



RED SEA UNIVERSITY

FACULTY OF EDUCATION

ENGLISH LANGUAGE DEPARTMENT

**The Impacts of vernaculars on Utterances
In English language**

Prepared by

ABU BAKER ABDALLA ABDALAZIZ

Dec 2015

Introduction

The phenomenon of learning different languages distinguishes the communication of human beings from animals. Knowledge of more than one language is required to survive in the modern age. It is an admitted fact that English has emerged as an International Language of the world. Many nations of the world are striving for learning it as a second language. Learning a new language is not a simple task. When we learn a new language, many interesting horizons of research and knowledge arise. The first language interference is one of them. We also name this occurrence as mother tongue interference. Similarly, L2 is termed as 'foreign language'. When a new language is acquired, the first language is used as a tool and medium to learn it and L1 influences the learning of L2. In this situation L1 interference is quite a normal phenomenon. L1 interference can evolve in any area of the target language such as grammar, spellings, pronunciation, syntax, vocabulary, accent and so on. In the presented research paper L1 is vernaculars and L2 is English. The focus is made on utterances and the way they are affected by the interference of L1 in the acquisition of L2. There are many alphabets of English which do not have their equivalent in such vernaculars. Students try to substitute them with the English alphabet which is closer in pronunciation in certain local languages. They, particularly the learning community do some unusual mistakes in English pronunciations. The aim of this research is to review some linguistic terms and literature related to Language Interference and impacts. The data is to be collected from English produced by Sudanese students studying English as a foreign language at graduate level.

The History of English Language

The history of the English language has sometimes been represented as though it relapsed into a kind of chaos on the arrival of the Normans, who proceeded to play nine-pins with the Anglo-Saxon tradition. Students are more conservative today. That a far-reaching analytic development may take place without such external foreign influence as English was subjected to is clear from the history of Danish, which has gone even further than English in certain leveling tendencies. English may be conveniently used as an a fortiori test. It was flooded with French loan-words during the later Middle Ages, at a time when its drift toward the analytic type was especially strong. It was therefore changing rapidly both within and on the surface. The wonder, then, is not that it took on a number of external morphological features, mere accretions on its concrete inventory, but that, exposed as it was to remolding influences, it remained so true to its own type and historic drift. The experience gained from the study of the English language is strengthened by all that we know of documented linguistic history.

Native- English Speaker

There are some, although limited, encouraging indications of awareness of the historical shortcomings of EFL and the need to adapt ELT to play a more progressive role. One example is Sifakis (2001, 5-6) who suggests a conceptual distinction between norm-bias and culture-bias in ELT instruction. Historically, norm-biased instruction was used by drawing on the native English speaker as the standard for language learning, a culture-bias focuses on the non-native speaker's language ego and cultural identity. Norm-biased approaches comprise a top-down approach, with non-native speakers trying to rise to the level of the typical native-English speaker, whereas culture-biased approaches begin from the bottom-up, with non-native speakers establishing a standard of communicative fluency that is suitable for educated non-native speakers of English. A culture-bias would be the ideal, since it reflects the reality for the majority of students in today's world, and encourages students to adopt English as a second language, through promoting a positive impression of it.

English Language changes over time

It is now a commonplace to say that languages change over time and space (e.g., Aitchison, 1981) and that this change is, indeed, an essential characteristic of human language. The view that language should be fixed and unchanging for all time is now thoroughly discredited, at least among applied linguists and language teachers. How entirely natural, therefore, that English used in environments different from those in which it grew up, so to speak, should mutate to suit its new environments. Thirty-plus years ago, Halliday, MacIntosh and Stevens (1964) and Greenberg (1964) remarked that it was a natural development that the residents of English speaking countries could no longer claim ownership of the language and that local varieties of the language were developing and would continue to do so. As long ago as 1892, Edward Morris in Australia was noting the need for a specifically Australian dictionary (Ramson, 1989). H.L. Mencken refused to refer to the language of his country as English, preferring to call his work *The American Language*. The idea of divergent kinds of English, then, is hardly a new one.

Relationship between English language and dialect

Languages, like cultures, are rarely sufficient unto themselves. The necessities of intercourse bring the speakers of one language into direct or indirect contact with those of neighboring or culturally dominant languages. The intercourse may be friendly or hostile. It may be boring or it may consist of a borrowing or interchange of spiritual goods—art, science, religion. It would be difficult to point to a completely isolated language or dialect, least of all among the primitive peoples. The tribe is often so small that intermarriages with alien tribes that speak other dialects or even totally unrelated languages are not uncommon. It may even be doubted whether intermarriage, intertribal trade, and general cultural interchanges are not of greater relative significance on primitive levels than on our own. Whatever the degree or nature of contact between neighboring peoples, it is generally sufficient to lead to some kind of linguistic inter influencing. (Kachru 1992, Platt Weber and Ho 1984).

Borrowing of Foreign words

The borrowing of foreign words always entails their phonetic modification. There are sure to be foreign sounds or accentual peculiarities that do not fit the native phonetic habits. They are then so changed as to do as little violence as possible to these habits. Frequently we have phonetic compromises. Such an English word as the recently introduced camouflage, as now ordinarily pronounced, corresponds to the typical phonetic usage of neither English nor French. The aspirated k, the obscure vowel of the second syllable, the precise quality of the l and of the last a, and, above all, the strong accent on the first syllable, are all the results of unconscious assimilation to our English habits of pronunciation. They differentiate our camouflage clearly from the same word as pronounced by the French. that many of the more significant distributions of morphological similarities are to be explained as just such vestiges. The theory of “borrowing” seems totally inadequate to explain those fundamental features of structure, hidden away in the very core of the linguistic complex, that have been pointed out as common, say, to Semitic and Hamitic, to the various Sudanese languages, to Malayo-Polynesian and Mon-Khmer 11 and Munda, 12 to Athabaskan and Tlingit and Haida. We must not allow ourselves to be frightened away by the timidity of the specialists, who are often notably lacking in the sense of what I have called “contrastive perspective.”. (Myers-Scotton, 1992),

Transferring of foreign sounds into English language .

the actual transfer of foreign sounds into the speech of bilingual individuals—have gradually been incorporated into the phonetic drift of a language. So long as its main phonetic concern is the preservation of its sound patterning, not of its sounds as such, there is really no reason why a language may not unconsciously assimilate foreign sounds that have succeeded in working their way into its gamut of individual variations, provided always that these new variations (or reinforced old variations) are in the direction of the native drift. Attempts have sometimes been made to explain the distribution of these fundamental structural features by the theory of diffusion. We know that myths, religious ideas, types of social organization, industrial devices, and other features of culture may spread from point to point, gradually making themselves at home in cultures to which they were at one time alien. (Bokamba, 1989).

Mother Tongue Interference in English.

There are of course many other influences at play when we learn a foreign language ,but the influence that the mother tongue has on language we produce when we use the foreign language has become a very important area of study for people interested in second language acquisition ,language teaching ELT publishing and language in general and is usually referred to as language interference transfer or cross –linguistic influence .it is suggested that the language we produce by foreign learners is so unavoidably influenced and even distorted by the mother tongue of the learner that it should rather be turned an interlanguage since it always be a blend of the foreign language and the mother tongue the better the learner at overcoming language interference the more dilute that the blend will be .