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The Role of Mother Tongue and its Impact on Learning English Grammar at Elementary Level

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Abstract

A mother tongue plays a fundamental role in the use of other languages. The research was carried out to determine the influence of the Pashto language (L1) on the acquisition of English grammar at the elementary level in District Karak. This study employed the detailed procedure of thematic analysis technique and the Pretest-Post-test Equivalent-Groups Design for experimental design. The participants were grouped using convenient and random sampling techniques. It was found that a significant difference was observed between the scores of post-tests of the control group as well as the experimental group when the result of both groups was compared. Learners of the investigational group surpassed the learners of the control group in the domain of this particular component of grammar. It is recommended that the government should induct English teachers of the mother tongue of the learners so that they may utilize the mother tongue of the learners while teaching English grammar to their students.

Keywords: Dependent Variable, Independent Variable, First Language, Second Language, Acquisition

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Title

The Role of Mother Tongue and its Impact on Learning English Grammar at Elementary Level

Abstract

A mother tongue plays a fundamental role in the use of other languages. The research was carried out to determine the influence of the Pashto language (L1) on the acquisition of English grammar at the elementary level in District Karak. This study employed the detailed procedure of thematic analysis technique and the Pretest-Post-test Equivalent-Groups Design for experimental design. The participants were grouped using convenient and random sampling techniques. It was found that a significant difference was observed between the scores of post-tests of the control group as well as the experimental group when the result of both groups was compared. Learners of the investigational group surpassed the learners of the control group in the domain of this particular component of grammar. It is recommended that the government should induct English teachers of the mother tongue of the learners so that they may utilize the mother tongue of the learners while teaching English grammar to their students.

Keywords: [Dependent Variable](#), [Independent Variable](#), [First Language](#), [Second Language](#), [Acquisition](#)

Introduction

The utilization of the mother tongue of learners in English language courses has been a subject of controversy for a lengthy span of time (Bachman, 2010). The proponents of Direct Method did not support the use of the mother

tongue (Pashto-L1); however, it is widely acknowledged that the mother tongue (Pashto-L1) can serve as a valuable asset in English language learning if employed judiciously (Cook, 2016).



English is widely recognized as a global language with widespread usage and influence. Learners in this context perceive it as their inherent responsibility to acquire knowledge in a manner that is both efficient and effective. English language teachers often have an ongoing challenge in reconciling theory with practice, given that the practical application of the language has never been commonly utilized. There are several ideas in the field of English education that advocate for the exclusive use of the desired language by learners during classroom activities. These theories tend to overlook the significance of the native language in the acquisition of English grammar. English language educators in Pakistan frequently perceive a necessity among learners for a more explicit and anxiety-free approach to communicating. The satisfaction of this requirement can frequently be achieved by reciprocal interactions in the Urdu language. Now, a question arises as to where academics should establish a boundary. There are two potential approaches to English grammar acquisition: rigid adherence to the usage of English exclusively, or the incorporation of both the learner's native language and English simultaneously, allowing for a choice between the two. The current issue is teachers' disapproval of the English-only zone perspective. The prevailing viewpoint suggests that language learners undergo a phenomenon known as fossilization throughout the process of mastering English grammar. At this point, learners tend to remain silent while they engage in the learning process. They require assistance from their native language.

This study focuses on the utilization of the mother tongue, namely Pashto as the first language (L1), in the context of English grammatical instruction delivered by English instructors. According to Choomthong (2014), the utilization of learners' original language may be a highly effective strategy in language courses. He supports the regulated implementation of it. According to his methodology, this particular practice does not prioritize communication but rather aims to enhance the accuracy of recently acquired linguistic structures.

English language education professionals possess a comprehensive understanding of the significance of the mother tongue. According to Nunan (2015), English language instructors encounter significant challenges when managing to avoid completely the use of students' mother tongue in the classroom. Cook (2016) supports the significance of the local language. He discovers novel parameters inside this

approach. He holds a strong belief in the potential benefits of utilizing one's mother tongue.

El Boubekri (2022) conducted an investigation on the usage of the first language (L1) in the classroom, whereby the researcher documented instances of mother tongue utilization. The individual employed a range of headings for distinct purposes. He included elements of emotional engagement, intellectual insight, and practical utility in the process of learning. Several remaining items were unintelligible. According to Cenoz & Gorter (2021), it is argued that individuals who are acquiring the target language indeed rely on their original language during the process of learning English. According to her, one's original language is readily accessible at all times.

The utilization of one's native language (L1) in the instruction of English grammar holds significant psychological benefits. As stated by Choomthong (2014), children possess fundamental knowledge of their native language. It is not feasible to have a classroom consisting solely of youngsters with equal abilities. There is diversity among children. The occurrence in question is a natural phenomenon. This research focuses on discovering the function and role of incorporating the use of the mother language, namely Pashto-L1, in the instruction of English grammar at the elementary school level within District Karak.

