

The Effects of Studying Mother Tongue subject among Grade 4 students

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Abstract – *The mother tongue is associated with the language that a child's parents use to communicate with them, or the common language of the place a person is born and brought up in is called the native tongue. This research focused on the effects of mother tongue subject among Grade 4 students of Luciente II Elementary School in adapting English as a second language. This study will use a compare and contrast approach that will benefit to find the effect of MTB- MLE on English literacy development of children of Luciente II Elementary School. The main goal of this study is to document the developments of the students in studying their mother tongue as well as English and other international languages and national languages. This study utilized a descriptive research design and consists of well-structured questionnaires (for the Grade 4 student of Luciente II Elementary School). This study employs a descriptive research design to study on the effects of Mother Tongue Subject to the acquisition of the students to their second language. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution. Therefore, this research design enabled the researchers to gather data from a wide range of respondents on the impact of First language to the Second language. And this helped in analyzing the response obtained on how it affects the acquisition of the students of the English language. This study examined the effects of Mother Tongue subject in student's second language acquisition. Mother tongue has a huge positive influence in defining the personality of an individual; however, the medium of education which is usually English also encourages parents to speak to their children in their second language. Thus, this leads to confusion in the minds of the children and hence, they face difficulties in mastering both first and second language.*

Keywords – *Bilingual, Early Childhood, English as a Second Language, Language, Mother Tongue, Mother Tongue Based- Multilingual Education (MTB-MLE), Multilingual, National Language, Pronunciation, Vocabulary.*

INTRODUCTION

The mother tongue is associated with the language that a child's parents use to communicate with them, or the common language of the place a person is born and brought up in is called the native

tongue. On one hand, English is taught in school as a second language or also known as one of the two official languages of the country, the other being a Filipino or Tagalog. On the other hand, the purpose of this study is to know if the knowledge of the

students in their mother tongue language has its effect in acclimating English as a second language.

This chapter discusses the background of the study, statement of the problem, scope and delimitation of the study, as well as the significance of the study, and the research also provided some definition of terms. It talks about the effects of mother tongue in acquiring English as a second language of the students.

BACKGROUND OF THE STUDY

The Philippines is known with more than 7000 islands and 181 distinct languages. The ‘mother tongue’ does not have to be the language spoken by the mother but then, Mother Tongue is a language that a child imbibes from his/her parents and it is usually the language children speak at home with their family. Mother Tongue is the language that a person has grown up speaking from early childhood. The mother tongue, native or first language, is what a person has learned from birth or within a critical period, where the ability to acquire a language is biologically linked to age, and thus become the basis for social identity and becomes the medium of learning in school and society (Yadav , 2014). But, the role of mother tongue in second language learning and mother tongue instruction has been the subject of much debate and controversy. (Yadav, 2014 & Regmi, 2006) For some, the use of L1 should reduce, for it may affect the English literacy development of a country. Varied researches were demonstrated to analyze the effect of mother tongue through English literacy development of a child, if it's positive or negative. The child's mother tongue is of utmost importance.

Language is used in conveying and sharing ideas, feeling, emotion, and information both in spoken and written forms. It also serves the human needs in their everyday communication in any situation. Language plays a crucial role in learning

as it is through language that children develop ideas or concepts of the world around them; it is through language that children make sense of the input they receive in the classroom from the teacher and the written texts; and it is through language that children express their understanding of what they have learnt from this input (Cummins 2000; Gibbons 2002; Probyn 2008; Tsui and Tollefson 2004). But when the language used for learning is not a language familiar to the pupils, it becomes a barrier to learning (Benson 2009; Brock-Utne 2010; Heugh&SkutnabbKangas 2010; Mohanty 2009; Nomlomo 2009; Skutnabb-Kangas 2000). Children can and often do speak more than one or even two languages at home and they are taught at school that lead them to become bilingual or multilingual.

This research focused on the effects of mother tongue subject among Grade 4 students of Luciente II Elementary School in adapting English as a second language.

This study will use a compare and contrast approach that will benefit to find the effect of MTB- MLE on English literacy development of children of Luciente II Elementary School. The main goal of this study is to document the developments of the students in studying their mother tongue as well as English and other international languages and national languages.

OBJECTIVES OF THE STUDY

The study was conducted to determine how studying Mother Tongue Subject affects the adaption of English as a second language among the Grade 4 students of Luciente II Elementary School. Specifically, the study aimed to provide the answers to the following questions;

1. What is the profile of the respondents in terms of:

- a. Gender;
 - b. Age;
 - c. First Language spoken at home;
 - d. Grade in Mother Tongue; and
 - e. Grade in English
2. How do the respondents use the English language in studying in terms of:
 - a. Face to Face Conversation;
 - b. Virtual Conversation;
 - c. Recitation;
 - d. Writing; and
 - e. Filling Out Forms
3. How does studying the mother tongue subjects affect their second language learning in English in terms of:
 - a. Pronunciation;
 - b. Spelling;
 - c. Vocabulary;
 - d. Comprehension; and
 - e. Grammar
4. Is there a significant relationship between the profile of the respondents to the effects of studying mother tongue subject among grade 4 students?
5. What recommendations can be made in order to address the possible negative effects of mother tongue in acquiring English as a second language among students?

SCOPE AND DELIMITATION

This research focuses on the effects of studying Mother Tongue subject among the students of Luciente II Elementary School in adapting English as a second language.

This involves a survey questionnaire for those students who have undergone the Mother Tongue subject. Specifically, the participants are the Grade 4 students of Luciente II during their, S.Y. 2020-2021. It also applied the compare and contrast approach in order to know the effectiveness of Mother Tongue subject in adaptation of English as a second language. This research aims to describe how their Mother Tongue subject affects the adaption of English as a second language.

SIGNIFICANCE OF THE STUDY

This study is about the effects of studying Mother Tongue subject among Grade 4 students of Luciente II Elementary School in adapting English as a Second Language will be a great help to the following:

Students. The students being the ultimate beneficiaries will greatly benefit from the results of the proposed study because it will determine the difference of acquiring knowledge using mother tongue up to the present, where students began to acquire knowledge using the secondary language. It will show the challenges of the students and also generate ideas to help the learning of the students.

Teachers. This study will be a great help to all elementary instructors in the teaching-learning process. They will easily adjust to the needs of the students and give suitable remedies while learning the mother tongue and English language.

Parents. Knowing the effects of studying mother tongue and in adapting English as a second language, the parents within the community will be aware that their children must use their native language as well as English in their everyday routine activities.

Researcher. As a researcher, the result of this study could serve as a framework of reference in upgrading teaching skills and comprehension in teaching English subjects.

Future Researchers. This study will serve as a gateway for other researchers who will dream of studying mother tongue and English as a second language further.

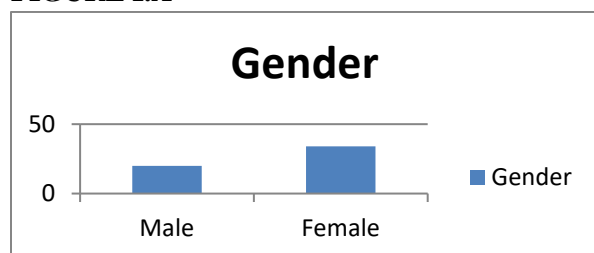
This research discusses the effects of studying the Mother Tongue subject in adopting

English as a second language. The learners are expected to be introduced to the pronunciation of words in English by their teacher during the day-to-day interaction. It expounds the study's probable impact to education. It also gives the justification for the study in terms of its contribution in studying the Mother Tongue subject. How it plays a big role to improve the students performance in English particularly their reading, speaking, listening and writing skills.

To complete this study properly, it is necessary to analyze the data collected in order to test the hypothesis and answer the research questions. As already indicated in the preceding chapter, data is interpreted in a descriptive form. This chapter comprises the analysis, presentation and interpretation of the findings resulting from this study of a total of 54 questionnaires distributed, and all completed questionnaires were the base for computing the results.

Data gathered through the questionnaire was subjected to frequency counts. In other words, the subjects' responses for each individual question were added together to find the highest frequency of occurrence. These responses to the questions, which are quantified, are then presented in percentage forms. This analysis is presented in table form. The researcher uses table charts containing a variable.

