



## POSITIVE IMPACTS OF LEARNERS' L1 IN TEACHING A FOREIGN LANGUAGE

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### Abstract

This article describes the methodology that guided the study. Specifically, the chapter gives information about research design, study location, target population, sampling procedures, and research instruments. In addition, it discusses validity and reliability of instruments, data collection and data analysis procedures. Finally, the chapter discusses ethical considerations of the study.

The research plan encompasses the statement of purpose, the subject, the object, hypothesis, materials and equipment, methods and procedure.

**Keywords:** Quantitative data, innovative pedagogical methods, reliability, general learning strategies

### Introduction

The current research is thought to be descriptive. The purpose of this research is to demonstrate the new approaches of positive impacts of learners' mother tongue in teaching a foreign (English) language to the school learners and to find solutions ordeals the teachers may come across during the teaching process. In this period, the researcher utilized audio-lingual method and interactive white board. The researcher made use of audio-lingual method to show the effectiveness of the Integration of skills in one lesson. The object of the study is the implementation of innovative technologies and modern pedagogical methods in teaching a foreign language within positive impacts of learners' mother tongue. The data of this research is the result from the observation of the implementation of new pedagogical technological devices and innovative methods by taking into account positive impacts of learners' mother tongue in teaching a foreign language (English). The sources of the data in this research are event, informant, and document. In this research, the writer uses two kinds of method of collecting data. They are as follows observation and interview. In the analyzing data, the researcher uses qualitative research. To analyze the data, the researcher takes these following procedures analyzing the result of the implementation of modern pedagogical technologies and methods in teaching all four skills of English analyzing the teacher's problem faced by the teacher when the





teacher teaches the basic skills in an integrated way and illustrating conclusion and proposing suggestion based on the data analysis.

The present qualification paper was oriented on subjects. They were learners who are 11<sup>th</sup> grade learner sat schools N<sup>o</sup>178 and N<sup>o</sup>182 situated in Chilanzar district of Tashkent. They were two groups, which are group number 11a/11b school N<sup>o</sup>178 and group 1/2 in school N<sup>o</sup>182. This school was selected as the principal setting for the research. Two groups were chosen based on the age specification 16-17 aged. The subject is consisted of 12 learners in two groups (table 1 and 2) and 11 teachers of English. The researcher could have a chance to conduct her studies on identifying the effectiveness of implementation of new modern technologies and innovative pedagogical methods by discovering positive impacts of learners' mother tongue in teaching a foreign language (English) within two months of the teaching practicum. Before conducting the lessons the researcher collected the information about the learners' age, level and general learning strategies by given questionnaires. Their level was almost the same that ranges B1 level. The main requirement from this method course was to boost their language proficiency with the help of listening tracks, reading extracts, academic writing strategies and speaking parts. All the learners who were supposed to be involved in the experience participated actively. Ochieng (2006) in his research on learners' attitude towards and performance in integrated English syllabus in schools in Rongo Division, Migori, points out infiltration of languages other than English like 'Sheng' and uncontrolled use of 'mother tongue' in some of the schools as factor that challenges not only teaching of integrated English, but also influences performance of English.

### **The Materials and Equipment**

In order to achieve the effective results of audio-lingual method, the researcher makes use of teaching materials from different sources. The materials consist of not only handouts but also the listening tracks and a ten-minute-video. The distributed handouts are in four different kinds:

- \* Logical and funny questions for warm up activity to the theme "A trip to a memory market" (**speaking**)
- \* Listening task + working with vocabulary (**listening**)
- \* writing the antonyms and filling the blanks (**writing**)
- \* Reading the passages and copying it down through listening to the pair (**reading**)

The listening track is recorded by the researcher using the non- authentic material, the material is based on the book "504 absolutely essential words" for intermediate





learners and activities is prepared by the help of the internet source. The sample of the handouts can be seen in the Appendix.