Objective of the study

The core objective of the research was to inquire into the significance of native language in the learning process of English grammar.

Its second objective was to examine the role of the mother tongue (L1) while teaching Parts of Speech in English.

Null Hypothesis

There is no note-worthy variation in learning English grammar taught in Mono Lingual teaching and Multi-Lingual

Model.

There is no remarkable disagreement in learning Parts of Speech taught in Mono Lingual teaching and in Multi Lingual Model.

Research Methodology

The primary aim of the research was to delve into the role of

the mother tongue (L1) and its impact on learning English grammar at the elementary level in District Karak, KPK, Pakistan.

Research Design

This investigation constitutes both qualitative and quantitative studies. It employed thematic analysis and experimental research methodology. This study employed the detailed procedure of thematic analysis technique and the Pretest-Post-test Equivalent-Groups Design for experimental design. The study aimed to investigate the influence of students' local language, specifically Pashto, on their academic performance and accomplishment at the basic level. Two equal groups were created, and a baseline test was provided to both groups. Partakers were assigned to these groups based on their test scores. The experimental group received instruction in the target language, national language, and learners' mother tongue (L1), whereas the control group received instruction just in the learners' target language during English grammar lessons. The lesson included Parts of Speech.

The participants were grouped using a convenient sampling technique while selecting different schools and a random sample procedure while picking the students from all three categories i.e. higher marks achievers, average score holders, and low marks getters in order to ensure careful placement into one as well as the other group.

Null Hypotheses

There is no remarkable differentiation between the aggregate results of placement test and post-test of the control group.

There is no worthy of attention contrast betwixt the aggregate results of final test of the control and the final test investigational group.

Participants

There were 60 learners in 7th grade. These learners were distributed in binary different classes, control group, and experimental group. The two groups had 30 students each. The target populace of the research was learners of the 7th class only of District Karak.

Procedure

In part one, thematic analysis was processed. Statements of all fifteen participants were recorded. The process of

familiarization was made. The data was taken in a broader view. It was taken in its totality by recording the first impressions. Codes were created and themes were generated. Then themes were reviewed and explained with their proper names. Finally, the report was brought out along with word cloud.

In Part Two, the treatment was given in light of the quantitative research design. The teacher initially informed the pupils about the lesson's goals during the teaching session of the control group. The primary points or headlines were marked on the board. Every concept or phrase was clearly defined and thoroughly discussed in the language being learned by the students, which in this case is English. The teaching approach in question was sometimes referred to as the monolingual model. The pupils were presented with illustrations of the topics. The learners were instructed to provide further clarification about their inquiries. The learners had the chance to contribute their own illustrative examples of the terminology and ideas, enhancing their understanding and comprehension of the material. A review of the lesson was provided to the learners, and they were also assigned homework. The teaching approach employed in this study was only conducted in the English language.

In the experimental group, the instructor employed the use of the native language (L1) as a supplementary resource for the purpose of defining and elaborating the terminology and concepts. The teacher presented the fundamental points, terminology, and concepts in the target language, the national language, and the learner's mother tongue. The experimental group mostly utilized the mother language as a pedagogical technique during instruction. The aforementioned model is commonly referred to as the multilingual model and is regarded as a superior model, as stated by Cummins and Swain (1986).

Adequate lighting and ventilation were ensured in the separate rooms, each measuring 25 × 16 square feet, which were furnished with chairs and tables. Whiteboards and markers were utilized. Two faculty members having the same age, with equivalent qualifications and expertise, taught the same topic with a similar perspective but in different classrooms.

The experimental group was instructed by one teacher, whereas the control group was instructed by a different teacher. Both courses started at 09:20 AM and concluded at 10:00 AM, with a duration of 40 minutes each, in order to effectively manage extraneous variables. The selection criteria

for this research did not encompass learners who received home tuition.

Execution of Plan

The duration of treatment was four weeks. One week was given to Nouns, Pronouns, and Verbs. One week was reserved for the Adjective, Adverb, and Article. One week was specified for Prepositions, Conjunction, and Interjection. One week was utilized for the revision of all the Parts of Speech.

Research Instrument

The researcher administered a pre-test in English grammar with a particular focus on Parts of Speech (Appendix A) to establish a baseline assessment and ascertain the current level of learning among the students. In order to ascertain content validity, consultation was sought from a panel of five English specialist teachers. The input provided was effectively integrated into the baseline test. The pilot research employed the split-half approach to assess the reliability of the data.

The Use of T-Statistic

Independent measures involve the utilization of two different samples. It is in need of a certain portrayal to imply a sample for the purpose of using particular data. This form may show unimportant data in concurrence with sample statistics. The means of the statistics will be connoted as M_1 and M_2 . The compiled score would comprise the marks from both SS_1 and SS_2 .

