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Exploring the Role of the Mother Tongue in Facilitating L2 Learning: A Mixed Methods Study

Shumaila Shoukat

Ph.D. Scholar, Education Department, Superior University Lahore, Punjab, Pakistan.

Email: Shumailashoukat309@gmail.com

Prof. Dr. Muhammad Sarwar

Professor and Dean

Faculty of Educaion, Superior University, Lahore

Email: muhammad.sarwar@superior.edu.pk

Dr. Muhammad Arif Mirza

Assistant Professor of Education, Superior University Lahore , Punjab, Pakistan

Email: mu.arif@superior.edu.pk

Abstract

A mixed methods study, "Exploring the Role of Mother-tongue in Acquisition L2 among Elementary Students" Structured questionnaires with 16 questions and open-ended interviews were used to collect the data. Quantitative data were analyzed using SPSS version 16.0, while qualitative data underwent thematic analysis to identify common themes and patterns. Findings indicate that the strategic use of the mother tongue enhances students' comprehension, engagement, and overall learning experience. Using the mother tongue in classroom settings, such as peer interactions and group activities, fosters a deeper understanding and more confident use of the second language. Statistical Package for the Social Sciences (SPSS) version 16.0 was used to analyses quantitative data, and qualitative data were analyzed by thematic analysis in order to discover

common themes across them. The foundational use of the mother tongue in L2 education is rich with value and only serves to enrich learning, understanding, styleimulation. By combining the best of both L1 and L2, educators are able to create a learning situation that is more inclusive than exclusive and greatly supports our students in their language development as well as academic achievement.

Introduction

Children in every corner of the world are allowed to salute home languages other than a global dominant language. These same children, when they arrive at school will have an asset with them that is their first language (L1). Most commonly, school children with minority or indigenous language backgrounds need to learn the dominant language (L2) in their area so as to be socially integrated and have educational success(Journal & Studies, 2021).

In many cases, these children are only being taught in L2 which means they will not develop strong listening or speaking abilities at learning 1. Moreover, the language policies underpinning these educational programs often marginalize or ignore altogether - children's cultural legacies and associated knowledge embedded in their mother tongues. Nevertheless, many programs across the world encourage children to continue their L1 development and build a sense of achievement in learning while also acquiring when or more additional languages. Mother tongue-based bilingual education in L2 learning: A study concentrating completely on the second language can cause students to dislike or have difficulty translating new words into their mother tongue. Tips: Refusing words in

one language, will lead to rules of the same being distempered for another as well(Pflepson, 2021).

In this study, we reasoned that (given the widely observed difficulty L2 learners have in achieving native speaker-like knowledge of grammar without recourse to their first language) presenting grammatical properties during an overt naming task is more successful than a non-verbal one and if so, why. Classroom 2nd language teachers often find themselves in situations where despite their best intentions to avoid it, both they and the students resort to the mother tongue. The native language in the conundrum of second-language acquisition could be seen as both an obstacle or misfortune, but also a resource. Research such as suggests similar benefits of using L1 when met outside the class in lexical processing, task clarification and key grammar rules/reminders to foster reduced anxiety. The aim of this project will be to analyze the relations between mother tongue and second languages, in order to propose a better method for teaching and training(Khati, 2020).

Objectives

The objectives of this research are

- 1) To spot the reasons for the mistakes when it is related to the first language interference.
- 2) To observe the similarity in patterns between L1 and L2.
- 3) To analyze the concepts clarity of students related to L1 and L2

- 4) To able to understand the physical and mental health of students by using multilingualism.
- 5) To investigate the impact of mother tongue usage on the learning and comprehension of a second language (L2) among elementary students, including how it affects their ability to understand new concepts, switch between languages, and overall language development.

Research Questions

- 1) How does the use of mother tongue influence the learning and comprehension of a second language (L2) among elementary students?
- 2) Is there significant interdependence between L1 and L2?
- 3) Do the students link of L1 and L2 performance reflect their learning?