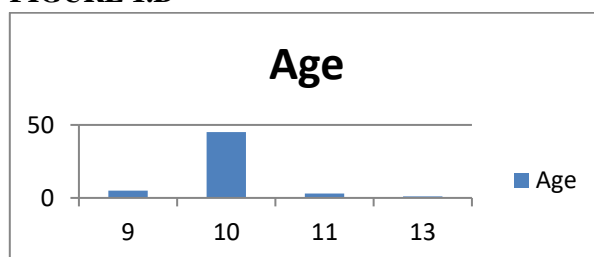
FIGURE 1.A



This table shows the gender categories of the respondents. Majority of the pupils who responded

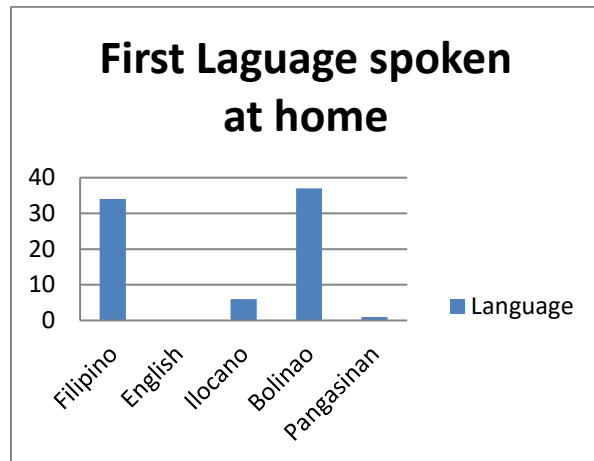
are (34) Females with 63%, the rest are (20) Males with 37%

FIGURE 1.B



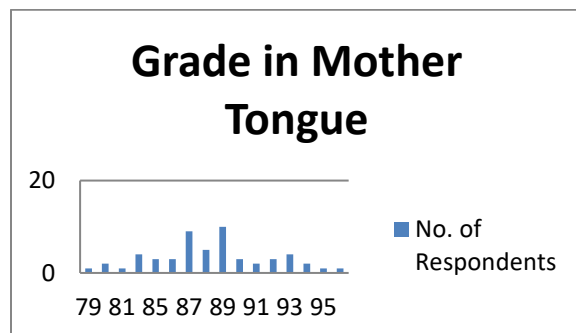
This table shows the age categories of subjects who took part in the completion of the questionnaires. The percentage in this table shows that the majority of the respondents ages (45) 10 years old with 83.3%, in which an accurate age for a Grade 4 pupil. There are also (5) 9 years old with 9.3%, (3) 11 years old with 5.6%, and (1) 13 years old with 1.9%.

FIGURE 1.C



This table represents the First Language used at home. Most of the respondents use Bolinao Language (37) at home with 69.8%. Then the student who uses Filipino Language has total of (34) users at home with 64.2%. There are also Ilocano speakers (6) with 11.3%, (1) Pangasinan Language with 1.9% and none of them uses English Language at home.

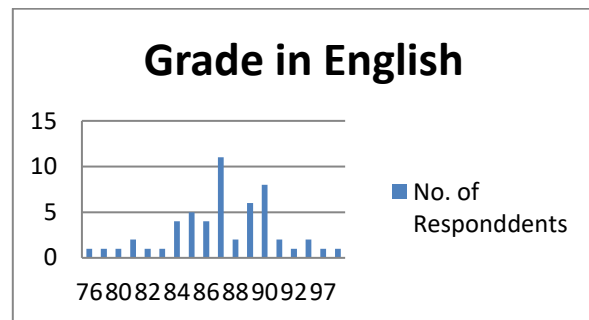
FIGURE 1.D



This table represents the Grade of Mother Tongue of the respondents. 10 respondents has a grade of 89 with 18.5%. There are 9 respondents who has a grade of 87 with 16.7%, 5 respondents has a grade of 88 with 9.3%, 4 of the respondents has a grade of 83 with 7.4%, 4 of the respondents has a grade of 93 with 7.4%, 3 of the respondents has a grade of 85 with 5.6%, 3 of the respondents has a grade 86 with 5.6% also 3 of the respondents has a grade of 92 with 5.6%, 2 of the respondents has a grade

of 80 with 3.7%, 2 of the respondents has a grade of 91 with 3.7%, 2 of the respondents has a grade of 94 with 3.7% and the following grades (79, 81, 95, 96) has a 1 respondent each with 1.9%.

FIGURE 1.E



This table represents the Grade of representatives in the English Subject. Most of the respondents has a grade of 87 with 20.4%. There are 8 respondent with 14.8%, 6 of them has a grade of 89 with 11.1%, 5 of them has a grade of 85 with 9.3%, 4 of the respondents has a grade of 84 with 7.4%, 4 of the respondents has a grade of 86 with 7.4%, ____ of them has a grade of 95 with ____%, 2 of them has a grade of 81 with 3.7%, 2 of the respondents has a grade of 88 with 3.7%, 2 respondents has a 82 with 3.7%, and the following grades has a 1 respondents each 76, 79, 80, 82, 83, 92, 97 and 98 with 1.9% individually.

FIGURE II.

A. FACE-TO-FACE CONVERSATION

Statement 1: I speak English language rather than my Mother Tongue.

Table 2.A.1

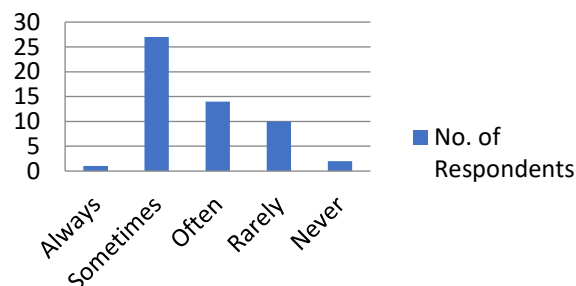


Table (A.1) shows the statistical results of the first statement “I speak English language rather than my Mother Tongue”, as it is shown in the table, (27) participants responded with ‘Sometimes’ and its percentage is 50%, (14) participants responded with ‘Often’ with percentage 25.9%, (10) participants responded with ‘Rarely’ and its percentage is 18.5%, (2) participants responded with ‘Never’ with 3.7% and (1) participant answered ‘Always’ with 1.9%.

Statement 2: I practice my English speaking skills in face-to-face manner.

Table 2.A.2

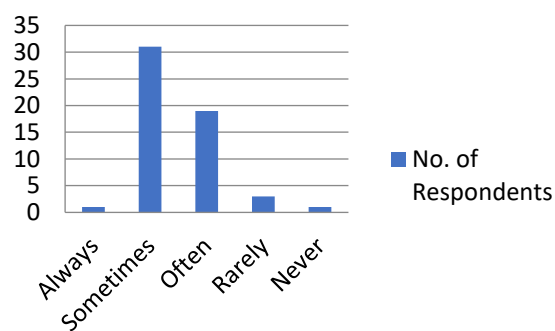


Table (A.2) shows the statistical results of the second statement “I practice my English speaking skills in face-to-face manner.”, as it is shown in the table, (31) participants responded with ‘Sometimes’ and its percentage is 57.4%, (19) participants responded with ‘Often’ with percentage 35.2%, (3) participants responded with ‘Rarely’ and its percentage is 5.6%, and both (1) participant answered with ‘Never’ and ‘Always’ with 1.9%.

‘Rarely’ and its percentage is 5.6%, and both (1) participant answered with ‘Never’ and ‘Always’ with 1.9%.

Statement 3: I feel confident in speaking in English language in face-to-face conversation.

Table 2.A.3

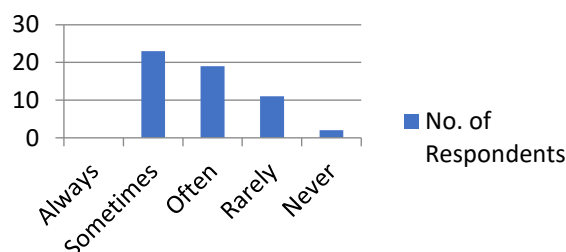


Table (A.3) shows the statistical results of the third statement “I feel confident in speaking in English language in face-to-face conversation. ”, as it is shown in the table, (23) participants responded with ‘Sometimes’ and its percentage is 42.6%, (19) participants responded with ‘Often’ with percentage 35.2%, (11) participants responded with ‘Rarely’ and its percentage is 20.4%, (2) participants responded with ‘Never’ with 3.7% and no one answered ‘Always’.

Statement 4: English language prohibits me to express my own thoughts and to communicate to others.

Table 2.A.4

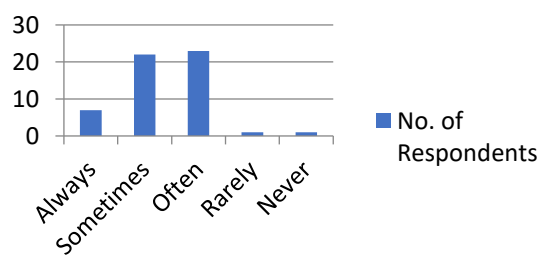


Table (A.4) shows the statistical results of the forth statement “English language prohibits me to express my own thoughts and to communicate to others.”, as it is shown in the table, (22) participants responded with ‘Sometimes’ and its percentage is 42.6%, (23) participants responded with ‘Often’ with percentage 42.6%, (7) participants responded with ‘Always’ and its percentage is 12.7%, (1) participant answered with ‘Never’ and ‘Rarely’ with 1.9%.

others.”, as it is shown in the table, (23) participants responded with 'Often' and its percentage is 42.6%, (22) participants responded with 'Sometimes' with percentage 40.7%, (7) participants responded with 'Always' and its percentage is 13%, and both (1) respondent answered to 'Rarely' and 'Never' with 3.8%.