Furthermore, there are some added materials:

Teacher's materials:

- a) Lesson plans
- Questionnaires;
- a) Pre and post questionnaires for learners
- b) Pre and post tests
- Visuals based on the planned topics:
  - a) power point presentations
  - b) laptop
  - c) Loudspeaker
  - d) video
  - e) interactive white board

The researcher develops questionnaire for the teachers of separate English skills. The purpose of the questionnaire is to identify what levels they teach and what kind of listening and speaking strategies and materials are used to different levels. In addition, in the questionnaire they are asked whether they use different techniques while leading the lesson, their opinions about teaching listening and speaking skills more than the other two skills to improve student's productive skill and the instructors' suggestion of using valuable listening and speaking strategies. (for questionnaire) The questionnaire is not so difficult to complete as it contains only five questions. The instructors just have to write their own points of view. In addition, at the end of each lesson the researcher asks learners to write their own feedbacks on a sheet of paper in order to analyze whether the learners satisfied from the lesson and which part or activity they liked most and whether it was difficult to accomplish with the tasks. Questionnaire for learners

In order to clarify the aim of the work the researcher conducts four lessons with two different lesson plans and materials.

### **Experimental Stages of Research**

In the first step, the researcher distributes the questionnaire to the teachers in order to make an appropriate lesson plan with valuable activities. Then, the researcher looks for the suitable sources for the lesson and prepares the lesson plan based on the book "504 absolutely essential words" on the topic "A trip to a memory market". During a forty-minute presentation of the second stage, both of the groups are introduced with the topic of the lesson and given a few questions based on the theme of the lesson to





clarify their background knowledge and the level of the learners. In order to find out which strategy is effective and suitable for pre-intermediate and intermediate levels in teaching English by taking into account positive influence of the mother tongue in a traditional method or modern innovative method, the researcher chose two classes of eleventh grade learners of school N<sup>o</sup>178. As the researcher mentioned in her research plan, one of them dividing into two groups were selected as the subjects of the present study. Nevertheless, the subjects were from the same nationality and their age was between 16-17. As it was planned in the research plan, to identify the subjects' level and the background knowledge, the researcher asked a few questions logical queries to warm up the learners before beginning the lesson.

### **Results and Discussion**

This chapter presents, interprets and discusses the findings in relation to research questions under the following themes: questionnaire return rates, background information of participants and prevalence of use of mother tongue. It also discusses the findings on perception of teachers and learners on the influence of mother tongue on performance of English, measures taken to curb use of mother tongue and challenges brought about by use of mother tongue. The chapter finally presents findings on strategies to improve performance of English in schools.

We administered a total of 35 questionnaires in school N<sup>o</sup>178 in Tashkent on diverse dates of March 2019. All the questionnaires were returned which translated into a return rate of 100 percent which was very appropriate for this study. This high return rate could be due to the fact that the researcher administered the questionnaires himself and waited for learners and teachers to fill and then collected them on the same day. According to Hertman and Hedborn (1999) 70 % or higher questionnaire return rate is very good. Hence, the researcher analyzed a total of 35 questionnaires. Interviews were conducted in the 2 sampled schools. The interviews focused on the 11 English teachers in the 2 sampled schools. This enabled the researcher to ask specific questions which led answer the research questions.

### **Conclusion**

This study is an analysis of the positive influence of mother tongue on learners' performance in English. It provided a background on the influence of mother tongue on performance of English in schools. It also highlighted the performance of English in day schools as compared to public boarding schools as illustrated in appendix In the background to the problem, the researcher has pointed from other studies that consider factors that influence performance of English that use of mother tongue as a





factor that influence performance of English has been identified by various scholars. This study precisely analyzed the influence of mother tongue on performance of English in schools. The researcher used five research questions to guide the study and came up with data on the influence of mother tongue on performance of English in schools.

The significance of the study is that it would provide useful information to all education stakeholders on how to improve performance of English in public day schools. For example, the School principals would use the findings to come up with feasible and informed language policies. The study was conducted in schools in and was delimited to learners and English teachers.