Rationale

We want the students to appreciate their own cultures and personal histories as well, of course; also included is being open minded towards different values, norms and traditions. And in doing so we value mother-tongue and growth. This research not only tries to highlight the issues of language use but also attempts to illuminate on mother tongue and its usage. This research forwards a new way of L1 and L2 importance in different dimensions of life. Mother tongue is the first stage of a language because when we declare something in our mother tongue, this acts as recognition for other languages. Furthermore, It is also important in terms of maintaining cultural identity and emotional stability as it allows students to keep on touch with their language, literature culture back home and continue having respect for them. Incorporating mother tongue closely related

languages, parents who speak the same language tend to use that as the lingua franca - by these techniques bilingual kids have better children.

Review of Literature:

The mother tongue theory or First language (L1) is at the forefront of everything you need to know when studying about how we learn and acquire new languages. The phrase "mother tongue" is most commonly defined as the language heard spoken by a child first, but historically referred to Latin. A mother tongue is not make only a linguistic tool but also an identity marker of culture and society. The importance of first language in second language (L2) learning is another issue, specifically addressed through the present review. Here, we provide a review to establish the significance of mainstream language in EFL learning by looking at its contribution to emotional and psychological development as well cultural preservation and basic literacy skills(Kayaoğlu, 2022).

22. Importance of the Mother Tongue

The mother tongue Mother Tongue is very important in a child's early development and their personal, social, and cultural identity. It influences the linguistic proficiency and even social activities of people. Although it is possible that nonnative speakers can learn them quicker conversationally in nearly 2 years, students will not be authentically at a level of proficiency on par with other L1 pieces until five or seven academic calendar cycles later. This time lag emphasizes the role of first language as a precursor to L2 acquisition(He, 2022).

2.3. Mother Tongue for Emotional and Mental Growth

Our mother language directly impacts the person we become and our psychology. This is the medium through which children first connect with and make sense of their worlds, they learn new ideas and skills even have a voice that enables them to express feelings. Child psychologists swear by the fact that language you use with children should be chosen well as it impacts their emotional and mental growth. It creates a direct link between the heart, brain and tongue of the children which helps in building trust as well confidence(Kayaoğlu, 2022).

2.4. Mother Tongue as an Indicator of Cultural Identity

A mother tongue of a child is the bond to their culture, history and identity. Most immigrants do not dare to use their own language at home, in part because they fear it would serve as a compounding sign of ghettoization during the subsequent generations; ironically creating an immigrant identity crisis where overfilled prisons continue ferment crime (A) among those without healthy direction. Mother tongue is not only crucial for maintaining cultural roots but also nurturing children with the pride that their heritage beholds. Immigrant parents need to inspire a cooperation between the mother tongue at home and respect for other cultures(Hazrat Umar, 2023).

2.5. Mother Tongue as a Basis for Learning Another Language

The research of Jim Cummins reinforces the idea that children with a strong foundation in their L1 will be better readers and writers in English. Because L1 gives children an intuition of linguistic subtleties, they are better at learning and using the same with

respect to new language L2. Children who are allowed to maintain their L1, show greater understanding of multiple languages making learning more efficient(Alshammari et al., 2023).

2.6. Promoting the Mother Tongue

In order for families to maintain the mother tongue in a foreign environment, it is important that they are also determined and committed. Authoring a home language policy, stories in the mother tongue and multimedia resources produced in L1 were proposed as strategies. The fact is that parents must encourage the love of their native language, and it can be encouraged by organizing cultural events or visiting congeners to restore the same habit in children.

2.7. Theories of Language Learning

Many accounts of learning language exist, ranging from behaviorism to various conceptions of mentalist. The behaviorist theory, founded by J.B. Watson in the first half of the twentieth century views language learning as habit formation through stimulus-response and reinforcement. By contrast, mentalist (of which Noam Chomsky is a leading proponent) argues that we all have an inherent ability to bend language whatever way it pleases us. These insights are presented via their theories about how L1 affects the acquisition of L2(Nasir, et, 2023).

