

**THE INFLUENCE OF MOTHER TONGUE (L1) ON THE USE OF ENGLISH (IGBO)
BY STUDENTS OF WEST-END MIXED SECONDARY SCHOOL ASABA DELTA
STATE.**

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**THE INFLUENCE OF MOTHER TONGUE (IGBO) ON THE USE OF ENGLISH (L2)
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APPROVAL PAGE

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DEDICATION

This project is dedicated to God Almighty, who has provided me with so much guidance, direction, kindness, grace, and love. In addition, I thank my late father Mr. OYEM GOD'SPOWER ORJI and my mother Mrs. OYEM PATIENCE for her support, love, and prayers in creating this work. I owe you all a lot. This work is also dedicated to my devoted siblings Henrietta, Evelyn, Christian, and Victor. In addition, I want to thank my friends Manna, Happy, Dickson, Ose, Bolu, Sammie, and Richie who helped to make my time at the University of Benin memorable.

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ABSTRACT

The purpose of this thesis was to examine the effects of the students' L2 language, English, as well as their native language, Igbo, on how they speak and write English. The students attended the West-end Mixed Secondary School in Asaba DELTA State. This study used a qualitative methodology, collecting data for the study through interviews and written essays. All of the teachers and students at West-end Mixed Secondary School in Asaba Delta State served as the study's population. The non-probability (purposive) sampling strategy was utilized by the researcher to choose the study participants. Some of the teachers were interviewed by the researcher. Students' essays were also selected using a non-probability sampling technique. Utilizing frequency tables and charts for percentages, the generated data was evaluated. Based on the research objectives, the qualitative analysis of the interviews was added to the numbers and percentages discovered through the analysis. According to the study, students seldom think in the L2; instead, they first think in the L1 and then convert those thoughts into the L2. They make mistakes in their second language due to this immediate translation. The survey found that some teachers interact with their students in their home tongue. In response, all of the teachers said they encourage their students to speak English and make sure they use proper or standard English. Direct translation from Igbo to English, concord, and proposition are the primary areas where the students' writings deviated in the areas where the L1 interfered with the L2, as seen in the essays of the students. The study found that negative transfers from the native language to the

L2 are the cause of the faults shown in the students' essays as reflected in their writing and the opinions of the teachers. The study suggests that teachers should encourage students to speak English with one another in class. Students should develop a reading habit as well to help them with their English.

CHAPTER ONE

1.0 INTRODUCTION

A child's mother tongue, which has been a part of him or her throughout his or her developmental stages, is still an important aspect of the child, even in adulthood (Yadav, 2014). When a child is learning a second language, the mother tongue (L1) does not have any significant negative effects, especially when the mother tongue (L1) is the medium of instruction. While it has been shown that learning a second language, in addition to one's mother tongue, does not adversely affect the learner's ability to speak his or her mother tongue, it has also been shown that the mother tongue of a language learner influences the ability of the second language learner to master the second language (L2).

In spite of this, several researchers have observed, including Yadav (2014), that the mother tongue (L1) of a student in Nigeria influences the student's ability to speak English to an extent. As the researchers observe certain errors in the speech of students from West-end mixed secondary school Asaba Delta State, they concur with the assertion of other scholars in the field of second language of student's influence how they acquire and speak English.

1.2 BACKGROUND OF THE STUDY

In order for people to feel connected to their cultures and traditions, they make a conscious effort to maintain their mother tongues as long as they can. It is believed that speaking English

fluently opens doors of opportunity for an individual since it enables him or her to communicate in English verbally and non-verbally. English is a universal language. The majority of people speak it as their first language (Medenilla, 2017). English as a language of communication at international functions and activities makes learning the language the target of people in most parts of the world. English has become the international language of science, technology, commerce, business, international politics, diplomacy and sports. Medenilla (2017) mentioned English is the language spoken by more than 1500 million non-native speakers, and it is also the language of cinema, television, music, and technology. Three out of four speakers of English are non-native speakers, and there are lots of English words, their pronunciation, spelling, and meaning all over the world. In Nigeria, English is a compulsory subject in all levels and areas of education. People who are able to speak English at the beginning of their education are considered to have a bright and prestigious future.

It is common for Nigerians to use English alongside their mother tongues in lower primary classrooms. However, the mother tongue of the students is taught as a subject. It places English on a higher pedestal than the native languages of learners (Saraiki, Punjabi, and Urdu, 2014). In secondary school classrooms and in the community, when mother tongue is used along with English, one can affirm that the L1 of an English learner does influence their ability to learn English. English is valued highly in Nigerian society with a lot of prestige attached to it. Nigerian schools and homes devote a great deal of time and energy to teaching and learning the

language. Some parents want their children to master English at an early age, so they use English at home to socialize them. Nigerian schools emphasize the development of speaking skills among students in the classroom. There has been much discussion in the field of language learning about the use of first languages (L1) in second language acquisition (SLA). Several terms have been used to describe the influence of the native language on the target language, including contrastive analysis and positive and negative transfer. Students' perspectives on mother tongue use, teachers' perspectives on mother tongue use, strategies for encouraging the use of the target language, and the implications for teaching methodology are addressed in this study.

Language teachers in monolingual classrooms often struggle with deciding whether to use the first language in the L2 classroom, which is seen as a negative influence. In the last decade, it was generally accepted that language teachers should use only the target language in L2 classes and avoid L1. A renewed interest in the role of L1 in second language acquisition has questioned long-held anti-L1 approaches that have dominated English as a foreign language classes. Conversely, the main argument against using L1 has been that it does not encourage learners to use the L2 and, when the teacher uses L1, it deprives the learners of input in the L2. It has also been suggested that the L1 has several benefits. It reduces learners' anxiety, for example, Atkinson claims that L1 facilitates checking understanding and giving instructions. Additionally, it creates a more relaxed learning environment. L1 should not be deleted completely in L2

situations, according to research. Furthermore, L1 usage facilitates the task of explaining abstract words and introducing the main differences in grammar and pronunciation between L1 and L2. Additionally, research has shown that students and teachers who occasionally use L1 improve both their comprehension and learning of L2.

The native language of students plays a fundamental role in the teaching of language skills and sub-skills, as well as in classroom activities. Learners who are successful capitalize on their linguistic skills and world knowledge. As defined by Krashen (2003), learning a second language is a continuous process of learning a foreign language through language instruction and emphasis on its grammatical features. Voluntary reading may be the most powerful educational tool in language education that facilitates the learning process of a foreign language.

This study is set to examine the influence mother tongue (L1) has on the use of English by students of Asaba Delta State's West-end mixed secondary school.

1.3 STATEMENT OF THE PROBLEM

A learner who is handicapped in the language may be unable to learn since the instructor or teacher and the learner will not be communicating, according to Mosha(2014:14). Dogo(2016:3) also admits that many students fail in their courses because they lack the "required proficiency of both the text language and the language of instruction," which can be addressed if they are provided with "a deep knowledge of both the language of instruction and the subject

matter”. Thus, many have questioned whether students' low performance in the English language may be due to the interference of their first language. Nigeria’s multilingual nature makes English an important medium of communication. Since Nigeria has so many languages, English is normally used, not only as a lingua franca by Nigerians, but also as an official language to facilitate free communication with the international community (Asamoah, 2009). Consequently, English has become very important for effective academic work since everyone is expected to be able to read, write, and freely use English instead of Nigerian languages. Nevertheless, many senior secondary school students in Nigeria have difficulty learning English because their mother tongue interferes. It has also been consistently shown in annual analyses of the chief examiner’s report on the general performance of senior secondary school students in Nigeria that most students perform below standard due to their inability to comprehend and use English well. Consequently, they do poorly on not only English papers, but also other subjects as well (chief Examiner’s report WASSCE, 2021). This study seeks to address the issue of poor performance of students in English and find out how the L1 of the students contributes to poor performance in their second language learning. The present study aims to fill this gap.

1.4 PURPOSE OF THE STUDY

The purpose of this study is to examine how the native language of West-end mixed secondary school students in Delta state influences their English language, as observed in the way they speak and write English language.

1.5 OBJECTIVES OF THE STUDY

This specific objective of this study is to:

- i. Identify the areas where L1 interferes with students' use of English as a second language in West-end mixed secondary school Asaba Delta state
- ii. Identify the effects of L1 interference on English verbal communication
- iii. Examine the strategies of curbing the interference of L1 on L2 students at West-end mixed secondary school, Asaba, Delta State.

1.6 RESEARCH QUESTIONS

In order to achieve the above mentioned objectives, the study uses the following research questions as a guide:

1. How does the L1 interfere with the L2 in the classroom?
2. In the classroom, how does L1 interference affect L2?
3. What measures can be taken to reduce negative transfer from the L1 to the L2?