Statement 5: I easily understand English language during face-to-face conversation.

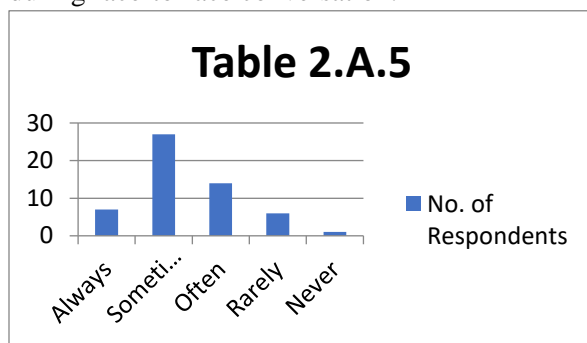


Table (A.5) shows the statistical results of the fifth statement “I easily understand English language during face-to-face conversation.”, as it is shown in the table, (27) participants responded with 'Sometimes' and its percentage is 50%, (14) participants responded with 'Often' with percentage 25.9%, (7) participants responded with 'Always' and its percentage is 13%, (6) participants responded with 'Rarely' with 11.1% and (1) participant answered 'Never' with 1.9%.

B. VIRTUAL COMMUNICATION

Statement 1: I try to speak English in communicating virtually.

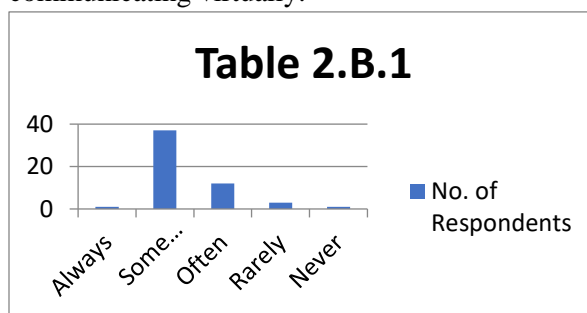


Table (B.1) shows the statistical results of the first statement “I try to speak English in communicating virtually.”, as it is shown in the table, (37) participants responded with 'Sometimes' and its percentage is 68.5%, (20) participants responded with 'Often' with percentage 22.2%, (3) percentage is 5.6%, and both (1) responded 'Always' and 'Never' with 3.8%

Statement 2: I am confident in speaking English virtually.

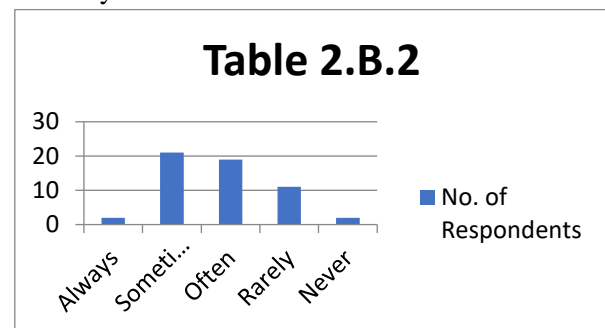


Table (B.2) shows the statistical results of the second statement “I am confident in speaking English virtually.”, as it is shown in the table, (23) participants responded with 'Often' and its percentage is 42.6%, (20) participants responded with 'Sometimes' with percentage 37%, (10) participants responded with 'Rarely' and its percentage is 18.5%, (3) participants responded with 'Always' with 5.6% and no one answered 'Never'.

Statement 3: I can easily communicate using English language virtually.

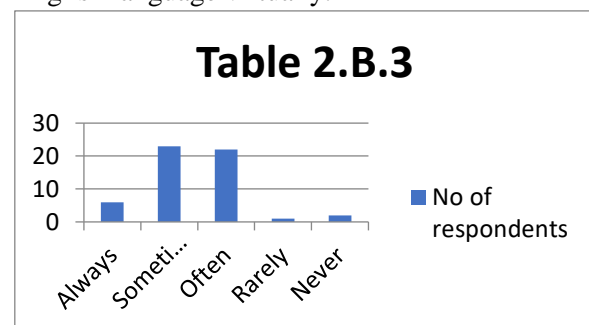


Table (B.3) shows the statistical results of the third statement “I can easily communicate using English language virtually.”, as it is shown in the table, (21) participants responded with ‘Sometimes’ and its percentage is 38.9%, (19) participants responded with ‘Often’ with percentage 35.2%, (11) participants responded with ‘Rarely’ and its percentage is 20.4%, (2) participants responded with both ‘Always’ and ‘Never’ with percentage of 7.4%.

Statement 4: I'm afraid to speak English in a virtual platform.

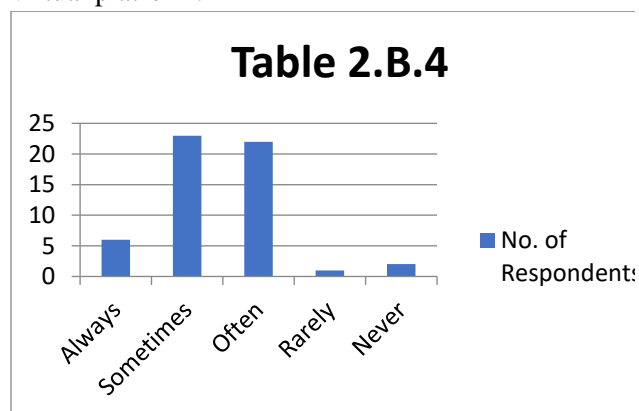


Table (B.4) shows the statistical results of the forth statement “I'm afraid to speak English in a virtual platform.”, as it is shown in the table, (23) participants responded with ‘Sometimes’ and its percentage is 42.6%, (22) participants responded with ‘Often’ with percentage 40.7%, (6) participants responded with ‘Always’ and its percentage is 11.1%, (2) participants responded with ‘Never’ with 3.7% and (1) participant answered ‘Rarely’ 1.9%.

Statement 5: I find difficult to communicate virtually using English language.

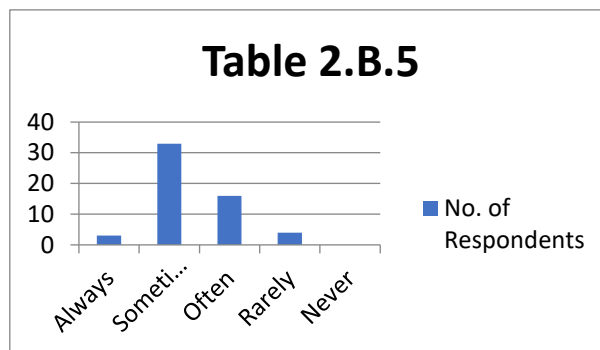


Table (B.5) shows the statistical results of the fifth statement “I find difficult to communicate virtually using English language.”, as it is shown in the table, (33) participants responded with ‘Sometimes’ and its percentage is 61.1%, (16) participants responded with ‘Often’ with percentage 29.6%, (4) participants responded with ‘Rarely’ and its percentage is 7.4%, (3) participants responded with ‘Always’ with 5.6% and no one answered ‘Never’.

C. RECITATION

Statement 1: Instead of using Mother Tongue, I express myself in English.

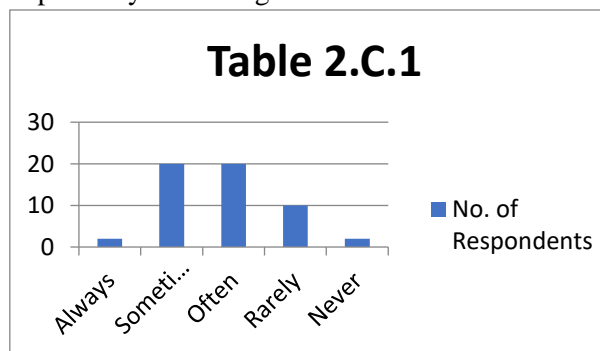


Table (C.1) shows the statistical results of the first statement “Instead of using Mother Tongue, I express myself in English”, as it is shown in the table, (20) participants responded with both ‘Sometimes’ and ‘Often’ and their percentage is 74.1%, (10) participants responded with ‘Rarely’ and its percentage is 18.5%, and (2) participants answered for both ‘Always’ and ‘Never’ with 7.4%.

Statement 2: I'm more confident in speaking in English during our recitation.