2.8. Relationship Between L1 and L2

Theoretical studies in second language acquisition (SLA) suggest that the first and foreign or second languages are closely interconnected. L2 learning differs from L1

acquisition in that there is a language already parked inside the learner's brain. This dual-language presence structures the method and effects of L2 attainment, thus rendering it a lone field(Ahmad et al., 2023).

2.10. Similarities and Differences between L1 and L2 Learning

L1 and L2 learning are both a degree of how meaning can be expressed from form, mapping input forms to output functions in order for them to have relevance. But they contrast in many aspects as well. L1 learners obtain massive amounts of naturalistic language exposure, but L2s may or not get much. Age, motivation, and the learning environment are among other factors that impact L2 acquisition and contribute to what is often a more complex process than first language learning. In particular, the mother tongue is used in learning L2 as an important resource and acts as linguistic scaffolding for mental stability during emotional dramas of early development; all while ensuring cultural identity can be maintained. Generalizing the effects on L1 and L2 learning can provide useful insights into how to facilitate bilingualism and language acquisition in diverse linguistic contexts(Wirawan & Kristiani, 2022).

Research Methodology

3.1 Research Design

Research design is simply about the technical and logical components of a study on which data has been gathered. The process sought to enhance the collection of methods and procedures. This study was a mixed method, that makes use of quantitative and

qualitative data. It consisted of a survey and semi-structured interviews to gather in-depth information(Kaya & Keçik, 2021).

3.2 Nature of the Study

Every research has his or her nature and purpose. There are four different types of research studies; descriptive, diagnostic, experimental, and exploratory (Nachmias 1996:93). Design It was a prospective parallel descriptive study conducted at ATSDR Designated Sites with no contrived setting. It was a cross-sectional study done in Public and Private Universities of Lahore. Students were the only respondents that personally filled in the questionnaire and a total of 50. rendered. Moreover, they ran 10 in-depth interviews with some specific students for qualitative feedback which transformed the research into a mix of quantitative and qualitative(Hazrat Umar, 2023).

3.3 Area of Study

Research Study at the University of Education and Kinnaird College for Women Most of these were B.A. students from various courses.

3.4 Sampling

Sampling is a procedure in which we select the part of the target population instead to work on all elements. Possibility and suitability are the main gains of sampling. Study of the whole population is recommended when your target group, from which you are meant to draw a sample and be studied in an experiment or survey (phi coefficient), has few available. This study employed simple random

sampling. Qualitative data: High-detail responses, Current customers' Purposive sampling based on willingness to be interviewed(Takač, 2015).

3.5 Sampled Population

A sample is a set part of a statistical population whose properties are analyzed to get information about the whole. In this study, a simple random sampling of 50 respondents was selected among all the listed possible accessible populations,(Table), and ten (10) out of them were interviewed. The number and mix of people selected for the research sample (who actually do it) is important in determining how valid the findings are. The goal was mainly to hypothesize about a general population(Koucká, 2021).

3.6 Collection of Data

A survey that included 16 statements was developed as a primary quantitative data-collection method. Respondents rated their agreement or disagreement on a five-point scale Semi-structured interviews were further part of the study for deeper insights into how the respondents represent these perceptions through qualitative data. Quantitative data was collected using a 16-item questionnaire as the principal too (Journal & Studies, 2021).

3.7 Data Analysis

The collected data were analyzed using the proper method of analysis. The procedures used for estimation were selected based on the research questions sought in initially ascertained data, along with characteristics of the collected measurements (Sowell and

Casey 1982). Quantitative data analysis: SPSS version 16. For windows Qualitative data thematic Analysis is to identify common themes and patterns(Rashid & Hussain, 2019).

3.8 Data Collection Instrument

Several research methods depend on the study type for data collection. Structured questionnaires and interviews are the most widely used techniques for collecting data. Both approaches were used in this study. The survey had 16 questions and the interview guide included open-ended questions to allow for rich detail.