1.7 SIGNIFICANCE OF THE STUDY

A person's ability to communicate is one of the most valuable tools for a well-rounded education. Due to the very crucial nature of its role, it cannot be replaced by any of the other

subjects in second language teaching and learning. Additionally, the study will provide an invaluable analytic perspective and to appreciate some of the challenges underpinning the school, particularly in Asaba, Delta State.

As the study adds to existing knowledge in this field, it serves as a strong reference point for further research. Educationists, government officials, non-governmental organizations etc., are also included. This material would be extensively used by local education authorities and policy makers in their various actions. It is therefore the researcher's objective to elucidate the impacts of mother tongue on the use of English language and their academic performance at West-end mixed secondary school in Asaba Delta state.

1.8 THEORETICAL FRAMEWORK

This study is guided by the proficiency hypothesis. In the proficiency hypothesis, bilingual children are explained as to how they articulate, reason, and support arguments as to the importance of using their first languages at school (Cummins, 2000). Canale (1981) suggests that the proficiency hypothesis may contribute significantly to the unexplained variance in academic achievement between second language learners and native speakers. The level of development of a child's mother tongue is a strong predictor of his or her second language ability, according to the prominent of this study. Developing a strong foundation of literacy in the school language is an advantage for children who come to school with a solid foundation in their mother tongue. The children come to school well prepared to learn the school language and

succeed educationally when their parents and other caregivers, such as grandparents, spend time with them telling stories or discussing issues in a way that develops their mother tongue vocabulary and concepts. As children move from their mother tongue to their school language, their knowledge and skills transfer across languages. Having a good second language learning process is very important.

As a result of this Theoretical Framework, first language and second language are viewed as interdependent. The transfer of language skills can therefore be two-way: when the mother tongue is encouraged at school (e.g. in bilingual education), when the educational environment permits children access to both languages, the concept, language, and literacy skills that children are learning in majority languages nurture each other (Cummins, 2000). Generally, bilingual children may also develop more flexibility in their thinking when they process information through two different languages, according to Cummins (1979). While Cummins (1979) mentions that learners' first languages can sometimes interfere with their learning process, they do more good than harm, particularly in terms of developing their second language. Children gain a deeper understanding of language and how to use it when they develop their abilities in two or more languages throughout their primary school years. As they develop literacy in both languages, they have more experience processing language, and can compare and contrast the ways in which their two languages organize reality.

Therefore, bilingual children do better in school when the mother tongue is taught effectively and where appropriate, literacy is developed. When children's mother tongues atrophy and stagnate, their conceptual and personal foundations for learning are undermined. The proficiency hypothesis does not discount the negative effects that the interference of the first language causes on the learning and performance of the second language, as Cummins (2000) notes. According to him, the literacy transfer between L1 and L2 implies that the L2 learner will be influenced by his or her L1 as well as the mother tongue interference often impedes the learning progress during the second language acquisition process. The theory suggests, therefore, that students who frequently use their mother tongue for this work can adversely affect their reading and writing skills as well as their English performance since they will most likely construct and construe sentences in their mother tongue in such a situation.

1.9. RESEARCH METHODOLOGY

RESEARCH DESIGN

The purpose of this study is to investigate the influence of mother tongue (L1) on the usage of English by students at West-end mixed secondary school in Asaba Delta state. This study adopts a qualitative research with description paradigm. The qualitative approach, according to Merriam (2002), is "a method of inquiry aimed at understanding social phenomena through the perspectives and experiences of participants." Qualitative research, then, seeks to understand the ways in which people interact with one another as social beings. The purpose of this type of

study is primarily to explain and understand qualitative data. Qualitative data are not measured in terms of frequency and quantity, but rather are analyzed in-depth for meanings and processes through methods such as participant observation or case studies which lead to descriptive narratives of a situation or practice (Labuschagne, 2003; Merriam, 2009).

In order to achieve the study's objectives, a cross-sectional study using semi-structured interviews was considered more helpful as it enabled greater understanding of the situation. This study investigated the perceptions and experiences of students' LI on the use of L2 as well as their beliefs and feelings using flexible, responsive methods that can be interpreted contextually as opposed to quantitative research based on inventories, questionnaires, or numerical data.

1.9.1 STUDY POPULATION

The study targeted all students at West-end mixed secondary school in Asaba Delta state. According to the study, the findings were intended to be generalized to this population. Out of all the students, the researcher was not able to interview all of them, so a sample of accessible students was selected for the study.

1.9.2 SAMPLE POPULATION AND SAMPLING PROCEDURE

Using a non-probability judgment sampling technique, the researcher selected 20 students from five different school classes for the study. In order to avoid favoritism and discrimination, everyone in the population had an equal opportunity to be selected. Among these 20 students, 5

were from each of the following classes: JS2, JS3, SS1, SS2, and SS3. The target group was students in SS2. In order to ensure fair representation and reliability, the students were selected randomly. A total of 20 students were selected, 10 of whom were males and 10 of whom were females. For teaching staff, twenty teachers were purposefully selected and used for this study from among those who participated in essay writing and whose writing was examined to determine how L1 influences L2.

1.9.3 INSTRUMENTS FOR DATA COLLECTION

A discussion of the method used to collect data for the study was presented in this section. The study is qualitative in nature, as mentioned earlier. Qualitative interviews and written essays were used in this study. During the interviews, both structured and unstructured approaches were used, as well as close-ended and open-ended questions.

1.9.4 WRITTEN ESSAY

Students were given essay topics to write about. In this study, students' essays were used to collect data. For the study, 20 scripts were collected from SS2 students.

1.9.5 DATA ANALYSIS

An analysis of qualitative data consists of three concurrent flows of activities: data reduction, data display, and conclusion drawing or verification. Students' and teachers' responses were categorized. The frequency and percentages of responses were calculated using

textual, identification, and categorization. By using thematic codes, transcripts and field notes were analyzed inductively to identify patterns in the data. According to Patton (1980), inductive analysis is the process of developing ideas, themes, and categories based on the data; they emerge from the data rather than being imposed on them before data collection and analysis. Based on the pattern of responses, the data were grouped and analyzed.

CHAPTER TWO

LITERATURE REVIEW

2.0. INTRODUCTION

The related literature is reviewed under the following sub-headings: conceptual framework, theoretical framework and empirical studies.

2.1. CONCEPTUAL FRAMEWORK.

The following concepts are reviewed: role and usage of mother tongue, concept of second language and mother tongue interference. We use language as a tool to communicate our thoughts, ideas and emotions, making it one of the most vital parts of our being (Andoh-Kumi, 2002). Considering that language is the medium through which communication occurs, Agyekum (2001) contends that a society without language is unimaginable. Moreover, he mentions that language serves multiple purposes, the first of which is to communicate one's feelings, ideas, moods, and information. In addition, language enables one to describe and talk about the world, people, and events they encounter every day. Language is used differently according to these different purposes. Language is used in science, journalism; advertising, politics, education, and many other fields. In these situations, language can be used as a multipurpose tool and put to various uses as needed. There are many ways to use it, including informing others, asking them what to do, or expressing feelings, moods, ideas, information, or experiences.

Language is more than just a means of communication. Human lives, especially education, rely heavily on it as well. The use of language in education has extensively received research attention over the years, and Anyidoho (2012) asserts that language is the most important tool for teaching and learning. Despite the fact that language and education are an old topic, they remain so relevant that no amount of time and energy can be expended on debating it can be considered superfluous.” Language is not just a medium of communication and instruction, but it is also a means of growth, according to her. There is one innate characteristic of human species that we will never outgrow (Szepe 1984).A person’s ideologies, culture, beliefs, and intellect are preserved and communicated through language at all stages of their lives. Language is needed at every level of education to convey knowledge to students. Language is the student’s primary need since he or she needs it for learning, retaining, and recalling knowledge (Agyekum, 2017).

Every individual benefits greatly from learning their mother tongue. First language (also known as native language, first language, or primary language) is the language acquired during early childhood before the age of about 3 years and is known as mother tongue. It is said that second languages are those that are acquired normally in a formal setting by a learner and that are typically languages required for education, employment, and other purposes (Sinha, 2009).In other words, mother tongue refers to the native language of a person, which is the language they learn at birth. As well as being called a first language, dominant language, home language, and

native tongue, it is also called a native language. A mother tongue refers to the language spoken by the mother, which is the primary language the child will acquire from the mother.

