



THE TEACHING OF ENGLISH IN A MULTILINGUAL SETTING: THE CASE OF SOME SCHOOLS IN AYAWASO WEST MUNICIPALITY

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ABSTRACT

Most countries in Africa are characterised by multilingualism as a result of the existence of multi-ethnic factors which are seen in most educational systems. However, attention has not been paid to the impact of multilingual settings in the teaching of various subjects in schools in Africa. The main aim of the study is to assess the teaching of English Language in a multilingual setting. The study achieved this by examining the use of Mother Tongue (L1) in English teaching in a multilingual setting, identifying the condition in which the Ghanaian language or L1 is used in the teaching of English in a Multilingual classroom and identifying the attitude of students towards the use of L1 in the English class. The study used a descriptive research design with the use of the purposive and convenience sampling technique to select 150 students in three schools (Schools A, B, and C) as well as 10 English teachers to answer a questionnaire. The data collected were analyzed with descriptive statistics and presented in percentages and frequencies. The results revealed that students in a multilingual setting disclosed that L1 is used in the English classroom by their teachers. The students also indicated that teachers use L1 to explain complex grammar points that most students do not understand in English and finally, there was a positive

attitude of students towards the use of L1 in the English class. It is therefore recommended that the government and policymakers must consider the development of policies that can allow the use of L1 in the teaching and learning of all subjects in schools.

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INTRODUCTION

1.1 Background of the study

Education and Language are two inseparable concepts due to the impact they have on each other (Awuor, 2019). In other words, language is used in disseminating education making both dependents on each other. According to Tackie-Ofosu et al. (2015), the use of language in education is of global significance because thoughts are developed through language as well as experiences shaped.

Most countries in Africa are multilingual and this is because of the existence of multi-ethnic and this is evident in the educational system (Owu-Ewie, 2017). Multilingualism is described as a state in which more than two languages are employed concurrently for similar purposes in the same setting. (Aronin, 2018) explained that language-related subjects and schooling are cumbersome owing to multiple ethnicities as well as multilingual situations. Thus, the most difficult educational challenge is selecting a language for teaching in schools.

Ghana is a country with a diverse cultural, ethnic, and linguistic makeup (Ankrah, 2015). In elementary and high school, pupils are placed in the same classrooms regardless of their ethnic origin, as English is the recognised official language (Ansah, 2014). However, Tackie-Ofosu et al. (2015) state that depending on the region in which the school is located, teachers will frequently employ the local dialect to elaborate on certain themes. This strategy might occasionally create additional issues, as not all students will grasp the local accent. The difficulty of teaching in such a diverse context stems from the fact that the teacher must manage a class of students with varying linguistic, cultural, and religious backgrounds (Sari & Yüce, 2020). Using

pupils' Ghanaian language (L1) in such settings may be a waste of time intended for teaching and learning. Sari and Yüce (2020) further indicate that another issue arises if the teacher does not speak all of the students' languages in the classroom. On the other hand, if L1 is employed, the teacher must ensure that all pupils have an equal opportunity to avoid discrimination (Ankrah, 2015). Again, Westbrook et al. (2013) indicate that teachers who have been trained understand that there are tactics for demonstrating and explaining vocabulary or any other language problem using synonyms, antonyms, gestures, or mime and that employing these strategies may assist teachers to avoid the usage of L1 in the classroom. Also, some studies (Brevik et al., 2020; Cholakova, 2015; Choi & Leung, 2017) have explained the need to promote English language in a multilingual environment. It is against this background that this study seeks to investigate the teaching of English in a multilingual setting using the case of some schools in Ayawaso West Municipality in the Greater Region, Ghana.

Statement of the Problem

In the contemporary multilingual environment, English language has become one of the official communication languages that are being taught in schools. The existence of the English language has had a significant impact on education, business and commerce, science and technology and the media specifically, the radio, television and film, music and the internet (Rao, 2019). However, research by Hossain (2015) argues that the use of the English language alone affects students' performances as it is dependent on the four Language skills (listening, speaking, reading and writing). Again, not many studies (Ismaili, 2015; Paudel, 2020) have been done on the teaching of English and multilingualism. For instance, a study by Ismaili (2015) focused on teaching and learning of English in multilingual settings found that the use of English language affects the learners' comprehension, particularly at low levels compared to the local language as teachers have to speak slowly, repeat words, simplify syntax and substitute elementary words for

more complex ones. Similarly, Paudel's (2020) study focused on the strategies employed by teachers to deal with the challenges they face and indicated the use of translation, repetition of the text, and managing rewards as the strategies used. Though these studies (Ismaili, 2015; Paudel, 2020) identified the English language to be used worldwide in teaching and learning and easy to comprehend when different languages are used concurrently, most of these studies were conducted outside Ghana and collected data using classroom observation. Their conclusions cannot be used to generalise the conditions in the Ghanaian settings. In this sense, this study seeks to investigate the teaching of English in a multilingual setting using the case of some schools using a quantitative approach.

Objectives of the study

- i. To determine if there is a use of the L1 in English teaching in a multilingual setting.
- ii. To identify the condition in which the Ghanaian language or L1 is used in the teaching of English in a multilingual setting.
- iii. To examine the attitude of students towards the use of L1 in the English class.

Research Questions

- i. To what extent do teachers of the English Language use the L1 in English teaching in a multilingual setting?
- ii. What is the condition in which the Ghanaian language or L1 is used in the teaching of English?
- iii. What is the attitude of students towards the use of L1 in the English class?