The basic aim of Independent-measures research is to

evaluate the difference in means between the two examined situations (Gravetter and Wallnau, 2004)., The two groups would be demarcated in μ_1 denoting the mean of group 1 and μ_2 showing the mean for group 2 if the subscripts are utilized.

The Repeated-Measures Design

It is a statistical methodology. It is generally utilized in research. This design is used to find out systematic diversity between an overall total of the earliest treatment to the score of the subsidiary given treatment. The hypothesis test uses the distinct marks obtained from the treated sample. The null hypothesis reveals no obvious difference between the treatment being observed, with the mean difference $\mu_D=0$ but the alternative hypothesis indicates precise difference $\mu_D \neq 0$. The basic aim of the hypothesis test is to drive a conclusion between preferences.

The following equation testifies to the test.

$$t = \frac{MD - \mu_D}{SMD}$$

The numerator shows the actual variation between the statistics (MD) and the assumption μ_D while the denominator reveals the classic variation owing to chance. A large amount of the t-statistics (positive or negative) shows that the accomplished difference is more significant than the expected ones.

Data Analysis

Juxtaposition betwixt Preliminary-Test and Final-Test (Control group) Table: Parts of Speech (Marks-25)

Table 1

Paired Wise Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test Control_Parts of Speech	10.53	30	2.063	0.376
Post-Test Control Parts of Speech	10.76	30	2.011	0.367

The paired-wise data of the preliminary test and final test of the control group in part of speech show mean scores of 10.53 and 10.76 respectively showing no significant difference.

Table 2

Summary of Preliminary-Test and Final-Test control group (Parts of Speech)

Type of Test	Group score	No. of Students	%
Pre-Test	1-05	00	00
	06-10	13	43.3

Type of Test	Group score	No. of Students	%
Post-Test	11-15	17	56.7
	16-20	00	00
	21-25	00	00
	1-05	00	00
	06-10	10	33.4
	11-15	20	66.6
	16-20	00	00
	21-25	00	00

The preliminary test and final test of the control group in parts of speech groups 1-5 have no score at all. In groups 6-10 and 11-15 in the preliminary test and final-test control group difference was observed but not significant.

Figure 1

The graphic presentation of the preliminary-test control and the final-test control group of parts of speech lies in above figure 1.

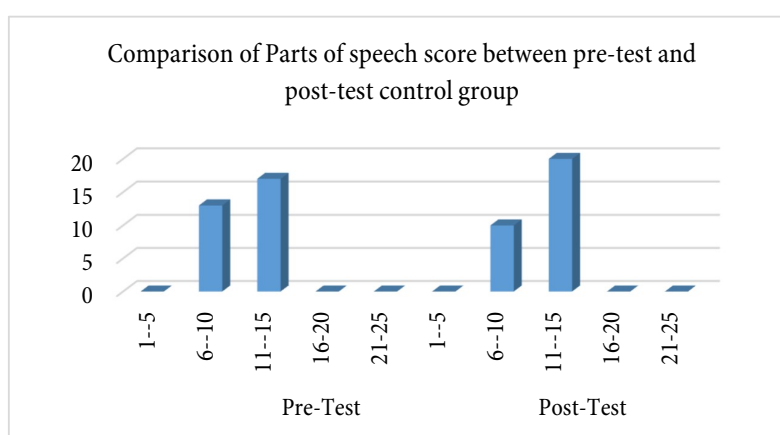


Table 3

The matched pairs t-test for Preliminary-Test Control and final-test Control groups (Parts of Speech)

	Paired Impressions							
	Mean	Std. D	SE Mean	LCI	UCI	T	df	Sig.
Pre-Control Parts of Speech								
Post-Control Parts of Speech	-0.23	0.678	0.123	-0.486	0.020	-1.88	29	0.07

The above-paired sample t-test of the Preliminary-Test and Final-Test (Control group) in learning parts of speech is ample manifestation of no significant difference.

Comparison between Post Control group and Post Experimental group Table: Post-control and Post-Experimental group Parts of Speech (Total marks 25)

Table 4

Parts of Speech Score Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Post-Test Control	30	10.76	2.011	0.367
Post-Test Experimental	30	18.93	1.892	0.345

Table 4 manifests the mean score of the final tests of both the groups in parts of speech (score group statistics). The Post-test control shows the mean score as 10.76 while the Post-test experimental group stands at 18.93 reflecting a major difference between the two groups after the given treatment.