2.2. THE CONCEPT OF SECOND LANGUAGE.

Ellis (1997) defines a second language as a foreign language learned in a formal setting and not spoken by the indigenous people of a certain place. As a result, second languages are usually languages other than one's mother tongue. Usually, second languages are societal or official languages (including English) (Agyekum, 2017, Karim & Nassaji, 2013; Sinha et al. 2009), and are acquired for educational, occupational, and other reasons. Consequently, it is dominant globally due to its prestige and power. In order to communicate with the outside world, they need to have a lot of speakers, which influences other speakers to learn and use the language.

2.3. MOTHER TONGUE INFERENCE ON ENGLISH LANGUAGE LEARNING AND USAGE

Almost all of us experience mother-tongue interference when learning a new language. Thyab (2016:1) explains that "it is the influence of the learner's native language on the acquisition of the target language that is known as mother-tongue interference." Ellis (1997) describes interference as transfer, which he explains as the influence of the learner's first language on the acquisition of a second language. In terms of second language transfer, he argues that learners' perceptions of what is transferrable determine their stage of development. A

study by Dulay et al cited in Bhela (1999:22, also defines interference as the automatic transfer of a first language's surface structure into a target language's surface due to habit. The speaker or writer can automatically interfere with the target language's grammar structure by using the source language's structure. The mother tongue is more easily mastered than a second language or a foreign language.

As described by Yadav (2014), interference occurs when the old habits (i.e.) the first language aren't unlearned before new habits (c.) the second language are mastered because of an automatic transfer of the surface structure of the first language into the target language. It is not possible for one language to interfere with another when one has good command of both (i.e., one's mother tongue and a foreign language). It is likely that the first language will interfere with the second language if the second language learner does not have a good command of both languages. As a result, the language learner will tend to transfer language habits from the native language to the foreign language, disregarding the differences between the two languages.

2.4. INTERFERENCE WITH REGARDS TO PHONOLOGY

In the learning process of a second language, interference from the mother tongue can affect phonology. There are unique phonemes and sound patterns in every language. There may be a lot of similar sounds, a lot of differences, or even a lot of sounds that are not present in the new language. New learners face many pronunciation difficulties due to this. Because of the differences, the target language learners will have some difficulties. It will be difficult for new

learners to apply target language elements if the phonological patterns are completely different from the ones in their first language. Agustina and Chaer (2004) call this phonological interference. They claim this occurs when bilingual speakers perceive one language's phonemes as other languages' phonemes.

On a phonological level, interference refers to how speakers perceive and reproduce sounds from one language in relation to another. There is interference in bi-lingual speech caused by the fact that one language has different elements in its sound system than the other, or between one's native language and its foreign language. The native language and foreign language may have similar sound and grammatical systems in some cases. In most cases, however, both languages have different grammatical or sound systems. It is possible that both languages have different elements in their sound systems. Firstly, the latter has a sound that is not present in the former. The second difference between the two languages is their distribution, specifically when and where they are used in an utterance. A third difference is that both sounds have variants or allophones that differ from one another. There can be interference when bilingual speakers identify a phoneme in one language with another.

2.5. INTERFERENCE WITH REGARDS TO MORPHOLOGY AND SYNTAX

Several aspects of language are affected by interference, including phonology, morphology, syntax, and lexicon. The act of interfering with morphology and syntax is known as grammatical interference. An individual who is bilingual transfers his/her source language system gradually

into his/her target language at many linguistic levels, including word order, subject-verb agreement, and so on, which leads to grammatical interference. When Language learners identify their first language's grammatical patterns and apply them in the target language, there is interference. Grammatical interference is divided into morphological and syntactic interference by Yusuf (1994). People can produce infinity of grammatical sentences by arranging words differently; however, not all arrangements are grammatical, so their grammar must consist of grammatical rules. Despite this, every language has its own set of rules and constraints that make learning a second language difficult for those who already know their first languages but do not know the new language. It is common for them to violate the rules and to do unnecessary transfers from one language to another. An ungrammatical sentence is the result of violating the rules.

2.6. INTERFERENCE WITH REGARDS TO SEMANTICS.

Mother Tongue Interference affects semantics as well. Lexical or semantic interference can occur when one vocabulary interferes with another as a result of its lexical or functional meaning. When learning a second language, learners tend to adapt their L1 forms, meanings, and cultures to the foreign language and culture. Whenever words in two languages are transferred this way, semantic errors can result since both languages may use different meanings for the same sentences (Nemati & Taghizadeh, 2006). The learner of a second language typically lacks the vocabulary necessary to communicate effectively, which is not the case for new learners of a

second language. Because of this, they tend to transfer words from their first to their second language in order to fill the gap, which most often results in semantic errors since words mean different things in different languages. There is no such thing as a normal life due to the fact that every society has its own set of values, beliefs, and ideologies, so no two lives are alike.

2.7. THEORETICAL FRAMEWORK.

The Proficiency Hypothesis theory (Cummins, 1980) serves as a guide for this investigation. One notion, the proficiency hypothesis, explains how bilingual youngsters express their ideas, give reasons for them, and convincingly back up the case for the value of employing the students' first languages in the classroom (Cummins, 2000). According to Canale (1981), the proficiency hypothesis is a significant factor in the unexplained variance of the disparities between second language learners' and native speakers' academic accomplishment in the target language. According to supporters of this hypothesis, children's second language development can be strongly predicted by the maturity of their mother tongue. Children who have a good foundation in their mother tongue before they enter school have better reading skills in the school language. Children arrive at school well-prepared to learn the school language and succeed academically when parents and other caregivers (such as grandparents) are able to spend time with them and tell stories or discuss issues with them in a way that develops their mother tongue vocabulary and concepts. Children's knowledge and abilities transfer from the mother

tongue they learnt at home to the language they study in school. And this is crucial for a successful second language acquisition process.

The first language and the second language are viewed as being interrelated within this theoretical paradigm. The concepts, language, and literacy skills that children are learning in the majority language can therefore transfer to the home language when the mother tongue is promoted in school (for example, in a bilingual education program). To put it another way, both languages nurture each other when the educational environment allows children access to both languages (Cummins, 2000).

2.8. PREVIOUS STUDIES

The impact of mother tongue on the usage of English by language 2 students has been the subject of some scholarly publications written by various scholars. The works that have already been done on the impact of mother tongue on students' ability to acquire English as a second language are briefly reviewed in this part.

The Impact of mother tongue interference on the acquisition and use of English as a second language was examined by Onyenweaku and Orji (2018). The study's goals were to understand how interference in English as a second language happens at the lexical, syntactic, semantic, and phonological levels. The project used a survey research design. The population in the Afikpo North educational zone of Ebonyi State consisted of 70 English language teachers. The balloting

technique was used to sample a total of 56 teachers without replacement. The study's conclusions showed that English language instructors are aware of the mother tongue interference that can affect a student's ability to learn and utilize English as a second language. Additionally, it was discovered that the interference affects the lexical, syntactic, semantic, and phonological aspects of English and hinders the attempts of second-language speakers to achieve a commendable level of proficiency and performance in the language. This study, which addresses mother tongue interference on English language learning, is related to the one at hand; however it differs from it in terms of technique and theoretical framework used.

Marwa (2021) conceived a study on the influence of mother tongue on English language learners' success. The purpose of this study is to look into how native language influences students of English as a second language's performance in English classes. In order to investigate the purpose of the study, a questionnaire was given to 45 linguistics students and substitute teachers in the English department. The study's conclusions showed that many students had trouble communicating with and interacting with their teachers due to interference from their first languages. The data analysis showed that there are other elements influencing students' poor English language performance in addition to the mother tongue's influence, which can be positive or negative. This study is similar to the current one in that it discusses the effects of mother tongue on students studying English as a foreign language, but it differs in that the

current study is concentrated on the effects of mother tongue on English usage by students at West-end Mixed Secondary School in Asaba Delta State.

In the selected secondary schools in Ondo State, Nigeria, Oyewole (2017) conducted a study on the impact of mother tongue on the teaching and learning of English. The study's goal was to determine how mother tongue affects English language instruction and acquisition in Ondo State. For this study, a survey research design was used. From secondary schools in Ondo State, a total of 100 secondary school teachers were chosen at random. For the examination of the data gathered, the study used frequency counts, percentages, and chi-square statistical methods. The study's findings indicate that mother tongue interferences have an effect on secondary school students' English writing and speaking. Another research demonstrates how mother tongues impede successful classroom communication. Students' mother tongues might also prevent them from learning foreign language grammar. This study is similar to the one at hand in that it also examines the role that mother tongue plays in the acquisition of a second language, but it takes a different methodological method.

