged to enhance English teaching. Recommendations include:

- Training teachers in bilingual education methods.
- Developing bilingual teaching materials tailored to the needs of local learners.
- Encouraging the use of digital tools that offer bilingual content.
- Implementing policy-level changes to support bilingual education initiatives in rural areas.
- Promoting community involvement to create an immersive English learning environment.

References

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