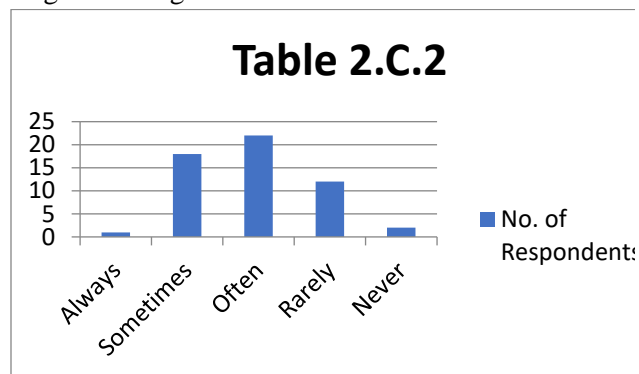


Table (C.2) shows the statistical results of the second statement “I'm more confident in speaking in English during our recitation.”, as it is shown in the table, (22) participants responded with ‘Often’ and its percentage is 40.7%, (18) participants responded with ‘Sometimes’ with percentage 33.3%, (12) participants responded with ‘Rarely’ and its percentage is 22.2%, (2) participants responded with ‘Never’ with 3.7% and (1) participant answered ‘Always’ with 1.9%.

Statement 3: Speaking in English language during our recitation makes me confident.

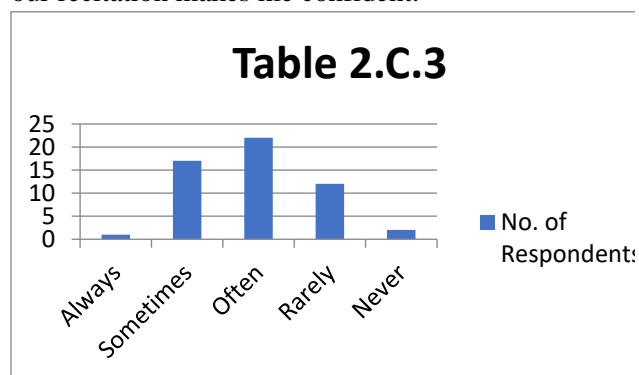


Table (C.3) shows the statistical results of the third statement “Speaking in English language during our recitation makes me confident”, as it is shown in the table, (22) participants responded with ‘Often’ and its percentage is 40.7%, (17) participants responded with ‘Sometimes’ with percentage 31.5%, (12) participants responded

with ‘Rarely’ and its percentage is 22.2%, (2) participants responded with ‘Never’ with 3.7% and (1) participant answered ‘Always’ with 1.9%.

Statement 4: I speak English language during our recitation in our English subject.

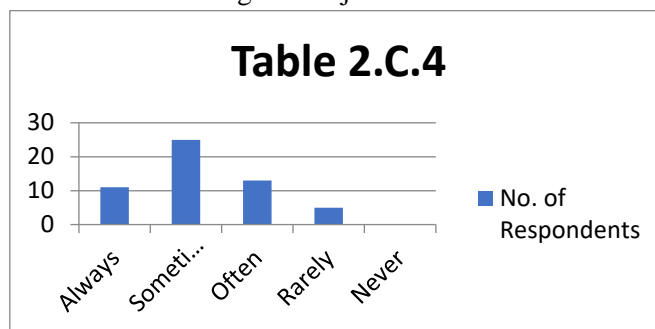


Table (C.4) shows the statistical results of the fourth statement “I speak English language during our recitation in our English Subject”, as it is shown in the table, (25) participants responded with ‘Sometimes’ and its percentage is 46.3%, (13) participants responded with ‘Often’ with percentage 24.1%, (10) participants responded with ‘Always’ and its percentage is 20.4%, (5) participants responded with ‘Rarely’ with 9.3% and no one answered ‘Never’.

Statement 5: I'm afraid to speak in English during our recitations.

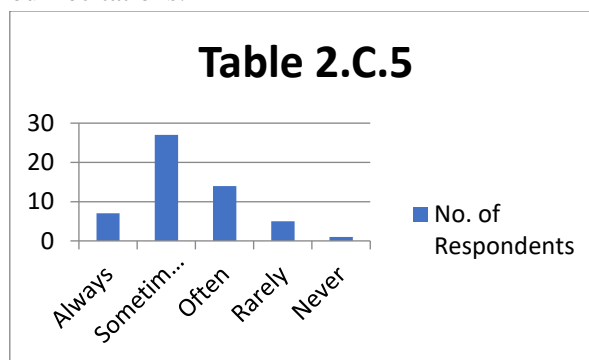


Table (C.5) shows the statistical results of the fifth statement “I'm afraid to speak in English during our recitations”, as it is shown in the table, (27) participants responded with ‘Sometimes’ and its percentage is 50%, (14) participants responded

with 'Often' with percentage 25.9%, (7) participants responded with 'Always' and its percentage is 13%, (5) participants responded with 'Rarely' with 9.3% and (1) participant answered 'Never' with 1.9%.

D. WRITING

Statement 1: I use English Language in writing.

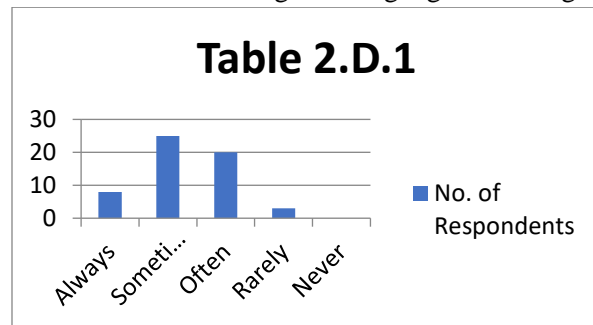


Table (D.1) shows the statistical results of the first statement "I use English language in writing", as it is shown in the table, (25) participants responded with 'Sometimes' and its percentage is 46.3%, (20) participants responded with 'Often' with percentage 37%, (8) participants responded with 'Always' and its percentage is 14.85%, (3) participants responded with 'Rarely' with 5.6% and no one answered 'Never'.

Statement 2: I use English language in taking down notes.

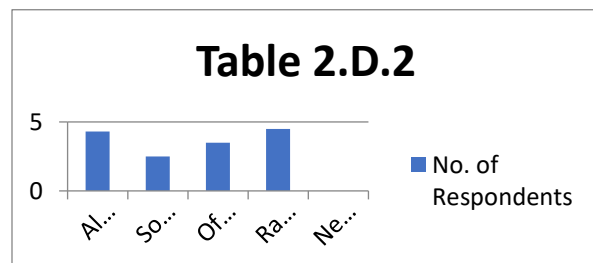


Table (D.2) shows the statistical results of the second statement "I use English language in taking down notes", as it is shown in the table, (23) participants responded with 'Sometimes' and its percentage is 42.6%, (21) participants responded with 'Often' with percentage 38.9%, (5) participants responded with 'Rarely' and its

percentage is 9.3%, (3) participants responded with 'Never' with 5.6% and (2) participant answered 'Always' with 3.7%.

Statement 3: I'm not comfortable to use English language in taking notes.

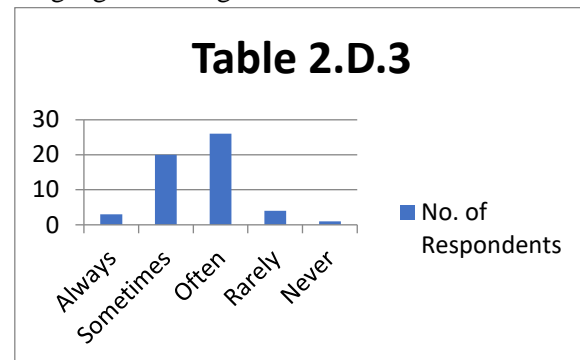


Table (D.3) shows the statistical results of the third statement "I'm not comfortable to use English language in taking notes.", as it is shown in the table, (26) participants responded with 'Often' and its percentage is 48.1%, (20) participants responded with 'Sometimes' with percentage 37%, (4) participants responded with 'Rarely' and its percentage is 7.4%, (3) participants responded with 'Always' with 5.6% and (1) participant answered 'Never' with 1.9%.

Statement 4: I am confident to use English language in writing essays.

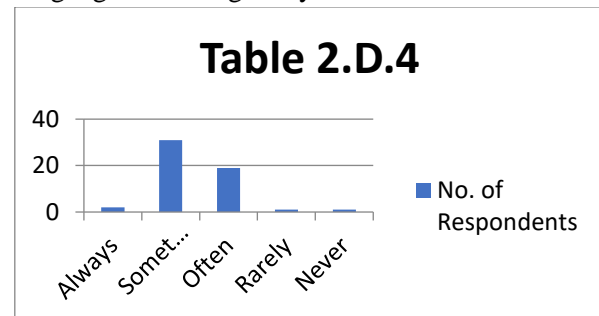


Table (D.4) shows the statistical results of the fourth statement "I am confident to use English language in writing essays", as it is shown in the table, (31) participants responded with 'Sometimes' and its percentage is 57.4%, (19) participants responded

with 'Often' with percentage 35.2%, (2) participants responded with 'Always' and its percentage is 3.7%, and (1) participant answered for both 'Rarely' and 'Never' with 3.8%.

Statement 5: I can't construct essays and poems using English language.