A study on the impact of mother tongue on English language use in the Ikom Local Government Area was conducted by Ochagu (2022). Finding out how mother tongue influences affect spoken English in Nigeria was the study's main goal. The phonetic and phonological levels of mother tongue interference were the main focus of this investigation. From third-year students at three secondary schools in Cross-River State's Ikom Local Government Area, 150

Ikom Learners of English were sampled. Aside from phonetic articulation exams, data collection tools included tape recorders and smart recorders. Data analysis was done using a descriptive and quantitative methodology. The information was gathered from pertinent textbooks, periodicals, journals, and the internet. The results showed that the mother tongue of Ikom English learners had a significant detrimental impact on their pronunciation of English consonants, vowels, and consonant clusters. This study is related to the current study in that it discusses how mother tongue influences English language learners, but it differs In that the current study is more general in its focus than the previous study was, which phonetic realization was.

2.9. CONCERN OF THE PRESENT STUDY.

The goal of the current study is to determine how students at West-end Mixed Secondary School in Asaba, Delta State use English in relation to their mother tongue. The project will also examine how learning a second language is impacted by intra- and interlingua transmission.

CHAPTER THREE

RESEARCH METHODOLOGY

1.1.INTRODUCTION.

This chapter's main goal is to go over the study's methodology. The chapter focuses on, among other things, (i) the research approach, which includes the use of and justification for qualitative research approach; (ii) the description of the respondents used; (iii) the methods used in data collection for the study; (iv) an explanation of how data was analyzed; and (v) a summary of the chapter.

3.2. RESEARCH APPROACH.

This study aims to analyze how pupils at West-end Mixed Secondary School in Asaba, Delta State, utilize English in relation to their first language (L1). To do this, the researcher employed a qualitative technique. A qualitative approach is "a method of inquiry that seeks to understand social phenomena within a context of the participants' perspective and experience," according to Merriam (2002:6). Therefore, qualitative research aims to understand how people, as social creatures, see the problems they encounter as they interact with one another. The nature, explanation, and understanding of phenomena are the main goals of this form of research. Instead of being quantified in terms of frequency and quantity, qualitative data are examined for deeper meanings and processes using techniques like participant observation or case studies,

which produce narrative descriptions of a setting or practice (Labuschagne, 2003; Merriam, 2009).

A cross-sectional survey employing semi-structured interviews was deemed more pertinent to accomplish the goals of this study since it provided a larger opportunity to understand the situation in greater depth and with greater clarity. Here, the researcher used flexible, responsive methods that are open to contextual interpretation rather than quantitative research, which uses inventory, questionnaires, or numerical data to draw conclusions, to investigate the experiences and perceptions of influence of students' LI on the use of L2, along with their beliefs and feelings. According to Patton (2005), the reason why the qualitative technique is most suited for studies like this is because it makes it possible for the researcher to analyze data from written materials, in-depth, open-ended interviews, and direct fieldwork observations. Additionally, the researcher can change their approach based on the circumstances at any given time. In essence, the method enables the researcher to collect rich and detailed data directly from respondents as well as from secondary sources for analysis.

3.3. STUDY POPULATION.

Some of the students at West-end mixed secondary school in Asaba Delta state were the study's target group. The population to which the researcher sought to apply the study's findings served as this group of individuals. An accessible population was sampled for the study out of

the total number of students because the researcher was unable to reach all of them for interviews.

3.4. SAMPLED POPULATION AND SAMPLING PROCEDURE.

Using a non-probability judgment sampling technique, the researcher selected 20 students from five different school classes for the study. In order to avoid favoritism and discrimination, everyone in the population had an equal opportunity to be selected. Among these 20 students, 5 were from each of the following classes: JS2, JS3, SS1, SS2, and SS3. The target group was students in SS2. In order to ensure fair representation and reliability, the students were selected randomly. A total of 20 students were selected, 10 of whom were males and 10 of whom were females. For teaching staff, twenty teachers were purposefully selected and used for this study from among those who participated in essay writing and whose writing was examined to determine how L1 Influences L2.

3.5. INSTRUMENTS FRO DATA COLLECTION.

The techniques and methods used to gather the study's data were covered in this section. The study is qualitative, as was already stated. Qualitative interviews and written essays were used in this study. The researcher used both closed-ended and open-ended interviews that were both structured and unstructured.

3.6. INTERVIEWS.

The participants in this study were assigned an essay topic to write on and were also given an interview. The interview consisted of questions designed to learn more about the participants' backgrounds, experiences learning English, and experiences using their mother tongue. Additionally, evidence was gathered regarding how the mother tongue affected senior high school students' ability to learn English. In addition, the researcher conducted semi-structured interviews with 10 randomly chosen students from each department in the sampled population. This was done to assist the researcher in gathering more information and to cross-check the interviewees' responses. How the participants' native languages impact their learning and overall comprehension of English was a topic of discussion.

3.7. WRITTEN ESSAY.

Students were given essay topics to write about. In this study, students' essays were used to collect data. For the study, 20 scripts were collected from SS2 students.

3.8. DATA ANALYSIS.

An analysis of qualitative data consists of three concurrent flows of activities: data reduction, data display, and conclusion drawing or verification. Students' and teachers' responses were categorized. The frequency and percentages of responses were calculated using textual, identification, and categorization. By using thematic codes, transcripts and field notes

were analyzed inductively to identify patterns in the data. According to Patton (1980), inductive analysis is the process of developing ideas, themes, and categories based on the data; they emerge from the data rather than being imposed on them before data collection and analysis. Based on the pattern of responses, the data were grouped and analyzed.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

4.1. INTRODUCTION.

A discussion of the study's findings is presented in this chapter in relation to the three research questions.

4.2. RQ. 1 STUDENTS' USE OF THE LOCAL LANGUAGE IN SCHOOL

One of the main points of the Input or Motherese hypothesis is that a learner acquires a language when he or she hears it being used around them. In the context of language learning, input is extremely important. In this regard, even experts on language learning and acquisition who adhere to the school of thought that views language as a behavior mention the necessity of providing both quality and quantity of input to second-language learners. Chomsky's Mentalist theory of language acquisition and learning, which holds that the learner of a language needs Primary Linguistic Data (PLD), which play the role of triggering the Language Acquisition Device, further emphasizes the importance of input in the context of language learning.

According to Krashen's Monitor Hypothesis, second-language learners require input that is neither too low nor too high compared to their current proficiency level. The findings of these researchers about the importance of input in ensuring that language learners master the target language confirm the characteristic of language that makes its learning successful when it occurs

in the culture where it is used (cf. Yule, 2010).As a result, the survey asked the teachers about their students’ use of the English language in school. The assumption is that when students use English regularly, that will be sufficient input for them and will complement what they learn from their teachers in class. In Table 2 below, the teachers’ replies are summarized.

Table 2: Students’s use of local language in school

Percentage	Frequency
Yes	17 85
No	3 15
Total	20 100

Field survey, 2023

Table 2's results show that, of the 20 students who replied to the survey, 17 (or 85%) said that they frequently speak their native tongue (Igbo) in class rather than English. Only three (3) of the students—representing 15% of the sample—said that pupils communicate with one another in English more frequently at school. Because the school is located in the center of Asaba, where Igbo is the most widely used language and people tend to speak it without regard to setting, the majority of pupils are noted for using their native language, Igbo, in interaction with one another

in school. The majority of the children in this school are from Asaba, and they often speak their home tongue without even realizing it, according to a teacher reply. Some of them speak Igbo even in the classroom. I have personally tried, especially when I was posted to this school and started studying, to curtail the situation of students' persistent use of the local language in the classroom, but I realized that there was very little I could do, says another teacher who agrees with this observation. When a student answers your question in Igbo, especially in class, it can be annoying at times. What do you do, though? Another student adds, "You understand that when teachers try to insist that the student express himself or herself in English, the student gives up on offering the answer to your inquiry. "I believe that students in this school now regularly speak Igbo, especially among themselves. Igbo is not seen as a required language by the students, which allow them to speak it freely without feeling guilty.

The findings of this study are in line with those of Abdullahi (2003) and Adedokus (2011), who found that among secondary school students, communication in the mother tongue predominates over that in English. A teacher suggested that the issue of students not utilizing the target language in school be handled holistically with the participation of all stakeholders. It was discovered that there are two major environments that affect whether or not learners are successful in becoming fluent in speaking English. The reply brought up the academic atmosphere at the school as well as the outside world, or the society outside of the school. However, the school can only influence events that occur within its own walls. This calls for the

administration of the school, as well as the teachers, to take all reasonable steps to ensure that students adhere to the prescribed language on school. According to a student response, “the school should make sure that the teaching of the various subjects is done in such a way that it would require the learners to be engaged in task-oriented dialogues with peers using English language.” The use of English in group discussions among student peers should be promoted. The student’s idea is in line with the claim made by Cazden (1985) and Moll (1994), who claim that second language teachers should promote positive interaction patterns and cooperation between students and teachers. These researchers found that when a teacher uses a learner-centered strategy when delivering lessons, language learning becomes more effective. Students collaborate in smaller groups to support one another’s learning through discussions and debates, which promotes cooperative learning. Additionally, it would increase the students’ self-assurance when speaking the target language.

