



## THE INFLUENCE OF MTI IN SPOKEN ENGLISH

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**Abstract:** *Is not it a super interesting that most of us are not aware of that weird fact which claims we who are the second language learners suffer from Mother Tongue Influence in the process of making a spoken production? This research paper articulates some reasons of Mother Tongue Influence that may create such a challenge in terms of pronunciation. MTI [Mother Tongue Influence] is connected with the new language that is under learning process because the student can only understand the new language by translating the new words into his/her first language. This paper indicates the interference of mother tongue is in almost all aspects with some valid reasons and examples.*

**Keywords:** *MTI, word stress, L1, L2, syllable, accent, vowel.*

**Аннотация:** *Разве это не очень интересно, что большинство из нас не знают об этом странном факте, который утверждает, что мы, изучающие второй язык, страдаем от Влияния родного языка в процессе создания устной речи? В этом исследовательском документе излагаются некоторые причины влияния родного языка, которые могут создать такую проблему с точки зрения произношения. МТИ [Влияние родного языка] связано с новым языком, который находится в процессе изучения, потому что учащийся может понять новый язык, только переведя новые слова на свой родной язык. Эта статья указывает на вмешательство родного языка почти во всех аспектах с некоторыми вескими причинами и примерами.*

**Ключевые слова:** *МТИ, словесное ударение, L1, L2, слог, акцент, гласный.*

**Abstrakt:** *Og`zaki nutq jarayonida ona tilining ta`siridan ikkinchi til o`rganuvchilarining jabr chekishi haqidagi g`alati faktdan ko`pchiligimizning xabarimiz yo`qligi juda qiziq emasmi? Bu izlanishlar qog`ozi Mother Tongue Influence ning tallaffuz masalasida keltirib chiqaradigan qiyinchiliklarining sabablarini chuqur o`rganadi. MTI [Mother Tongue Influence] o`rganilish jarayonidagi yangi til bilan bog`liqdir chunki o`rganuvchi yangi tildagi so`zlarni o`z ona tiliga tarjima qilibgina tushina olishi mumkin. Bu qog`oz har jabhadagi ona tilining ta`sirini arzirli sabablar va misollar bilan birga ko`rib chiqadi.*





**Kalit so`zlar:** *MTI, so`z urg`usi, L1, L2, bo`g`in, aksent, unli harflar.*

## INTRODUCTION

Sometimes people make fun at the expense of the type of learners who speak with strong MTI. But this can lead to the less self-esteem toward their speech while the speakers realize what they are making wrong. Moreover, laughing at learners who are in the first stage of process might be the reason avoiding from speaking in English. It can be said that social interaction, input, feedback, motivation have a super important effect, but what about mother tongue?[1] First of all, we should notice that mother tongue is the interaction form that we speak from childhood. Some of the researchers like Smriti Anand, Srishti Kumari, Ananksha Akshara, Devina Krishna [2] and M.A. Selvaganapathy [3] tried to explain the problems of learning and teaching English as second language in their papers. Dialects and accents are the cause of various speech production that leads to ambiguity [4]. Listeners know that Indian people's speech is so enough with their mother tongue influences. Here is given some English word in Indian accent:

- /rod/ "road"
- /kəpesiti/ "capacity"
- /'pərmɪt/ "permit"
- /vh-/ "ghost" [5]

## MAIN BODY

Studies indicate that the children who started learning second language in their childhood times scrutinize faster. Learning might be hindered at the later ages as the children have already adapted the sounds of their mother tongue. According to the result of data analysis it can be explained that the native language has a significant interfere to the students' English pronunciation automatically when the L2 (second language) words sounds that they produced do not exist in their L1 (first language). The researcher Martins Nnamdi Anyanwu [6] director of Me Namic global Limited searched four major tribes in Nigeria and came one conclusion:

- Person who is from Hausa tribe have a dialect that sounds 'pork' instead of 'fork'
- An Efik tribe members sound 'yunsion' for 'junction'
- Yorubas man uses 'sake' for 'shake'
- A typical Igbo members say 'lice' instead of 'rice'

Martins Nnamdi Anyanwu said: "Children learn their native dialect early in life from their parents or from the environment they live. Subsequently, they take this accent to classrooms, making it difficult to unlearn and integrate the standard English sounds"

While having a conversation in English language with your friend who is native in English, that friend may not grasp you due to disruption of smooth pronunciation. Many students who are from different countries have some problems in pronouncing many







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words like English native speakers. Some of the common words are pronounced like this [7]:

- Bus /bʌs/ - [bus]
- Measure/'mɛʒər/ - [meshur]
- Pleasure/'plɛʒər/ - [pleshur]
- Treasure/'trɛʒər/ - [treshur]
- Support/sə'pɔ:t/ - [support]
- college/'kɒlɪdʒ/ - [kollij]

As the pronunciation has an equal significant importance as grammar and vocabulary in language learning, incorrect pronounced word can lead listener to misunderstand the whole conversation. Every single student utters the vowels, word stress sentences in own way which they used to. As an example, in *Uzbek* language people give the word stress to the vowel that is in the last additional syllable or to the last syllable. In most cases, this rule is used to put word stresses in *Uzbek* language.