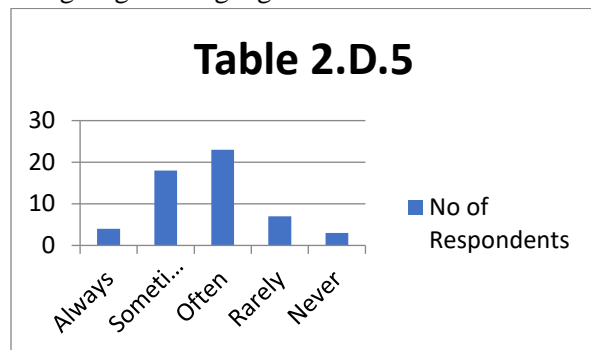


Table (D.5) shows the statistical results of the fifth statement "I can't construct essays and poems using English language", as it is shown in the table, (23) participants responded with 'Often' and its percentage is 42.6%, (18) participants responded with 'Sometimes' with percentage 33.3%, (7) participants responded with 'Rarely' and its percentage is 13%, (4) participants responded with 'Always' with 7.4% and (3) participant answered 'Never' with 5.6%.

E. FILLING OUT FORMS

Statement 1: I use English language in filling out forms.

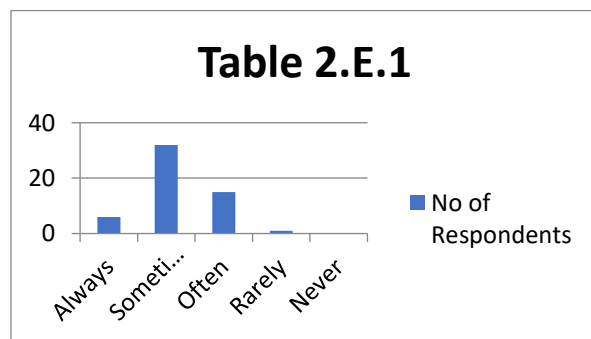


Table (E.1) shows the statistical results of the first statement "I use English language in filling out forms", as it is shown in the table, (32) participants

responded with 'Sometimes' and its percentage is 59.3%, (15) participants responded with 'Often' with percentage 27.8%, (6) participants responded with 'Always' and its percentage is 11.1%, (1) participants responded with 'Rarely' with 1.9% and no one answered 'Never'.

Statement 2: I am more comfortable in using English language rather than my Mother Tongue in filling out forms.

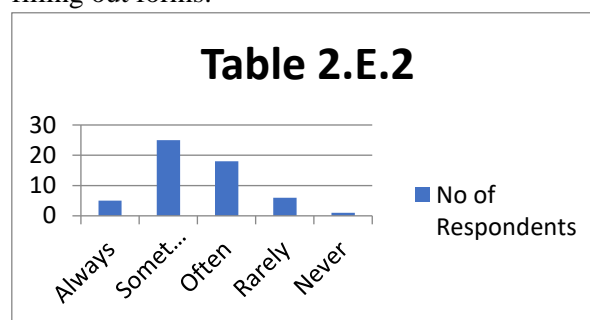


Table (E.2) shows the statistical results of the second statement "I am more comfortable in using English language rather than my Mother Tongue in filling out forms", as it is shown in the table, (25) participants responded with 'Sometimes' and its percentage is 46.3%, (18) participants responded with 'Often' with percentage 33.3%, (6) participants responded with 'Rarely' and its percentage is 11.1%, (5) participants responded with 'Always' with 9.3% and (1) participant answered 'Never' with 1.9%.

Statement 3: I can easily answer English questions in filling out forms.

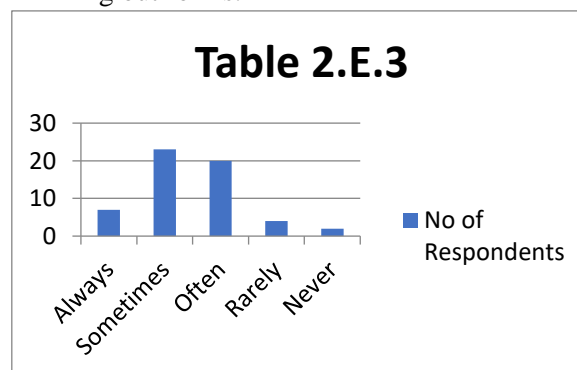


Table (E.3) shows the statistical results of the third statement “I can easily answer English questions in filling out forms”, as it is shown in the table, (23) participants responded with ‘Sometimes’ and its percentage is 42.6%, (20) participants responded with ‘Often’ with percentage 37%, (7) participants responded with ‘Always’ and its percentage is 13%, (4) participants responded with ‘Rarely’ with 7.4% and (2) participant answered ‘Never’ with 3.7%.

Statement 4: I can easily understand the English instructions when filling out forms.

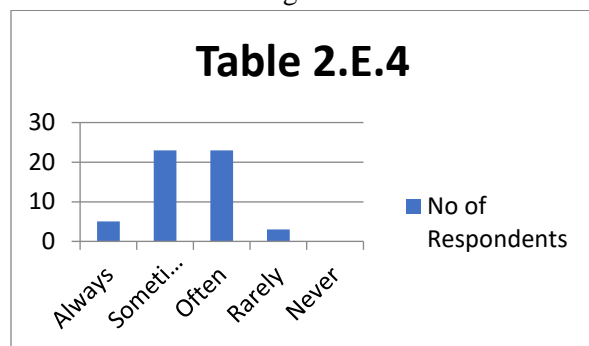


Table (E.4) shows the statistical results of the fourth statement “I can easily understand the English instructions when filling out forms”, as it is shown in the table, (23) participants responded with both ‘Sometimes’ and ‘Often’ with their percentage 85.2%, (5) participants responded with ‘Always’ with 9.3%, (3) participants answered ‘Rarely’ with a percentage 5.6% and no one answered ‘Never’.

Statement 5: I find it hard filling out forms with English instructions.

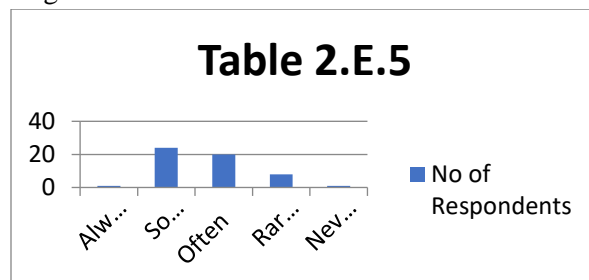


Table (E.5) shows the statistical results of the fifth statement “I find it hard filling out forms with English instructions”, as it is shown in the table,

(24) participants responded with ‘Sometimes’ and its percentage is 44.4%, (20) participants responded with ‘Often’ with percentage 37%, (8) participants responded with ‘Rarely’ and its percentage is 14.8%, (1) participants answered for both ‘Always’ and ‘Never’ with 3.8%.

FIGURE III. A. PRONUNCIATION

Statement 1: I don't have confidence in pronouncing English language.

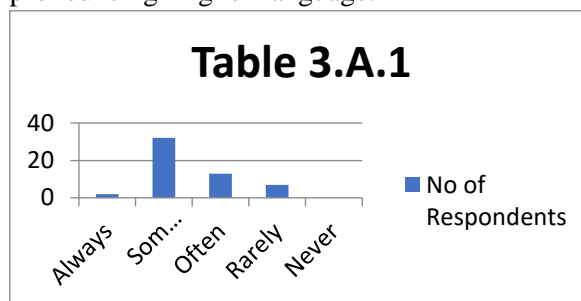


Table (A.1) shows the statistical results of the first statement “I don't have confidence in pronouncing English language”, as it is shown in the table, (32) participants responded with ‘Sometimes’ and its percentage is 59.3%, (13) participants responded with ‘Often’ with percentage 24.1%, (7) participants responded with ‘Rarely’ and its percentage is 13%, (2) participants responded with ‘Always’ with 3.7% and no one answered ‘Never’.

Statement 2: I mispronounce some English words because of my Mother Tongue accent.

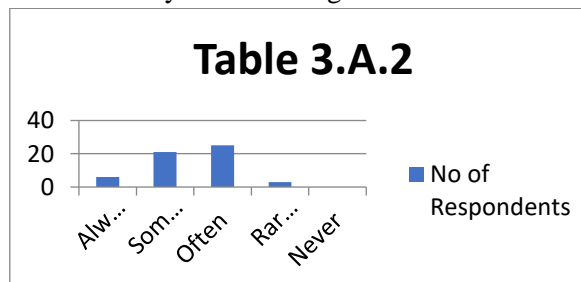


Table (A.2) shows the statistical results of the second statement “I mispronounce some of English words because of my Mother Tongue accent”, as it is shown in the table, (25) participants responded with ‘Often’ and its percentage is 46.3%,

(21) participants responded with 'Sometimes' with percentage 38.9%, (6) participants responded with 'Always' and its percentage is 11.1%, (3) participants responded with 'Rarely' with 5.6% and no one answered 'Never'.