4.3. TEACHERS’ USE OF LANGUAGE IN THE CLASSROOM

The study also aimed to identify the language used in the classrooms by the school’s teachers. The performance of language students is extremely important to the language teacher in the context of second language learning. The teacher’s vocabulary is thought to be the closest to that of English native speakers. Therefore, it is expected that the teacher will utilize English throughout the course so that the pupils can pick up new vocabulary and pronunciation. The responses of the students about language use in the classroom are summarized in Table 3 below.

Variable	Frequency	Percentage
How frequency does you speak English with Teachers in the school?		
Most at times	8	40
Sometimes	5	25
Always	7	35
How frequency do you speak Igbo with teachers		
Most at times	2	10
Sometimes	15	75
Always	3	15

Field survey, 2023

According to Table 3, 5 (25%) of the teachers who took part in the study said they most frequently mix Igbo and English when they are teaching, while 12 (60%) said they do it occasionally. Table 3 further reveals that 5 (25%) of the instructors always incorporate Igbo into their English-based lessons. The usage of both languages during instruction, according to the teachers who said they do so, helps students understand. The students claim that at times it is challenging to explain concepts to them in English, and that this necessitates using the students' native tongue to improve their knowledge of what is being taught to them by the professors. When instructing rather than using English, it might often be simpler for the teachers to explain

topics in their native tongue. Consequently, when instructing students, teachers occasionally employ the mother tongue. Table 3's responses to the question of whether teachers combine English and Igbo in the classroom show that not all of them do so while instructing students in a particular subject. The majority of students—14 (70%)—agreed that teachers should incorporate Igbo into their lessons together with English, while only six students—30%—said they should not. One of the pupils said in response, “him.” Students who speak both languages in class are more effective and efficient at understanding ideas that are challenging for me to communicate in English but are simpler to understand in Igbo. A other teacher clarified that “some of the things they read in the books are not found in our culture, so we need to use something similar in our language to relate it for us to understand.” The students' comments support the idea that using native languages facilitates communication between teachers and students.

4.4. The language teachers' use with their students in school.

The purpose of the study was to identify the languages that teachers speak with their students and how often they do so. The responses from the pupils regarding how often they speak English and Igbo with their teachers at school are shown in Table 4 below.

Table 4 reveals that the majority of students—eight, or 40%—responded that they speak English with their teachers the bulk of the time. 7 students, or 35% of the respondents, said they always speak English with their teachers. 25% of the teachers that responded, or 5 out of the teachers, said they occasionally speak English with their teachers. This outcome seen in Table 4 was

anticipated given that the majority of teachers favor English over Igbo as the spoken language in the classroom. The majority of respondents—15 out of a total of 20 students—said that they occasionally speak Igbo with their teachers. This figure represents 75% of the respondents. Three responders after that stated that they always speak Igbo with their students. 10% of the students, or 2 students, stated that they speak Igbo with their teachers most of the time. The students' responses indicate that they occasionally converse with the teachers in their native tongue. The use of the mother tongue in the classroom occurs when students find it difficult to express an idea to the teachers in English, as some of the students have stated in the previous discussion. However, the majorities of students are also native Igbo speakers and prefer to use Igbo in casual settings.

The report of a few teachers appears to run counter to the prohibition on the use of a local language in some Asaba institutions. In some schools, the words “do not speak vernacular” are prominently written on the walls. However, in practice, some educators neglect this directive, both inside and outside the classroom. However, as some of the teachers pointed out, the usage of Igbo in particular contexts is intended to have a particular impact. But the real concern is how teachers' sporadic use of Igbo with their students affects their ability to speak English. According to Lawrence and Lawrence (2013), when second language learners can communicate in the target language, it acts as a window through which the past, the present, and the future can be viewed. This indicates that a student's proficiency in the target language makes them

successful because they can access the culture of the speakers of the target language, which aids in the cognitive and affective growth of the learner. This necessitates that English teachers in the school implement communicative techniques that will improve their students' acquisition of the language. In this regard, the instructor must choose a language that will help the student enhance his or her ability to speak English, regardless of where the teacher finds himself or herself with the student. According to Yeboah (2014), English teachers now have a responsibility to make sure that their students acquire the capacity to speak English due to the functions of English in Asaba and its importance as a worldwide language.

4.5. ENCOURAGEMENT OF STUDENTS TO USE ENGLISH IN SCHOOL.

The question of whether the teachers influence or convince their students to speak English in class was also put to the teachers. Table 5 below contains the results of the analysis of the responses.

Table 13: Ensuring good usage of English language by students

Table 13: Ensuring good usage of English language by student's

Variable	Frequency	Percentage
Do you encourage students to use English language correctly		
Most at times	1	5
Sometimes	4	20
Always	15	75
Do you ensure that students use appropriate Vocabulary when speaking English		
Most at times	2	10
Sometimes	6	30
Always	12	60

Field survey, 2023

The data in Table 5 demonstrates that all 20 teachers make sure that students utilize the English language appropriately while on campus. 15 of the teachers, or 75% of the total, admit that they constantly push their students to use proper English. Of the total number of teachers, 4 (20%) self-reported that they occasionally urge the kids to use proper English. One of the replies

claims that the act of encouraging the pupils to learn and use English properly is one that is done most of the time.

60% of the teachers who self-reported that they always make sure that students use the proper terminology when speaking English. Six teachers, or 30% of the total number of teachers who responded, said they occasionally make sure their pupils converse with them using the proper words. 10% of the respondents, or 2 teachers, said they frequently make sure their students are communicating with the appropriate vocabulary. The findings in the table above demonstrate that teachers are interested in the English that their students use. They pay close attention to the students' speech because they feel it is their duty to ensure that they speak fluent English and they want to catch any flaws so they may fix them. For instance, Boahemaa (2014) suggests in her study that English teachers should have a strong feeling of obligation to the students they teach. In addition to caring about their students' success in both internal and external exams, teachers should also focus on building strong relationships with their students because these relationships help students perform better in academics.

According to a study by Alexandra (2013), second language teachers must have relationships with their students that are focused on the learner if they want to provide their pupils with a holistic education. Since the learners are impacted by the teachers' lives in many different ways, the interactions between them and the students should be learner-centered. The teacher must make sure that the vocabulary used when speaking with the students is one that will

aid the learner in learning the language. Teachers must utilize vocabulary that will help students' vocabulary growth, just as they have demanded of their students that they use the correct terminology. This is typically the case because what is taught in the classroom is not always retained by the students; therefore language teachers must be able to pique their curiosity about learning the target language outside of the classroom. To effectively accomplish this, language teachers must recognize that language learning involves skill development rather than merely knowledge transmission. As a result, teachers should place more emphasis on ways to help students use language effectively in everyday situations than on how well they can "reproduce" it. When teachers focus their conversations with their students on vocabulary that will aid in learning, one of the teacher respondents explained, "The learning process of the second language becomes more effective because it helps the learners in developing the awareness of themselves as learners and enables them to determine what their best learning strategies are. I therefore make an effort to turn each interaction with a student into a chance for them to pick up new vocabulary, the proper way to pronounce a word, or a concord rule. This demonstrates that teachers at the school routinely and successfully give pupils the chance to build sentences in the language, correct their mistakes when they use the language, ensure that they spell words correctly when they write, and use vocabulary that is appropriate for their age. The current discussion supports Rao (2004) and Varvel (2007)'s observations that a competent language teacher is one who has a wide range of teaching abilities and experience as well as the professional credentials that enable him to successfully teach and guarantee that his students use

appropriate vocabulary that accurately reflects their level of proficiency in the second language they are learning.