Review of the related literature was done on influence of mother tongue on performance of English. It addressed the issue of code switching, transfer or interference, perception of mother tongue and influence on performance of English. However, literature review did not show an analysis of use of mother tongue and its influence on the performance of English. Thus this study analyzed the use of mother tongue and its influence on performance of English.

The researcher used a survey design. Schools in Tashkent were studied. English teachers and learners were sampled to participate in this study. Information was obtained from learners through questionnaires while information from English teachers was obtained through a questionnaire and interview guide. Both quantitative and qualitative data were obtained. Research experts from the Department of Post Graduate studies were consulted which ensured content validity of the instruments. Reliability was also ensured through test-retesting of the instrument where Pearson product moment correlation co-efficient( $r$ ) was calculated and a value of 0.87 was obtained for the learners' questionnaires while a value of 0.79 was obtained for the teachers' questionnaires.

Quantitative data were analyzed with help of SPSS version 17.0 while qualitative data was analyzed through arranging responses into themes and summarized using descriptive reports. Analyzed data was presented in frequency tables and bar graphs. The study findings revealed that a large number of learners (73.8%) who participated in this study were between age 17-18. This meant that the results of the findings can be generalized to a large extent to cover the entire learners' population in public day schools in Kenya under similar context since they generally fall within schoollearners' agebracket.

The study research question number one aimed at finding out the prevalence of use of mother tongue schools. The study found out that 79.6% of learners use mother





tongue. The study also found out that 100% of the teachers agreed that they code-switch and that 87.4% learners agreed that they code-switch.

The second research question aimed at finding out the perception of teachers and learners on the influence of mother tongue on performance of English. The study found out that use of mother tongue influences performance of English; 77.0% of learners agreed that indeed use of mother tongue influences the performance of English while 100% of teachers indicated that indeed use of mother tongue influences the performance of English.

The third research question aimed at finding out the measures taken to curb the use of mother tongue in schools. The study found out that some of the measures taken to curb use of mother tongue include: availability of a language policy, punishing of learners who use mother tongue, establishing debating clubs and encouraging learners to read story books.

The fourth research question aimed at finding out challenges mother tongue bring about to learners in the process of learning English. The study found out that use of mother tongue posed challenges in written English and pronunciation. Seventy-nine percent of learners indicated that indeed use of mother tongue influenced the way they write in English while 100% of teachers said that use of mother tongue influenced the way learners write in English. Seventy-one percent of learners indicated that, use of mother tongue influenced the way they pronounce English words. Other challenges included poor public speaking skills, lack of confidence in communication and learners' lack of understanding of content in English language.

The fifth research question sought to find out strategies used to improve the performance of English in schools. The study found out that making a language policy that would be strictly followed was worthwhile. It was found out that teachers should avoid switching language. Both teachers and learners generally felt that adequate learning resources should be availed in schools. In addition, teachers and learners identified the need for more forums that give learners an opportunity to socialize in English. Punishing learners was identified as a strategy since it helped in improvement in performance of English as indicated by 62.5% of learners who agreed that when learners are punished they improve their performance in English. Another strategy identified was that of encouraging learners to read story books, 96.3% agreed that encouraging learners to read story books helped them improve in their performance.

The study established learners' use of mother tongue is prevalent among learners of schools. Learners and teachers code switched for various reasons. Use of mother





tongue is prevalent among learners in schools. Thus it was concluded that the prevalent use of mother tongue adversely influenced performance of English.

The perception of teachers and learners regarding influence of mother tongue on performance of English is equally important. Teachers and learners hold the perception that use of mother tongue has a negative influence on performance of English. The perception that use of mother tongue influence negatively performance of English was the general conclusion drawn from both the English teachers and learners.

To curb use of mother tongue, proper measures need to be put in place. Language policies can reduce the use of mother tongue if they are implemented in the right way. An established mechanism that ensures learners are rewarded and punished in equal measure can help to deter use of mother tongue and encourage use of English. It was thus concluded that teachers reward for learners who use English and punishment for those who use mother tongue is important to encourage learners to converse in English and deter those who intend to converse in mother tongue.

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