Statement 3: I try not to be confused in pronouncing words in English because of my Mother Tongue.

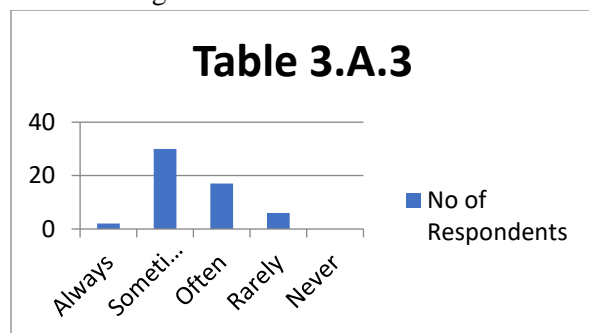


Table (A.3) shows the statistical results of the forth statement "I try not to be confused in pronouncing words in English because of my Mother Tongue.", as it is shown in the table, (30) participants responded with 'Sometimes' and its percentage is 55.6%, (17) participants responded with 'Often' with percentage 31.5%, (6) participants responded with 'Rarely' and its percentage is 11.1%, (2) participants responded with 'Always' with 3.7% and no one answered 'Never'.

Statement 4: I have hard time to pronounce in English because of my Mother Tongue.

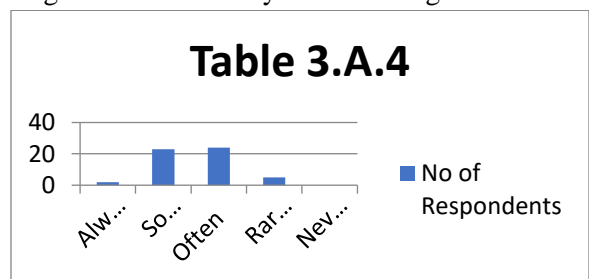


Table (A.4) shows the statistical results of the forth statement "I have a hard time to pronounce in English because of my Mother Tongue", as it is shown in the table, (24) participants responded

with 'Often' and its percentage is 44.4%, (23) participants responded with 'Sometimes' with percentage 42.6%, (5) participants responded with 'Rarely' and its percentage is 9.3%, (2) participants responded with 'Always' with 3.7% and no one answered 'Never'.

Statement 5: I tried to pronounce English words using my Mother Tongue accent.

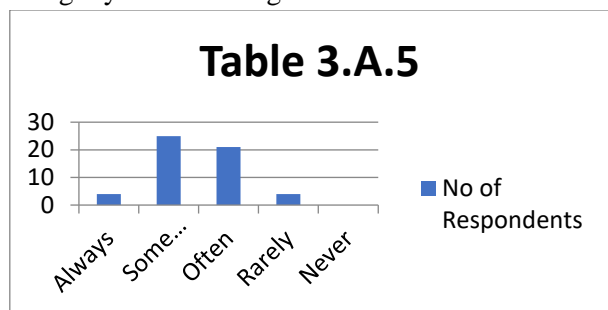


Table (A.5) shows the statistical results of the fifth statement "I tried to pronounce English words using my Mother Tongue accent", as it is shown in the table, (25) participants responded with 'Sometimes' and its percentage is 38.9%, (21) participants responded with 'Often' with percentage 38.9%, (4) participants responded with both 'Rarely' and 'Always' with 14.8% and no one answered 'Never'.

B. SPELLING

Statement 1: I misspelled English terms because of my Mother Tongue.

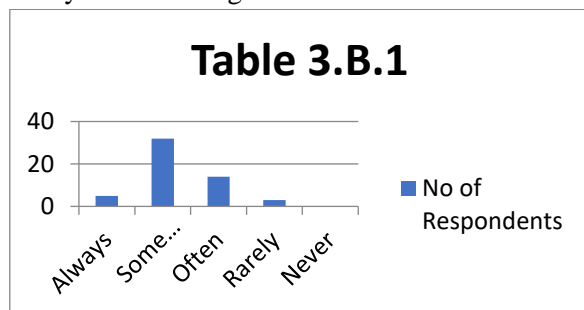


Table (B.1) shows the statistical results of the first statement "I misspelled English terms because of my Mother Tongue", as it is shown in the table, (32) participants responded with 'Sometimes' and

its percentage is 59.3%, (14) participants responded with 'Often' with percentage 25.9%, (5) participants responded with 'Always' and its percentage is 9.3%, (3) participants responded with 'Rarely' with 5.6% and no one answered 'Never'.

Statement 2: I depend on my Mother Tongue in spelling skills.

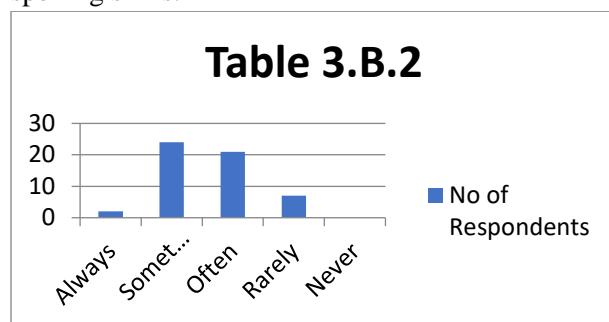


Table (B.2) shows the statistical results of the second statement "I depend on my Mother Tongue in my spelling skills", as it is shown in the table, (24) participants responded with 'Sometimes' and its percentage is 44.4%, (21) participants responded with 'Often' with percentage 38.9%, (7) participants responded with 'Rarely' and its percentage is 13%, (2) participants responded with 'Always' with 3.7% and no one answered 'Never'.

Statement 3: I have doubt in spelling English terms because of my Mother Tongue.

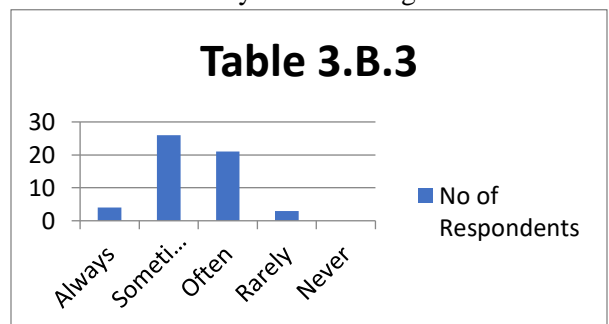


Table (B.3) shows the statistical results of the third statement "I have doubt in spelling English terms because of my Mother Tongue", as it is shown in the table, (26) participants responded with 'Sometimes' and its percentage is 48.1%, (21)

participants responded with 'Often' with percentage 38.9%, (4) participants responded with 'Always' and its percentage is 7.4%, (3) participants responded with 'Rarely' with 5.6% and no one answered 'Never'.

Statement 4: Mother Tongue subject helps me to improve my spelling skills.

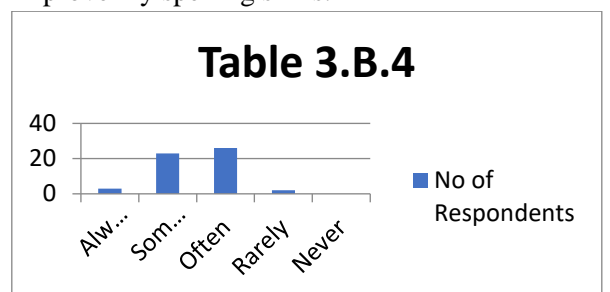


Table (B.4) shows the statistical results of the forth statement "Mother Tongue subject helps me to improve my spelling skills. ", as it is shown in the table, (26) participants responded with 'Often' and its percentage is 48.1%, (23) participants responded with 'Sometimes' with percentage 42.6%, (3) participants responded with 'Always' and its percentage is 5.6%, (2) participants responded with 'Rarely' with 3.7% and no one answered 'Never'.

Statement 5: Mother Tongue distracts me to spell the right term or words in English.

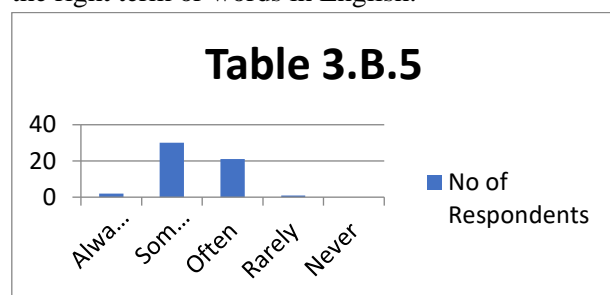


Table (B.5) shows the statistical results of the fifth statement "Mother Tongue distracts me to spell the right term or words in English", as it is shown in the table, (30) participants responded with 'Sometimes' and its percentage is 55.6%, (21) participants responded with 'Often' with

percentage 38.9%, (2) participants responded with 'Always' and its percentage is 3.7%, (1) participants responded with 'Rarely' with 1.9% and no one answered 'Never'.