The majority of the teachers who participated in the study agreed that transfer from the mother tongue is to blame for the majority of the mistakes their students make when trying to speak English. The majority of our students don't think in the target language; instead, like many other second-language speakers, they translate their thoughts from their native tongue into English, which causes errors in their speech because they frequently translate directly without considering context or the meaning of words in context. 25% of the teachers who responded said they occasionally correct students when they make mistakes that result from Igbo to English translation issues. 20% of the teachers concurred that they perform this type of correction the most of the time. From the responses, it can be seen that the majority of the study's teacher respondents stated that they always correct students' mistakes that are brought on by their straight translation of Igbo to English sentences and phrases. In Figure I above, the teachers' responses are shown. It goes without saying that most teachers always help their students speak well in English, and this is regarded as a part of their duty. The instructor said, "As a result, I try to correct my students' speaking errors wherever the opportunity brings itself. The teacher's responsibility is not restricted to the classroom alone; it extends beyond the walls of the school." Another educator brought up how uncomfortable it makes her feel when her students use poor English, particularly when they are among other people. "It doesn't reflect well on me as a

teacher of students because sometimes people mistake how well our students speak English for the caliber of English that we, the teachers, speak.”According to the teachers, the students they teach make mistakes that are brought on by negative L1 transfers, which happen as a result of the direct translation of words from the LI to L2. The current study’s findings are thus in line with those of Fema (2003), who found that interference from the mother tongue (LI) is a prominent factor in the mistakes Igbo learners of English as a second language (L2) make.

4.6. Areas where the Igbo (L1) interferes with students’ English.

It has been discovered that a learner’s ability to succeed in language acquisition is hampered by immersion in a context where the language is not utilized in normal discourse. Many speakers of English as a second language (L2) have been found to exhibit accents and other deviations that come from the influence of their native tongue (L1), which causes their L2 speech forms to be labeled as or perceived as non-native-like (Zimmermann, 2004). Concord, the usage of prepositions, and tense are just a few examples of the areas where the L1 has a negative impact on the L2. The outcome also reveals that 22% of the errors have concordance issues. The results showed that 11% of the mistakes that were found in the students’ essays were due to improper prepositional usage. Additionally, 12% of the students’ mistakes cannot be attributed to a poor transfer of or impact from the original language on the target language.

Regarding the errors brought on by direct translation from the LI, the study’s findings are consistent with those of Norris (1987), who found that interference from the mother tongue is

one of the primary causes of errors in learners' L2 speech forms or utterances. According to the behavior paradigm for language learning and acquisition, learning a language is similar to forming habits, and when students try to establish a new habit, their existing habits get in the way. In other words, the second language acquisition process is hampered by the English language learner's first language. When a learner's L2 is insufficient for them to express themselves effectively, the influence happens. When this occurs, it's likely that the learner will rely on the L1 to communicate whatever needs to be said. It has been found that the students who took part in this study lack the appropriate vocabulary in some situations, forcing them to describe the concept or idea they wanted to convey. The pupils eventually translate the concept from the L1 to the L2 during the description. One of the students, for instance, substituted "very sweet" for "tasty, palatable, delicious, or sumptuous" when describing a dish.

Concord mistakes did not have the highest frequency in the survey, but since they have a negative impact on the speaker's personality, action must be taken to remedy the matter. One of the teachers asserts that the L1's impact may be to blame for the students' difficulties with harmony. Other than pronoun-antecedent agreement, which is also present in Igbo, she went on to say that "subject-verb agreement is not prevalent in Igbo, unlike how it has a defined pattern in English." The junior high school appears to have been the breeding ground for the youngsters' concord problem. For instance, a study by Annor (2011) revealed that junior high school students struggle more with subject-verb agreement, particularly proximity concord, and pronoun-

antecedent agreement. In that study, Annor (2011) ascribed the cause of the difficulty to the teachers, who often find it very difficult to convey the rules of the categories of concord to their students because they themselves find it difficult to grasp concord rules. She notes that although they may be skilled at using specific concord rules, most teachers may not be entirely familiar with the justifications for applying them. According to a teacher who responded, “English language teachers in the various secondary schools should practicalize the teaching of concord rules by making their lectures task-based, rather than the conventional approach wherein notes are supplied with few examples. Agor (2003) points out that the difficulty of some teachers to provide adequate justifications for their responses may also be a sign of the spillover effect of students’ underwhelming performance in the English language proficiency test. Akrong (2008) asserts that English teachers, especially those in the second cycle, must understand all the concord rules in order to effectively explain them to their students in their instruction. This will help the students internalize the various aspects of the broader concept of concord, such as Noun – pronoun, Verb – Verb, Determiner – Noun, etc. She continued by saying that English teachers who can determine which concord rule could be appropriate in a specific situation can assist pupils in understanding a concord rule that may have been unclear or only partially taught.

The analysis of the prepositional mistake errors reveals that some students choose the incorrect prepositions in specific scenarios. The incorrect placement of prepositions and their objects is another problem. It is clear that the learners had trouble understanding the connections

between the grammatical pieces and selecting the right English prepositions because there are many more prepositions in English than in Igbo. One of the teachers who replied to the study said that because there are so many English prepositions and because each one has a variety of meanings depending on the context, pupils often find it difficult to learn them. Regarding this, it might be argued that L1 interference led to mistakes in the students' English preposition usage. This is due to the fact that there aren't many prepositions in Igbo and their meanings seem very obvious. However, it's also probable that a large portion of the learners' difficulties stemmed from the nature of English itself. The list that follows includes some of the student's prepositional choice mistakes.

1. It took me the whole day to finish the assignment that I don't have a clear idea WITH.
2. I tend to be careful WITH the ideas I wrote.
3. The team usually comprised WITH twenty two players.
4. I don't entertain problems I am not affected WITH them.
5. People are talking WITH me because they like me.

From the aforementioned samples, it can be seen that using WITH instead of by, of, or to frequently occurs in most student essays. Another possibility is that the learner equates talk with talk (both of which are oral language output) and extrapolates the rule that if talk is used with WITH, then talk can also be used with WITH.

However, there were other situations where the students substituted different prepositions for the preposition WITH. The phrase in (6–8) serves as an example of improper use of additional prepositions.

6. I'm really disappointed OF what I have done.
7. I am most likely to associate my dried hair TO dried leaves.
8. I'm drawing a tiger but I have nothing to colour it ON.

When WITH is required or looks more appropriate, the students utilized various prepositions in the cases above. The erroneous usage of the locative prepositions ON and IN was found in several cases across the data. Even if it seems like the students are unable to distinguish between the two related prepositions, their sense aim is still clear in their writing. Guzman and Arcellana (2004) refer to these faults as “local errors.” Local faults don't make it impossible to understand the message. Usually, they are small infractions of a single sentence fragment, allowing the reader to infer the author's meaning correctly. Some of these inaccuracies are illustrated by the examples below.

9. The protagonist will come out Victorious ON the end.
10. Some stories appear funny when acted IN stage.
11. Sumptuous food and sweer desserts awaits I the table to be eaten.
12. I sung the song I heard IN the radio.

4.7. The influence of Igbo on English among students.

If the students' native tongue had any impact on the English they speak, it was also questioned of the school's teachers. The table below displays the analysis' findings.

Does Igbo influence students English?

	Frequency	Percentage
Igbo has an influence on student's English		
Yes	16	80
No	4	20
Total	20	00

Field survey, 2023

Table 6's results demonstrate that 16 of the 20 teachers, who participated in the study, or 80% of them, agreed that the students' native Igbo language affects how they speak English. However, when asked whether Igbo had an impact on how the school's kids speak English, 4 teachers, or 20% of the total teacher answers, gave a negative response. The percentage of teachers who agreed that Igbo (L1), their pupils' native tongue, influences how they speak English surpasses the percentage who said that Igbo had no impact on how they speak English. This finding indicates that the English that children in our school speak has a significant Igbo influence. The outcome shown in the above table demonstrates that language transfer does really

take place when people are learning a second language. Positive transfer, according to Grass and Larry (2001), produces accurate utterances and speeds up language acquisition. But negative transfer also prevents the target language from being learned easily. Al-khresheh (2016) asserts that transfer plays a significant role in language learning at all levels. It is regarded as a language learning technique employed by speakers of second languages (L2) to speed up their acquisition of the English language. Studies on the impact of the LI on the L2 have demonstrated that learners begin acquiring English as a second language by transferring some sounds and meanings (semantic transfer) from the LI. These studies include those by Bowers (2002), Odlin (2003), Al-khresheh (2016), and Gilquin & Magali (2008). Additionally, the students transfer a number of structures and principles, including word order, from the L1 to the L2.

The teachers were also questioned whether Igbo had a positive or negative impact on the English that the children speak.

Table 15:RQ.2 the positive impact of igbo(L1) ON English (L2).