Table 5

Summary of Final-test Control and Final-test Investigational group (Parts of Speech)

Type of Test	Group score	No. of Students	%
Post-test Control	1-05	00	00
	06-10	16	53.3
	11-15	14	46.7
	16-20	00	00
	21-25	00	00
Post-Test Experimental	1-05	00	00
	06-10	10	33.4
	11-15	20	66.6
	16-20	00	00
	21-25	00	00

Table 5 is the table showing the marks of the students placed in different five groups with scores 1-5, 6-10, 11-15, 16-20, and 21-25 in both types of the Post-tests. The post-test control group scored 1-5 has no students at all and the same group in the Post-test experimental group also has zero students with zero percentage. Group score 6-10 in the Post-test control group, 16 students appear with 53.3% while in the same group score of the Post-test experimental group, there are 10

students with 33.4%. Another group's score in the Post-test control group was 11-15, with 14 students with 46.7% while the same group with a score range of 11-15 a quite sizeable 20 students appeared in the Final-test investigational group in the portion of Parts of speech with 66.6%. In two groups with score ranges of 16-20 and 21-25 in the final tests of both the groups, the number of students is zero.

Figure 2

Comparison betwixt Final-control and Final-investigational groups (Parts of speech)

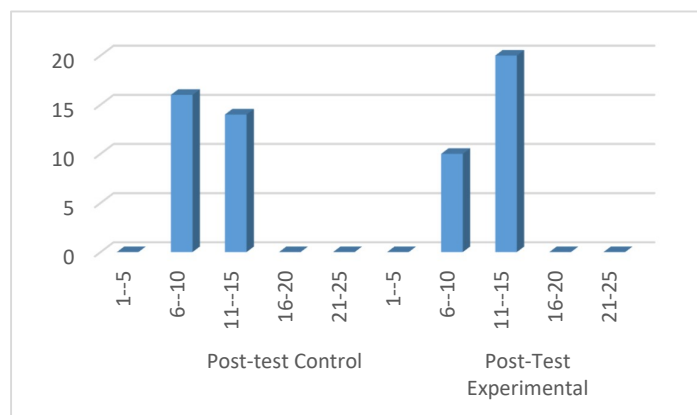


Figure 2 reflects the association between the marks the students got after the treatment in both the Post-test control group and the Post-test experimental group.

Table 6*Independence Samples T-Test for posttest control and posttest Experimental Group (Parts of Speech)*

Independent Samples Test								
	F	Sig.	t	Df	Sig	Mean Differentiation	LCI	UCI
Uniform var supposed	0.003	0.958	-16.19	58	0.000	-8.166	0.504	-9.176
A uniform var not supposed			-16.19	57.7	0.000	-8.166	0.504	-9.176

Independent sample t-test results in the domain of Parts of speech are drawn in table 4.38 shows $p < 0.05$ whereby the conclusion can be carried that a significant difference exists betwixt the Final-test scores of both the groups.

Finding

No remarkable difference was found in the overall score of the preliminary test and final test of the control group.

Significant contrast was observed between the overall score of the final tests of both groups.

Discussion

The difference between the means of the preliminary test and the final test of the control group was not significant.

Mean variation was found but little. The t-test indicated no remarkable differentiation. On the contrary, a major difference was observed between the means of the preliminary test and the final test of the investigational group. The t-test score established a note-worthy difference. Similarly, the post-test score between the control group and the experimental group revealed a significant difference.

It establishes the fact that the use of mother tongue possesses a positive impact on learning Parts of speech in English. The result backs only the affirmative feature of the use of the mother tongue in learning Parts of speech in English as claimed by Dmour (2015).

Conclusion

The conclusion of this research study endorses the point of view of English teachers that learners can grasp in a superior manner by employing the native language in teaching as declared by Dmour (2015).

It was verified that a significant difference was observed

between the scores of post-tests of the control group as well as the experimental group when the result of both groups was compared. Learners of the investigational group surpassed the learners of the control group in the domain of this particular component of grammar.

The conclusion of this investigation upholds the consummation of the experimental research analysis carried out by Al Damra & Qudah (2012).

Al Damra & Qudah (2012) conducted their research on Arabic as their mother tongue while the researcher carried out this particular research on Pashto is the native language of the partakers.

It supports the opinion of Brown (2000) that the native language holds a fascinating element that assists in developing the students' performance in the subsidiary language.

Recommendations

It is recommended that the government should induct English teachers of the mother tongue of the learners so that they may utilize the mother tongue of the learners while teaching English grammar to their students.

It is recommended that learners of the same mother tongue be grouped in the same class where the English teacher has a common mother tongue with the students.

It is recommended that the stakeholders make sure of the utilization of the mother tongue in teaching Parts of Speech in English at the elementary level.

It is recommended the curriculum developers incorporate their mother tongue in teaching Parts of Speech in English at the elementary level.

It is, furthermore, recommended that a similar research study be carried out on female students at elementary as well.

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