C. VOCABULARY

Statement 1: Mother Tongue subject helps me deepen my vocabulary in English

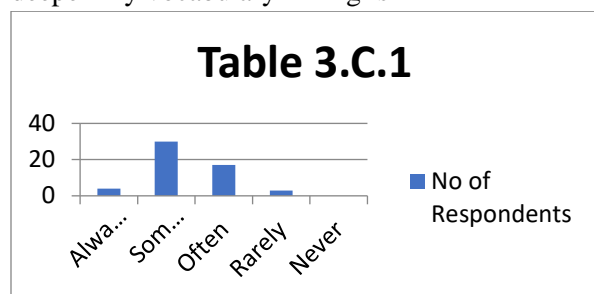


Table (C.1) shows the statistical results of the first statement "Mother Tongue subject helps me deepen my vocabulary in English", as it is shown in the table, (30) participants responded with 'Sometimes' and its percentage is 55.6%, (17) participants responded with 'Often' with percentage 31.5%, (4) participants responded with 'Always' and its percentage is 7.4%, (3) participants responded with 'Rarely' with 5.6% and no one answered 'Never'.

Statement 2: I translate English words in my Mother Tongue.

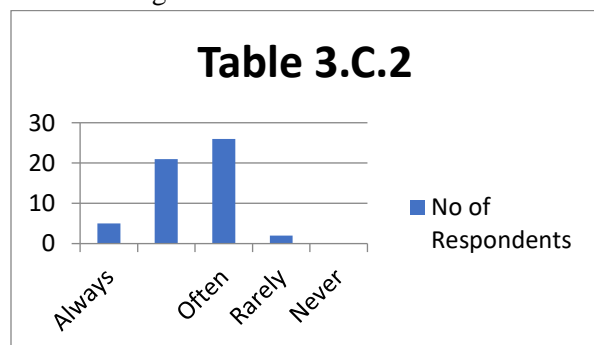


Table (C.2) shows the statistical results of the second statement "I translate English words in my Mother Tongue", as it is shown in the table, (26) participants responded with 'Often' and its

percentage is 48.1%, (21) participants responded with 'Sometimes' with percentage 38.9%, (5) participants responded with 'Always' and its percentage is 9.3%, (2) participants responded with 'Rarely' with 3.7%, and no one answered 'Never'.

Statement 3: Mother Tongue helps me to acquire English language.

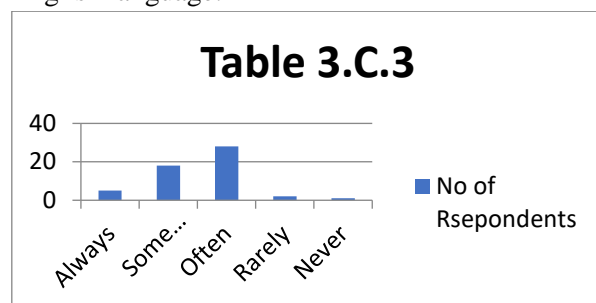


Table (C.3) shows the statistical results of the third statement "Mother Tongue helps me to acquire English language", as it is shown in the table, (28) participants responded with 'Often' and its percentage is 51.9%, (18) participants responded with 'Sometimes' with percentage 33.3%, (5) participants responded with 'Always' and its percentage is 9.3%, (2) participants responded with 'Rarely' with 3.7% and (1) participant answered 'Never' with 1.9%.

Statement 4: I learned new vocabularies in English through the help of my Mother Tongue.

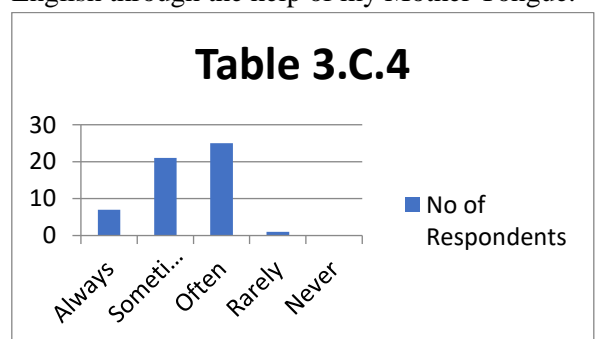


Table (C.4) shows the statistical results of the forth statement "I learned new vocabularies in English through the help of my Mother Tongue", as it is shown in the table, (25) participants responded

with 'Often' and its percentage is 46.3%, (21) participants responded with 'Sometimes' with percentage 38.9%, (7) participants responded with 'Always' and its percentage is 13%, (1) participants responded with 'Rarely' with 1.9% and no one answered 'Never'.

Statement 5: I can easily understand English words because of my Mother Tongue.

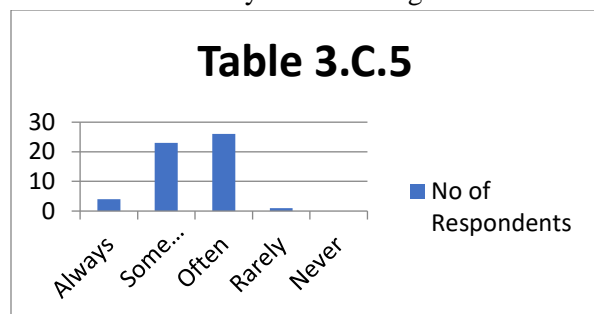


Table (C.5) shows the statistical results of the fifth statement "I can easily understand English words because of my Mother Tongue", as it is shown in the table, (26) participants responded with 'Often' and its percentage is 48.1%, (23) participants responded with 'Sometimes' with percentage 42.6%, (4) participants responded with 'Always' and its percentage is 7.4%, (1) participants responded with 'Rarely' with 1.9% and no one answered 'Never'.

D. COMPREHENSION

Statement 1: I depend to my Mother Tongue to understand and comprehend some English text.

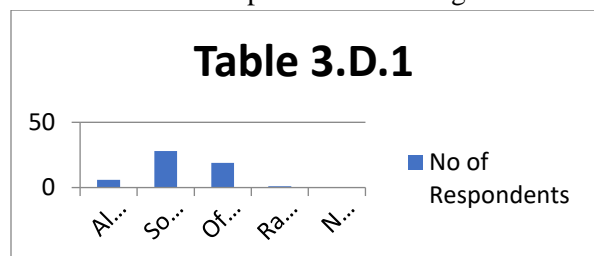


Table (D.1) shows the statistical results of the first statement "I depend to my Mother Tongue to understand and comprehend some English text", as it is shown in the table, (28) participants responded

with 'Sometimes' and its percentage is 51.9%, (19) participants responded with 'Often' with percentage 35.2%, (6) participants responded with 'Always' and its percentage is 11.1%, (1) participants responded with 'Rarely' with 1.9% and no one answered 'Never'.

Statement 2: I don't encounter confusion in comprehending text or sentences in English language through the help of my Mother Tongue.

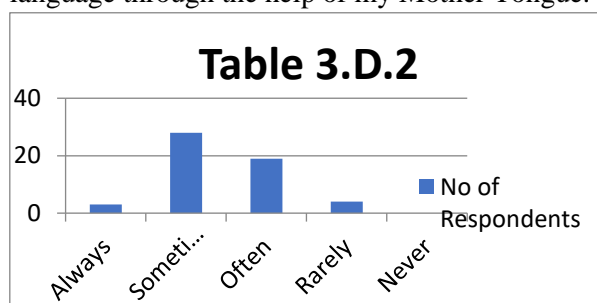


Table (D.2) shows the statistical results of the second statement "I don't encounter confusion in comprehending text or sentences in English language through the help of my Mother Tongue", as it is shown in the table, (28) participants responded with 'Sometimes' and its percentage is 51.9%, (19) participants responded with 'Often' with percentage 35.2%, (4) participants responded with 'Rarely' and its percentage is 7.4%, (3) participants responded with 'Always' with 5.6% and no one answered 'Never'.

Statement 3: I can easily comprehend text using my Mother Tongue.

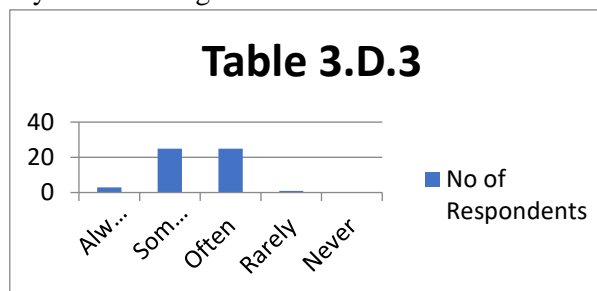


Table (D.3) shows the statistical results of the third statement "I can easily comprehend text using my

Mother Tongue”, as it is shown in the table, (25) participants responded with both ‘Sometimes’ and ‘Often’ with 92.6%, (3) participants responded with ‘Always’ with percentage 5.6%, (1) participants responded with ‘Rarely’ and its percentage is 1.9%, and no one answered ‘Never’.