3.9 Data Analysis Tool

SPSS is a popular statistical analysis and data management solution. Results were tabulated and summarized in reports, charts, descriptive statistics etc., by using SPSS for complex statistical analysis. The responses were quantitated as numerical values for statistical analysis: 1 = strongly disagree, 2 = Disagree, 3 = Agree, 4 = strongly agree. The significant themes were developed by thematic analysis for qualitative data(Rahim, 2019).

3.10 Ethical Considerations

The study follows the given ethical considerations: i. Forcefulness to operators, for completion of questionnaire and interview session would have been upheld in this case. ii. All the respondents and participants of this study remained anonymous(Rashid & Hussain, 2019).

Data analysis

Students will learn English better if they use mother tongue at the same time?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	21	42.0	42.0	42.0
SA	11	22.0	22.0	64.0
N	18	36.0	36.0	100.0
Total	50	100.0	100.0	

According to Table 4.1, there are 21% said that students cannot learn English well if they use their mother tongue at the same time while on average of the respondents is neutral 18%, and a fraction (11%) strongly agree with the two constraints above as it dictates the better outcome.

Table 4.2

The use of L1 and translation into L2 serves as a tool for improving language skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	19	38.0	38.0	38.0
SA	19	38.0	38.0	76.0
N	6	12.0	12.0	88.0
D	6	12.0	12.0	100.0
Total	50	100.0	100.0	

As shown by Table 4.2, respondents agreed in the same level as well strongly agree at 19% on this statement. it tells us that students are capable of understanding oral prepared points and we can teach them in a professional way when mother tongue is used. though a small portion of the respondents are neutral and disagree with this statement.

Table 4.3

In class activities and learning mother tongue enhance literacy skill in the students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	33	66.0	66.0	66.0
SA	10	20.0	20.0	86.0
N	5	10.0	10.0	96.0
SDA	2	4.0	4.0	100.0
Total	50	100.0	100.0	

In Table 4.3 above, we can see that before the same students did not participate in this activity; more than one third (33%) of them agree and a tenth (10 %) states: strongly agree regarding activities in class through mother tongue while promoting literacy skills from/to student.5% remain neutral or have no opinion about what was pointed out on statement, equally violent(2%) however places it as follows strong disagreeing with production school material theory literary should be proposed to students for initial education

Table 4.4

Errors and mistakes in performance and learning can be expected while learning L2 due to pnp difference in L1 and L2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	20	40.0	40.0	40.0
SA	8	16.0	16.0	56.0
N	21	42.0	42.0	98.0
D	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Table 4.4 20% students think that mistakes and problem in performance & learning can b happen because of structural difference between L1 and L2. 21% students are neutral and 8% student strong agree.

Table 4.5

Bilingualism among students is better when the communicate and code switch into their mother language.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	20	40.0	40.0	40.0
SA	8	16.0	16.0	56.0
N	21	42.0	42.0	98.0
SDA	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Table 4.5 shows that 21% respondent are neutral, while 20% agree and 8% show that they are strongly agree with the bilingualism among students is better when the communicate and code switch into their mother tongue.

Table 4.6

Students can learn better if the mother tongue is used for instructional language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	17	34.0	34.0	34.0
SA	21	42.0	42.0	76.0
N	12	24.0	24.0	100.0
Total	50	100.0	100.0	

Table 4.6 indicates that 21% students are strongly agree with the statement that is students can learn better if the mother tongue is used for instructional language 17% agree and 12% are neutral.

Table 4.7

Students bilingual should have some time in class discussion in their mother tongue in order to process the language to work better.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	19	38.0	38.0	38.0
SA	12	24.0	24.0	62.0
N	18	36.0	36.0	98.0
D	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Table 4.7 shows that 19% agree that students should give some time to discuss in their native language in order to process the language to work better and show good performance, 18% are neutral and 12% strongly agree.