<i>Variable</i>	<i>Frequency</i>	
<i>Percentage</i>		
Help student to understand concepts	10	50.0
Makes explanation faster and easier	7	35.0
Helps learn additional language	3	15.5
Total	20	100

Field survey, 2023

The perspectives of 20 teachers on the advantages of L1 on L2 are displayed in the table above. Regarding the positive effects, 50% of the teachers indicated that Igbo (L1) makes it simpler for students to understand topics, 35% said that it speeds up and simplifies explanations, and 15% said that it helps the students pick up new words. L1's contribution to students' conceptual understanding predominated among teachers' comments on L1's beneficial effects on L2. According to researchers, using one's mother tongue (L1) during the early years of teaching and learning might help one's culture be developed lexically as well as be preserved and valued (Akinbote & Ogunsanwo, 2003). Additionally, studies have shown that in settings where both the mother tongue and the target language are used, students tend to mentally translate all concepts from the mother tongue to the target language in order to fully understand what is being said. It is also crucial to emphasize how much simpler communication is when both professors and students speak their native tongues. For instance, some instructors held the opinion that "when it becomes difficult to explain concepts to the students in the target language, they turn to the students' mother tongue." A female instructor said, "I use comparison and contrast between the grammar of the students' native language, which is Igbo, and that of English language to explain certain grammatical rules in English for my students to understand." These claims of the teachers are consistent with the findings of Richards and Rodgers (1986) regarding the Grammar Translation Method of language teaching, which states that the translation and comparison of rules and structures between L1 and L2 are typical methods for explaining new grammar patterns and word meanings to learners.

One of the teachers asserts that “sometimes translating and comparing structures in both Igbo and English helps the student become aware and more familiar with the grammar of the native language.” This explains the claim made by Larsen-Freeman that concepts are understood, 35% claimed it makes explanations quicker and easier, and 15% claimed it aids pupils in learning new languages. L1’s contribution to students’ conceptual understanding predominated among teachers’ comments on L1’s beneficial effects on L2.

Clearly, the students’ writing violates the requirements of subject-verb agreement. We can see that there are two people being referred to in the line “The name of the servants was Daniel and-Dzifa,” hence the proper verb form should have been were. In order to make names, the plural marker should also be added to name. The students neglected to add the plural morpheme to the word friend to make it agree in number so that it appears as one of my friends in the phrase I and one of my friends went to town. In another essay, the same issue can be seen because the statement “I saw some of my friends in school” was recorded in the data. In this case, the student was unable to understand that the indefinite pronoun some is plural and, as a result, the object must concur with it; as a result, friend was maintained instead of friends. Tense agreement mistakes are another type of grammatical error that students’ writings frequently contain. Due to this type of inaccuracy, the pupils were unable to concentrate on the tense and ensure that it agreed with the tense in the embedded clause. Sometimes the student may be recounting something that happened the day before, but the verb tenses were still in use. For instance, I

mentioned that I was depressed because I don't have any friends. To make the verb in the second phrase coincide with the verb in the first, the student should have converted it to the past. He breaks the sentence's tense harmony since the students failed to modify the second verb's tense. The speaker must mark the verb in the past tense to indicate the time of the event whenever a narrative discusses an action or event that occurred before the speech time. However, the evidence shows that the pupils don't appropriately mark tense. For instance, the verb tenses are incorrectly marked in the phrases where the headmaster asks me what my name is. Thus, the verb should have been asks if the student wanted to convey that the asking event was habitual and asked if he wanted to depict a previous event. The verb tense in the embedded sentence is likewise incorrect. A similar remark may be made concerning the line our form master ask me my name and I mention my name to him and he write in the register where the student was telling his classmate about an incident that happened before the speech time but he used the present tense. The verbs ask, mention, and write should thus have been asked, mentioned, and written, respectively. Although some of these grammatical mistakes are linked to the detrimental impact of the L1, others are caused by the LI (Adedimeji, 2007). As observed in some of the aforementioned cases, there is a negative transfer of habits from Igbo to English in the domains of lexical, syntactic, and semantic aspects (Obanya et al., 2004). This condition makes it difficult for the kids to learn, which causes grammatical mistakes as a result (Ellis, 2005).

4.9. Improving positive impact of L1 on L2.

RQ:3. Suggestions for improving positive impact of Igbo (L1) on English (L2)

<i>Variable</i>	<i>Frequency</i>	<i>Percentage</i>
Encourage students to speak Igbo	4	20.0
Interprets English correctly into Igbo for students	6	30.0
Igbo must be taught at the lower level in school	10	50.0
Total	20	100

Field survey, 2023

The recommendations in Table 9 are meant to enhance the beneficial effects of LI on L2. The results in the table show that 50% of teachers believed that Igbo (LI) instruction should begin early in order to have a beneficial impact on English (L2). The teachers who proposed this idea believed that using the mother tongue as a resource would help students acquire the target language. In this way, teaching the pupils the rules that constitute grammatical structures in the L1 would help them relate to those belonging to the target language and so make studying the target language simpler.

30% of teachers said that for kids to understand, 1.2 words must be accurately translated into their first language. "When the student understands the word, he or she can use it in different contexts," said one teacher. The teacher should use the student's LI to describe the concept to him or her so that he or she may understand it clearly, according to another teacher, who also

said that concepts that are a little foreign tend to be too abstract for the pupils to understand. 20% of the teachers who responded—4 teachers—suggested that the pupils be encouraged to speak their first language. One of them asserts that professors shouldn't force their students to give up the LI in favor of the L2 because English isn't their native tongue. They cannot speak English like the British, despite their best efforts to acquire the language.

RQ. 3. suggestions for reducing negative impact of Igbo (L1) on English (L2)

<i>Variable</i>	<i>Frequency</i>	<i>Percentage</i>
Encourage students to read book, novels etc.	8	40.0
Frequent speaking of English by students	12	60.0
Total	20	100

Field survey, 2023

The recommendations to lessen the detrimental effects of LI on L2 are shown in Table 10. According to the table, 60% of teachers believed that using English frequently would lessen the effect of L1 on L2. As one teacher puts it, “Practice makes a man perfect. How will the students evaluate their own progress if they cannot speak the language?” Another person said, “Remember, we can only identify and fix a student’s errors when they speak. To lessen the detrimental impact of LI on the L2, 40% of respondents responded that pupils must be encouraged to read books, novels, and other works. The reading of books and novels

predominated in terms of frequent English speaking. This may be the case because speaking English always aids in language learning. This is because speaking English with friends will reveal both their strengths and weaknesses in the language. The use of the English language by students both within and outside of the classroom should be promoted. This claim is in line with the findings of (Kolawole & Dele, 2002), who found that students who make an effort to always use the target language to communicate grasp the language more quickly than those who use it less frequently. Nevertheless, reading fiction and other literature published in the L2 helps learners become more proficient and boosts their enthusiasm in the language. It goes without saying that in order for any student to be successful in the English language, they must be able to master the skills of speaking, listening, reading, and writing. This involves a lot of effort and commitment from the students (Onukaogu, 2002).

4.9. SUMMARY.

Results of the study have been discussed in this chapter. Both quantitative and qualitative analyses have been done on the data gathered from the questionnaire and the interviews. The findings, which are covered in the sections of this chapter, indicate that Twi has an impact on the students' learning of English. The replies shared demonstrated that Twi does not always have a bad influence on English. Positive transfers from LI to the L2 are present in some cases. According to the findings of the study covered in this chapter, students tend to transliterate,

which causes a number of grammatical and semantic issues, which has a detrimental impact on how well they perform in English.

Also, the essays analyzed revealed that the learners have concord problems and that is attributable to the influence of the L1 on the L2. Lastly, the analysis has shown that the learners have problems with the use of prepositions. This problem has also been attributed to the numerous prepositions in English and their numerous uses. It was revealed that these prepositions sometimes overwhelm the students and that causes them to commit certain usage errors. These findings are outlined in the next chapter.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION.

The students at West-end Mixed Secondary School in Asaba served as the case study for this study, which looked into how the mother tongue (LI) affected English as a second language (L2) in Asaba. Twenty (20) students from West-end Mixed Secondary School were included in the study's sample. Twenty pupils were chosen at random from each class. Student essays and interviews were employed by the researcher to gather data for the study. 20 essays from students in the five classes were sampled for the essay scripts. The writings for the study were reviewed. Through careful examination of the essays, the researcher was able to pinpoint and trace the areas where the students' L2 writing style predominated and their LI had an impact on English. This chapter summarizes the results, discusses the role of LI interference in English teaching and learning, discusses the study's pedagogical consequences, makes suggestions for further research, and draws a conclusion.