Statement 4: I’m more comfortable in comprehending text through my Mother Tongue rather than English language.

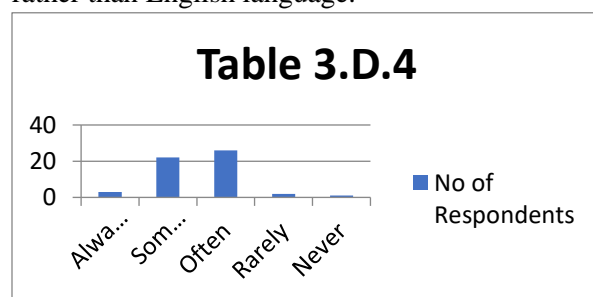


Table (D.4) shows the statistical results of the forth statement “I’m more comfortable in comprehending text through my Mother Tongue rather than English language ”, as it is shown in the table, (26) participants responded with ‘Often’ and its percentage is 48.1%, (22) participants responded with ‘Sometimes’ with percentage 40.7%, (3) participants responded with ‘Always’ and its percentage is 5.6%, 2() participants responded with ‘Rarely’ with 3.7% and (1) participant answered ‘Never’ with 1.9%.

Statement 5: I can easily understand words and sentences in English language through the help of my Mother Tongue.

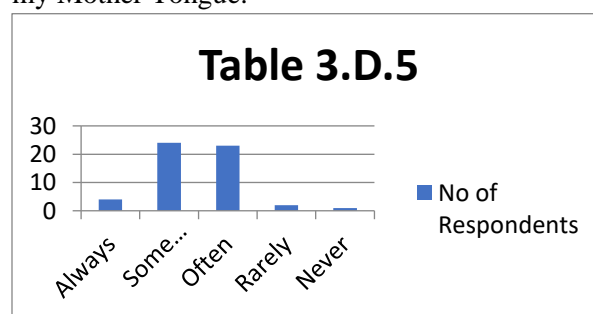


Table (D.5) shows the statistical results of the fifth statement “I can easily understand words and sentences in English language through the help of my Mother Tongue”, as it is shown in the table, (24) participants responded with ‘Sometimes’ and its percentage is 44.4%, (23) participants responded with ‘Often’ with percentage 42.6%, (4) participants responded with ‘Always’ and its percentage is 7.4%, (2) participants responded with ‘Rarely’ with 3.7% and (1) participant answered ‘Never’ with 1.9%.

E. GRAMMAR

Statement 1: I struggle in accessing the right grammar in English while making essays because of my Mother Tongue.

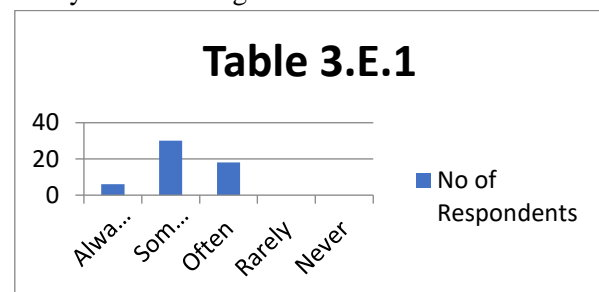


Table (E.1) shows the statistical results of the first statement “I struggle in accessing the right grammar in English while making essays because of my Mother Tongue ”, as it is shown in the table, (30) participants responded with ‘Sometimes’ and its percentage is 55.6%, (18) participants responded with ‘Often’ with percentage 33.3%, (6) participants responded with ‘Always’ and its percentage is 11.1%, and no one answered for both ‘Rarely’ and ‘Never’.

Statement 2: I am confident in my English grammar while making my essays.

Table 3.E.2

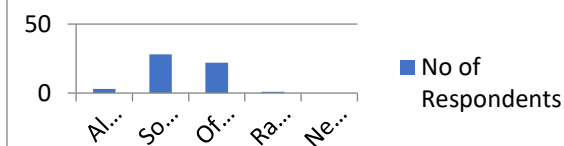


Table (E.2) shows the statistical results of the second statement “I am confident in my English grammar while making essays.”, as it is shown in the table, (28) participants responded with ‘Sometimes’ and its percentage is 51.9%, (22) participants responded with ‘Often’ with percentage 40.7%, (3) participants responded with ‘Always’ and its percentage is 5.6%, (1) participants responded with ‘Rarely’ with 1.9% and no one answered ‘Never’.

Statement 3: I don't have confidence in making essays because of my English grammar.

Table 3.E.3

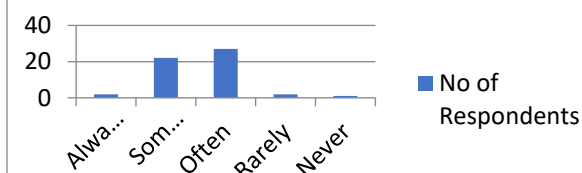


Table (E.3) shows the statistical results of the third statement “I don't have confidence in making essays because of my English grammar.”, as it is shown in the table, (27) participants responded with ‘Often’ and its percentage is 50%, (22) participants responded with ‘Sometimes’ with percentage 40.7%, (2) participants responded with ‘Rarely’ and ‘Always’ with 7.4%, and (1) participants answered ‘Never’ with 1.9%.

Statement 4: Mother Tongue helps me with my English grammar.

Table 3.E.4

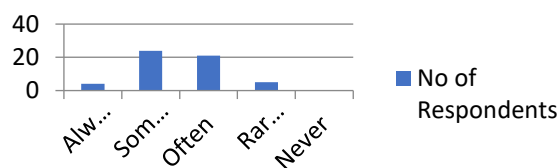


Table (E.4) shows the statistical results of the forth statement “Mother Tongue helps me with my English grammar.”, as it is shown in the table, (24) participants responded with ‘Sometimes’ and its percentage is 44.4%, (21) participants responded with ‘Often’ with percentage 38.9%, (5) participants responded with ‘Rarely’ and its percentage is 9.3%, (4) participants responded with ‘Always’ with 7.4% and no one answered ‘Never’.

Statement 5: Mother Tongue prohibits me to be good at sentence construction.

Table 3.E.5

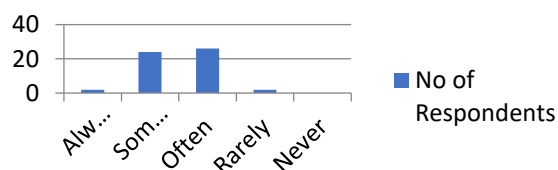


Table (E.5) shows the statistical results of the fifth statement “Mother Tongue prohibits me to be good at sentence construction”, as it is shown in the table, (26) participants responded with ‘Often’ and its percentage is 48.1%, (24) participants responded with ‘Sometimes’ with percentage 44.4%, (2) participants responded with both ‘Rarely’ and ‘Always’ with 7.4% and no one answered ‘Never’.

CONCLUSIONS AND RECOMMENDATIONS

This study examined the effects of Mother Tongue subject in student's second language acquisition. Mother tongue has a huge positive

influence in defining the personality of an individual; however, the medium of education which is usually English also encourages parents to speak to their children in their second language. Thus, this leads to confusion in the minds of the children and hence, they face difficulties in mastering both first and second language.

Mother tongue is the language which a child starts hearing after being born and thus, it also helps in providing a definite shape to our emotions and thoughts. Learning in your mother tongue also is crucial in enhancing other skills such as critical thinking, skills to learn a second language and literacy skills. Thus, we can say that the mother tongue can be used as an effective tool of learning. If one has a firm grasp of their mother tongue, it is easier for him or her to master a new language. When a child reads out in their mother tongue since childhood, he or she would have stronger literacy skills in other languages

The researchers will focus on the second language teacher as well as the parents, wherein they should present a good model of utterance. Researchers have suggested the importance of parental attitudes to shifts in language-in-education policies. However; this study is one of the few that simultaneously considers the knowledge, beliefs, and practices of teachers and parents. Drawing on this framework, this final section summarizes the main conclusions of the study. Teachers and parents in this case study showed points of alignment in their knowledge, beliefs, and practices around language. Despite these similarities, their interactions around language were mostly confined to their own spheres of influence: either the classroom or home. This lack of a unified effort may have contributed to the perception among teachers and parents that the policy was being done to them rather than with them.

They should encourage the learners to speak in English as far as possible because for meaningful teaching learning, it is essential to

develop the learner's speaking and linguistic abilities. It emerged during focus group discussion that the authoritative, embarrassing and humiliating attitude of the teacher towards students, particularly when they make mistakes, can have severe consequences on learner's cognition and their willingness to communicate in the class. English Language Teaching context cannot follow the motto "One nation, One People, One Language," so a balanced approach should be applied and both languages can be seen as complementary than as alternatives. It is obvious when English is used as second language the influence of mother tongue occurs. The influence can be neutralized when the learners are asked to inculcate certain practice in daily lifestyle.

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