Table 4.8

Mother tongue is used for explaining new words in second language learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	19	38.0	38.0	38.0
SA	13	26.0	26.0	64.0
N	13	26.0	26.0	90.0
D	5	10.0	10.0	100.0
Total	50	100.0	100.0	

Table 4.8 shows that 19% agree that mother tongue must be used in explaining the new term in the classroom to learn second language. 13% strongly agree and same ratio in neutral while 5% disagree with it.

Table 4.9

students must free to use mother tongue among their friends and groups and give their ideas in I1 which show the understanding of I2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	13	26.0	26.0	26.0

SA	13	26.0	26.0	52.0
N	20	40.0	40.0	92.0
D	4	8.0	8.0	100.0
Total	50	100.0	100.0	

Table 4.9 shows that 20% respondent neutral and 13% are agree and same ratio is the in favor of strongly agree with that students are free to allow to use their mother tongue among their friends and group fellows so that the learn better about L2.

Table 4.10

Interest in second language learning, thinking the new ideas in l2 reduce the interference of mother tongue

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	22	44.0	44.0	44.0
SA	15	30.0	30.0	74.0
N	7	14.0	14.0	88.0
D	6	12.0	12.0	100.0
Total	50	100.0	100.0	

Table 4.10 shows that 22% agreed that in second language learning, students think in target language than the interference of mother tongue is reduce while the 15% are also strongly agree and the &% are neutral and ^% disagree with it.

Table 4.11

Learning content in mother tongue is enhance the learning the subject matter of second language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	14	28.0	28.0	28.0
	SA	11	22.0	22.0	50.0
	N	21	42.0	42.0	92.0
	D	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

Table 4.11 shows that 14% are agree and the 21% are neutral which shows that the learning content in the native language that the learning of second language become more efficient .

Table 4.12

Do you think that students can fluent in second language, if they constant use of mother tongue in learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	19	38.0	38.0	38.0
	SA	1	2.0	2.0	40.0
	N	23	46.0	46.0	86.0
	D	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

Table 4.12 shows that 23% are neutral. 19% think that students must fluent in second language if they use L1 properly with the same time and the 7% disagree with it.

Table 4.13

Do you think that the use of bilingualism can lead to practical advantages in second language learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	17	34.0	34.0	34.0
SA	7	14.0	14.0	48.0
N	26	52.0	52.0	100.0
Total	50	100.0	100.0	

Table 4.13 shows that 17% think that the use of both languages leads the students towards the practical approach and advantages of L2 learning. 26% are neutral in their response and 7% strongly agree with it.

Table 4.14

Do you think that student can maintain their competence of I1 while learning I2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	11	22.0	22.0	22.0
SA	8	16.0	16.0	38.0
N	27	54.0	54.0	92.0
D	4	8.0	8.0	100.0
Total	50	100.0	100.0	

Table 4.14 shows that 11% respondent think that students can stable their competence when the learn L2 and 27% are neutral and the 8 % are strongly agree with the statement and 4% disagree with it.

Table 4.15

Learning of second language is as early as possible with the help of mother tongue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	18	36.0	36.0	36.0
	SA	11	22.0	22.0	58.0
	N	18	36.0	36.0	94.0
	D	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Table 4.15 shows that 18 % agree that L2 learning is possible as early while the use of L1 at the same time. 11% strongly agree 18% are neutral and 3% disagree with the statement.

Table 4.16

Students can learn a second language better if the teacher uses only the target language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	12	24.0	24.0	24.0
	SA	7	14.0	14.0	38.0

N	21	42.0	42.0	80.0
D	9	18.0	18.0	98.0
SDA	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Table 4.16 shows that 12% agree with it, they think that L2 learn more effectively when the teacher uses only the target language for the instruction. 21% shows the neutral behavior of the respondents.