5.2. SUMMARY OF FINDINGS.

According to the survey, 11 out of the teacher participants have their first degrees, and 6 teachers have completed their second degrees. The majority of the instructors at Kumasi Senior Technical School have at least a first degree. This demonstrates that the majority of instructors

are qualified to teach the subjects they teach when it comes to the issue of qualification. Since the teachers are highly qualified, their classroom teaching activities would be positively impacted (Farrant, 1980; Rebore, 1982). The study also revealed that 15 of the 20 participating teachers had at least six years of prior classroom instruction. One can only conclude that these teachers' teaching techniques and understanding of the subjects they teach the students have improved over time based on the substantial amount of experience they have. As a result, the students they teach stand to benefit much from the teachers' teaching experience. That is, in order to maintain high standards of academic performance, school administrators must hire teachers who have a great deal of expertise instructing the courses they teach. This supports the claims made by other researches that the teacher has a significant impact on students' performance and that, as a result, teachers' training and experience are vital to students' success (Dzameshie, 1996; Kraft, 2003; Olugbodi, 2006).

The Investigation on students' use of their native tongues on campus revealed that 85% of the teachers who participated said their pupils commonly engage in Igbo on campus, which has an impact on their capacity to communicate in English. Some children have even been observed answering questions in their mother tongue in the classroom. The usage of Igbo at schools has become commonplace among the kids, despite the fact that the teachers believe this is not useful. Therefore, the results corroborated those of Abdullahi (2003) and Adedokun (2011) who found that secondary school students frequently spoke in their first language when conversing with one

another. The majority of the teachers responded that they occasionally utilize the mother tongue in the classroom, particularly when it becomes challenging to communicate a topic to the students in English. The teachers used their mother tongues because they believed that their interactions with their students outside of the classroom were casual. Even though the study's findings indicate that some teachers converse with their students in the students' native tongues, all of the teachers interviewed said they push their pupils to speak English and make sure they do so fluently. This supported Boahemaa's (2014) claim that English teachers have a strong feeling of duty to their students to ensure that they speak fluent English.

Some teachers claimed that one factor in the myriad faults they saw in their students' speech was that they did not think in the L2; rather, they thought in the L1 and then translated those thoughts into the L2. Most students translate directly, which results in poor, error-filled English. However, the teachers made it clear that they always correct their students when they notice these grammatical errors. According to Myers and Myers (1995), a capable teacher who helps his pupils learn to speak and write well in English must take responsibility for correcting their students.

The instructors indicated that the mistakes made by their students are caused by unfavorable LI transfers. The current study's findings are therefore in line with those of Fema (2003), who found that interference from the mother tongue (L1) is a prominent factor in the mistakes Igbo learners of English as a second language (L2) make. Direct translation from Igbo

to English, Concord, and Proposition are the primary places where the discrepancies have been seen in the student writings when it comes to the regions where the LI interferes with the L2. The results of this study support the behaviorist theory that an existing habit can interfere with the acquisition of a new habit when translating directly from the L1 to the L2. Norris (1987) asserts that this type of interference is more noticeable when a second language learner has not fully learned the L2 to be able to express himself or herself. According to the survey, pupils at West-end Mixed Secondary School frequently translate directly. In her study, Fema (2003) found that the main reason Ghanaians make mistakes when speaking English (L2) is due to the involvement of their mother tongue (LI), particularly when they translate directly from Igbo to English.

The study found that the issue with the concord-related deviations is one that has been developed since junior high school. According to Annor (2011), for example, teachers who struggle to comprehend concord rules themselves often struggle to explain the rules of the categories of concord to their students, which results in concord deviations. She notes that although they may be skilled at using specific concord rules, most teachers may not be entirely familiar with the justifications for applying them. The results concur with those of Agor (2003) and Akrong (2008) as well.

The L2 learning process is significantly influenced by the L2 speakers' mother tongue. The interference of the L1 could be either positive or negative, as shown by the results. In order to

limit the negative transfer of the L1 to the L2 and enhance the positive transfer of the L1 to the L2, second language learners are expected to do so. Learner errors do really result from the negative transfer of items from the L1 to the L2. In this regard, direct translation from the L1 to the L2, concord mistakes that are mostly brought on by the L1 and student abuse of propositions all hinder student learning of the English language. It is not always possible to demonstrate that a move from L1 is detrimental, nevertheless. There are some of these grammatical faults that are attributed to the negative influence of the L1, even though not all of them are caused by negative transfer from the L1. 2007 (Adedimeji). As observed in some of the aforementioned cases, there is a negative transfer of habits from igbo to English in the domains of lexical, syntactic, and semantic aspects (Obanya et al., 2004). This condition makes it difficult for the kids to learn, which causes grammatical mistakes as a result (Ellis, 2005).

Positive transfers are also necessary for language teachers to maximize their L2 proficiency. According to Grass and Larry (2001), positive transfer causes proper utterances and speeds up language learning, while negative transfer slows down the process. Al-khresheh (2016) asserts that transfer plays a significant role in language learning at all levels. It is regarded as a language learning technique employed by speakers of second languages (L2) to speed up their acquisition of the English language. Some of the teachers believed that positive transfer aids their students in understanding new concepts after reviewing the analysis of the current study.

5.3. RECOMMENDATIONS.

These suggestions are given in light of the study's findings in order to raise the English language proficiency of pupils at West-end Mixed Secondary School. Since it has been established that speaking students' native language in class affects or contributes to how well they do in English, both within and outside of the classroom, English should be used as a communication tool. Teachers and students should both work to increase their language ability. Since language ability develops through consistent use, teachers should encourage students to use English more frequently. The administration of the school should establish a setting where pupils can consistently use the English language. By introducing students to the fundamentals of rewriting and editing their work, teachers may help students hone their writing abilities. Although revising and editing are fundamental writing abilities, many language teachers' pay little attention to them. As a result, essays written by students are frequently filled with errors that they might have easily avoided by carefully reading through their own writing. Igbo and English language instructors must make a concerted effort to raise students' awareness of the areas in which L1 interferes with L2 when speaking or writing the L2.

It's Important to instill in the students a love of reading and a desire to study in the library. Encourage your students to approach reading critically and with awareness. They should be encouraged to acquire tastes for works that will help West-end Mixed Secondary School students succeed in the English language. In order to give kids access to a wide variety of books and other

reading materials, the Ministry of Education or District/Municipal Assemblies should also help communities create libraries for the schools in remote areas. Before they enter senior high school, this will help junior high school students' language skills. The idea of "reading a book a week" can be helpful in areas without libraries. This means that each kid is urged to buy one storybook, which they then swap for a different one after finishing it. English teachers can use this method to encourage their pupils to read: ten minutes before the lesson ends, teachers can stop what they are doing and allow the students to read any storybook or work of literature that is available in the classroom. The study refers to it as the "classroom library" This idea has the benefit of giving every student the chance to read as many books as there are in the class. Schools and the community should both have well-equipped libraries. To support students' efforts, the library should provide a substantial number of English language textbooks .Because of their underprivileged socioeconomic backgrounds, the majority of the students lack suitable textbooks. The moment teachers notice a negative (L1) effect in a student's speech, they should intervene right away. Since language ability develops through consistent use, teachers should encourage students to use English more frequently. The four (4) fundamental abilities of learning a language, which are hearing, speaking, reading, and writing, should thus be stressed and fostered in our classrooms. The administration of the school should establish a setting where pupils can consistently use the English language.

5.4. CONCLUSION

The following conclusions were drawn in light of the study's findings:

The Senior High School students of the West-end Mixed Secondary School in Asaba speak English differently as a result of their L1 (Igbo).

According to the report, students prefer to communicate among themselves in Igbo rather than English. This change occurred because students, whether in the classroom or outdoors, feel humiliated when they make mistakes in front of people of the opposite sex. Therefore, pupils feel it is safe to speak Igbo in school in order to avoid embarrassment and shame. The straight translation from Igbo to English, concord, and preposition were identified to be the places where L1 interferes with L2. Additionally, it was discovered that professors consistently correct their students' errors in direct translation and always encourage them to speak English with acceptable vocabulary.

The study's findings support a variety of hypotheses on the impact of L1 on L2 usage among Senior High students at West-end Mixed Secondary School Asaba, Delta State. First, the results highlighted the direct translation from Igbo to English, concord, and improper use of prepositions as areas of mother tongue (L1) effect on English (L2). Once more, most educators attest to the kids' use of Igbo to impact their English. The results show that almost all students

speak L1 more frequently than L2 in class. This demonstrates that the L1 is not restricted in the classroom. Even teachers use a combination of Igbo and English when they teach.

Finally, the researcher has made certain recommendations that, if properly adopted, will significantly lessen the harmful effects of the L1 on the L2.

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