Paxta` [cotton] - /'kɒtn/

Paxtak`or [the person who produces the cotton] – cotton grower - /'kɒtn/ /'grəʊər/

Paxtakorli`k [the process of producing cotton] – cotton farming - 'kɒtn/ /'fɑ:rmɪŋ/

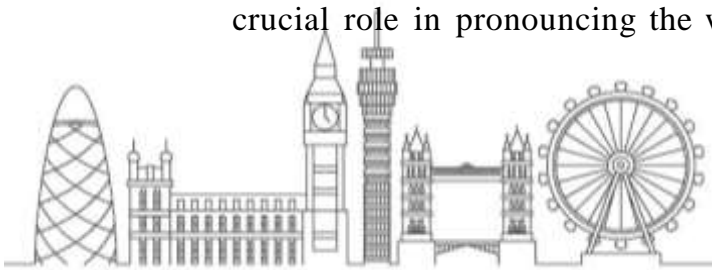
In English word stress plays a vital role while pronouncing the word correctly. As you can above in *Uzbek* language word stress is free but in English it is completely different [8]:

Word Stress Types in English:

1. Stress on first syllable – *present, export, china, table, happy, slender, clever.*
2. Stress on last syllable – *decide, begin.*
3. Stress on penultimate syllable (penultimate = second from end) – *television, revelation, geographic, geologic.*
4. Stress on ante-penultimate syllable (ante-penultimate = third from end) – *critical, geological, photography, dependability, democracy.*
5. Compound words (words with two parts) – *blackbird, greenhouse, bad-tempered, old-fashioned, understand, overflow.*

As the word stress in English is so rich in having rules, the *Uzbek* learners may have some mispronunciations in terms of this. For example, learners may say 'old-fashione`d', or 'geologica`l'. So, we can mention that MTI have a great interference in spoken English in terms of word stress.

There is no way not seeing and facing in our daily life that MTI may create some troubles in producing spoken English. In some cases, social impacts can lead to this mispronunciation. As an example, in the progress of learning teachers can be seen as a model for their students. How can the student avoid mispronouncing the words while their teacher explains this word incorrectly? Student continues to write this word in his\her mind as the way his\her teacher teaches. Moreover, the confidence also has a crucial role in pronouncing the word. Some students have a fear to make a mistake

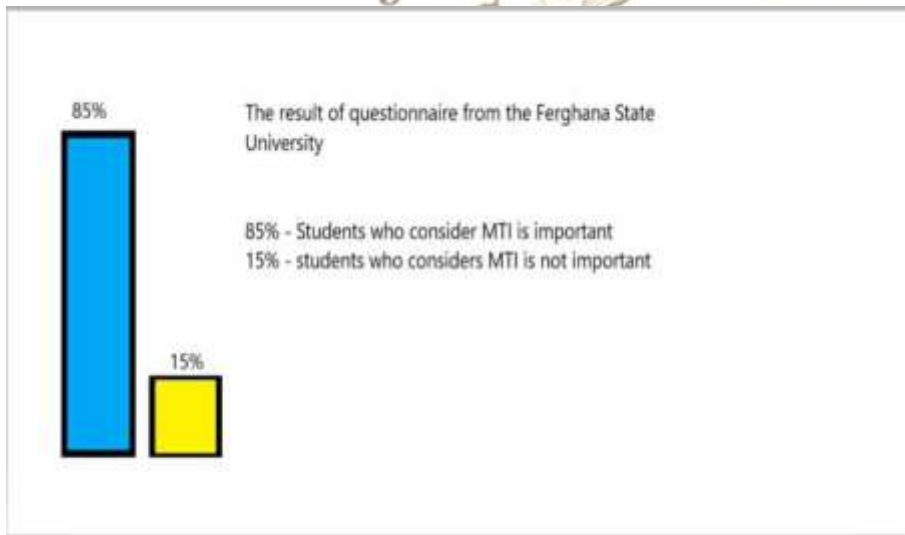




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while producing spoken English in front of the people despite of the fact that they know and do very well when they are alone. But this is not a big deal which cannot be overcome. When the student starts to talk in front of the group of people even with some mistakes, the self-confidence can improve.

In order to prove the influence of MTI, the special questionnaire was carried out among 25 sophomores of Ferghana State University in Uzbekistan. According to the result, 85 percent of students were agree that MTI can be noticed easily in the incorrect pronunciation.



After that, these 2<sup>nd</sup> grade students were asked to pronounce the word 'girl', but most of them (65%) pronounced 'gyol' instead of '/gɜ:l/'. So, it is obvious that the well-chosen students have also own dialects and accent that can lead to make mistake in pronunciation.

### CONCLUSION

According to this research paper, the influence of MTI can be seen in spoken English very clearly if the learners do not follow the pronunciation rules like putting word stress in what they are talking. Above the another fact was given by Martins Nnamdi Anyanwu who proved MTI can be somehow obstacle in making a speech by observing four tribes in Nigeria. He gave some strong ideas about childhood learning from parents and environment make L2 difficult to learn in the classrooms. The questionnaire that was hold in the Ferghana State University also indicates the interference of MTI in Uzbekistan. It is said that it is so challenged to get rid of something that you have already adapted and internalized. But it is not a secret for anyone that altering something difficult is not unattainable. You can leave your MTI accent by practicing tongue twisters, reading text aloud like an English native speaker, listening an English news, recording your voice. So, we should not be ashamed the way we speak instead of it we need to neutralize our mother tongue in order to achieve a standard spoken English.





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