Qualitative Data Analysis:

Theme 1: Comprehension Has Increased

Quote: *“Using our mother tongue in learning enables us to better grasp difficult concepts” If the teacher delivers a complex explanation in Urdu first, one can understand it easily before reverting back to English”* Participant 3

Theme 2: Engagement.

Quote: *“I am more confident to participate in class discussion because I know the teacher can explain it by our mother language if we cannot understand or follow what is happening, especially when something happens fast. This really makes the learning process less scary”* Participant 5

Theme 3: Enriched Vocabulary

Quote: *“I can learn new words better when I apply my mother tongue next to the English” When I learn the English word of something, in Punjabi I already know; it sticks up to my mind like when....”* Participant 6

Theme 4: Decreased Anxiety and Stress

Quote: *"When it is in English, I get stress. But if it comes from the teacher with both languages, I do not feel nervous and more comfortable to try speaking and writing in English".* Participant 8

Theme 5: Builds Cultural Awareness

Quote: *"Using our mother tongue in the classroom allows us to link new English words and concepts to experiences we have had because of our own culture. Because it helps us real world learning center has been in English every day"* Participant 10

The themes and quotes would represent different angles in terms of how using the mother tongue can help to enhance learning and understanding a second language among elementary students, which wraps around ensuring that their process of learning becomes more easier, interesting instead stressful.

Discussion

A view of the questionnaire data in numerical terms is given: it provides insights about to what extent L1 usage plays critical roles in the acquisition and learning process from an L2 perspective. Responses show that when students introduce the mother tongue in L2 learning, they improve learning and develop their second language with more rapid. The students get exposure to interact with friends and do group and class tasks in their mother tongue. The practice helps them understand and get a command of the second language. Children who are competent and feel confident in their mother tongue, are also more ready to do the same with a second language. The questionnaire gathered data about students using their native language during class activities to increase comprehension and performance in L2 learning.

In addition, the data implies that teachers must employ their learners' mother tongue to introduce new words and notions with a view of enhancing acquisition rates as well as ensuring more meaningful learning experiences in terms of depth/breadth.

Contrary to what many people would expect, the data states that mother tongue is not a barrier for learning English. No, it's pointing more towards the fact that hard L2 concepts go down better with some mother tongue explanation. Therefore, the more children are at ease with their mother tongue language, the better they communicate with family and build confidence in them. However, other findings suggest that the mother tongue may be of help only at the beginning stages. At more advanced stages, the OCD in using L1 can disturb L2 learning as differences between phonetic and syntactic structures of L1 are not similar in some cases to those in high levels which may cause errors too. Hence, learning languages in a systematic way is obligatory. Teachers must judiciously use L1 and L2 so that it is a combination of both languages used to aid comprehension, using translation method and direct method. The picture that emerges is a narrative out of this concise well-established mother-tongue to an adapted language L2, and comprehend its sophisticated concepts over time. Therefore, the use of L1 and L2 should complement each other to support students in their entire language learning.

The qualitative data supported the quantitative results and provided in-depth explanations about how the mother tongue supports L2 learning by identifying various themes and quoting participants. Another shared that they grasp complex English concepts better when the teacher first explains them in Urdu, their mother tongue. Others say they feel better understanding of the material and are more willing to engage in class, secure with the knowledge that their teacher can dispel misinterpretations in native languages. The more involved in learning a new language (smartly) can lower the sense of intimidation.

One of the participants also mentioned that mixing both languages can help to learn new words, if for instance she knows a word in Punjabi and gets to know an English equivalent way with which it is hard at first but then stays longer as they are connected now. Furthermore, students feel less nervous or stressed due to this dual-language approach - and certainly more encouraged in speaking or writing English. The use of the mother tongue in a similar fashion fosters cultural understanding, making English more

relevant and subsequently meaningful to learn as vocabulary words have now been linked with why they are necessary for them.

The unequivocal need and desire for the mother tongue to be included in L2 learning is strong when examining both quantitative and qualitative sides of data. It is important in the early stages of learning but a well-balanced approach will make sure students have an advantage from both languages which leads to more effective and confident development of language. By incorporating the benefits of using their mother tongue when available, such as improved understanding, greater student engagement, and more inclusivity for students to build vocabulary while also feeling concerned overall and less stressed in an environment where they are already at a disadvantage culturally.

Recommendations

1. From the review of these quantitative as well as qualitative data, it follows that strategic L1 use to support learning a new language (L2) is conducive and can go a long way toward being recommended.
2. Allow the Mother Tongue to Permeate L2 Learning Early On: Teachers should use students' mother tongues in the early stages of their learning to ensure they have a strong base. This includes teaching students in L1 and then transitioning to English.
3. Promote Mother Tongue in Activities that are Collaborative: In group learning exercises, peer discussions and different class projects let students speak their

mother tongue. This is a principle that can help in better comprehension and making oneself learn relevant to the discussion.

4. Teachers should help with using a skill such as introducing the word in the first language and then transitioning to the second language. This way is more advantageous because students can absorb new vocabulary and concept applications quickly.
5. When exposing learners to more advanced and challenging topics they must first be presented in their mother tongue before moving on to L2, thus ensuring full understanding.
6. Invite speaking in their mother tongue when the grammar from target language is too difficult. While practicing this, over time they will then feel less anxious and more self-assured in transitioning between languages.
7. Although integrating the mother tongue is favorable, it is essential that students become more accustomed to using their L2 progressively so as not to be too dependent on their use of L1. A golden mean should be preserved
8. Use the grammar-translation method and railroading for instance. All these methods of instruction will make the L1 -L2 connections easier and lead to a faster uptake of essentially any language.
9. Training teachers for language education so that they can provide better bilingual training. Encouraging this in a self-training aspect can improve the skills teachers use to balance L1 and/or L2 in their classes.

10. Create an environment where the use of their first language is known and we fit into learning rather than being looked down upon.
11. Get parents involved in the learning process and encourage them to help children learn L2 at home with their mother tongue. This can help to underpin classroom learning and provide additional reinforcement.
12. Use monitoring data to regularly evaluate the impact of these strategies and their components on student outcomes, adjusting them based on that evaluation. Different teaching methods accommodate different learning styles, so being able to adapt in order for it to be learned is a huge benefit.

Conclusion

The results of this study highlight the central importance of L1 in learning a second language (L2). Research results, both qualitative and quantitative; show that the more familiar language or mother tongue a student uses the better it learns with greater understanding, involvement etc. English L2 performance: Being part of the same setting, having an opportunity to activate their practices during target language communication (use in peer talks and activities) as well as second-language through mother tongue translation task helps students people have a better understanding using both languages with confidence together(cognitive behavior).

According to the quantitative data including L2 instruction in their mother tongue leads students process new content better and makes them less anxious, so it conduces a positive atmosphere of learning. If students are excelling in their own language it will be

that much more helpful for them to learn a second language as well. Besides, teaching new vocabulary for complex ideas through the medium of L1 will speed up and facilitate comprehension.

Qualitative feedback reinforced these benefits, including better understanding and participation among students. Vocabulary building is augmented by a reduction in stress brought on from hearing only new words and exposure to different vocabulary types in relation with their culture that allow connects concepts through cultural connections. All of this make learning more fun and less intimidating.

Nevertheless, it is crucial to consider that the mother tongue should be used in a moderate manner especially for advanced learners of L2. There are numerous phonetic and syntactic differences between the two languages because of which over resting on L1 is problematic. A methodical and logically organized approach in teaching languages, employing appropriate language instruction approaches such as the grammar translation Method or direct methods is of vital importance to help learners achieve solid learning results.

To sum up, the well-considered use of L1 in L2 pedagogy does not have to be an obstacle and can support learning, understanding as well as reception. From Strength to Strength. By combining the advantages of both L1 and L2, educators can establish a more inclusive language learning environment that caters to students' integrated development and academic success.

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