REVIEW OF RELATED LITERATURE

1.2 Meaning of multilingualism

Multilingualism describes language ideologies, language education, policies, and the structure of language use along with mastery over languages (Jordà & Falomir, 2015). Nwokoro et al. (2020) explain multilingualism as the capability of institutions, societies, groups, and individuals to engage, on a routine basis, with more than one language in their day to day lives. According to Chibaka (2018), multilingualism is a situation of using more than two languages in the same setting for the same purpose. These languages can be official or unofficial, national or international and native or foreign. In the same way, Mikami et al. (2010) assert that multilingualism is a means of establishing and maintaining social unity in a digitized and global world. Thus, multilingual individuals can understand the viewpoints of others, are good at multitasking and able to resolve conflicts since they speak multiple languages. Again, Dockrell et al. (2021) opine that multilingualism is being practised in many societies and countries either official or unofficial. Official multilingualism is manifested in the country's constitution and practically applied in the educational sector, international and national official engagements whilst the education sector functions include teaching and learning in primary, secondary and tertiary institutions (Dockrell et al., 2015).

The use of L1 in English teaching in a multilingual setting

Using L1 in English teaching in a multilingual setting is a better learning approach of imparting greater knowledge to learners. According to Ismaili (2015), there are many motives behind the use of L1 in English teaching in a multilingual setting, one of which is that it's effective in reducing the amount of time spent explaining things to learners. Thus, the use of the

local language or learner's native language helps in the process of language acquisition and learning.

Additionally, the use of L1 in English teaching has a beneficial role in instructing second language learning or acquisition (Galali & Cinkara, 2017). This is because success in learning the targeted language is achieved when teachers use the languages that learners are familiar with, hence helping in the assimilation and writing process. Again, using L1 in conjunction with English in teaching may be a strategy for drawing the attention of learners in language acquisition (Pathak, 2018).

Furthermore, using L1 in teaching is a good tool to make the English language more salient, which is another way to draw the attention of learners into having full exposure to the second language (Almoayidi, 2018). Thus, a message sent in a second language seems more rigorous in absorbing the rules and instructions governing it, but it is more likely to be remembered when the L1 language is used together with the second language (English). Again, Galali and Cinkara (2017) note that language transfer is easily understood when the first language (L1) is used during the second language (English) acquisition.

Conversely, Hanáková and Metruk (2017) believe that using the L1 in teaching is a hindrance to learning the English language. This is because learners feel that they can depend on their native language for communication rather than facilitating the acquisition of the second language (English). They further argue that learners use their L1 even when they are not allowed by their teachers, hence should not be encouraged in teaching English. Sánchez (2020) investigates teachers' purposes and beliefs about using L1 in the foreign language classroom and found that using L1 in English teaching was useful in translating new concepts, ideas, and vocabulary terms as well as management of the classroom and instructional purposes. Also,

Castello (2015) finds that the use of L1 in English teaching was effective in aiding learners acquire fluency and facilitating the acquisition of the English language in a short time. This was because it took a long time to clarify concepts and ideas in the English language.

The condition in which the Ghanaian language or L1 is used in the teaching of English in a multilingual setting.

The Ghanaian language or L1 is used in the teaching of English in a multilingual environment particularly during the elementary stage of learners in communication and giving instruction-related vocabularies and sentences (Ankrah, 2015). This is because success in the acquisition of the English language is dependent on how translations were conveyed to learners in a language easily understood by them. In the same way, Almohaimeed and Almurshed (2018) indicate that the use of L1 is dependent on the level of the learner as it is predominantly used with elementary learners than with relatively more advanced students such as secondary and university students.

Also, L1 is used by teachers to explain grammar points, present new vocabularies and expressions as well as facilitate social interactions with and among learners (Pan & Pan, 2011). Al Sharaeai (2012) study reveals that the amount of time spent in using L1 to teach English led to high interactions between students and teachers. Again, Mahmoudi and Amirkhiz (2011) study investigate two teachers using two different ELT methodologies and find that students perform remarkably higher when L1 is used together with the English language compared to the use of the English language alone in teaching. Tefeh (2019) indicates that L1 is a good tool in teaching and learning English because it serves pedagogical purposes and accomplishes instructional objectives.

Furthermore, Madriñan (2014) discovers that L1 is used to teach in a multilingual environment to assist in improving learners' ability to read English in terms of English comprehension, vocabulary learning, reading strategies and cultural background knowledge. According to Toro et al. (2018), using L1 to teach English results in an increased willingness by learners to communicate verbally and freely express their ideas. Thus, the use of L1 in teaching improves learners' understanding of lessons and maintains their interest in learning English thereby understanding tasks and solving specific problems.

Pan and Pan (2011) affirm that L1 use in teaching is an effective way of facilitating teacher-learner relationships by way of reducing anxiety and making students feel comfortable and at ease. This is because the teacher normally tells jokes in L1 and chat in L1 before the class starts to reduce learner anxiety. Omidire and Ayob (2020) added that students struggle to speak fluently in English so the use of L1 will allow learners to be confident thereby promoting learning and understanding.

The attitude of students towards the use of L1 in the English class.

Students' attitudes towards the use of L1 is relevant, as they are directly involved in learning the English language. Nonetheless, their views have not been sufficiently explored especially, in Ghana. Shariati (2019) carries out a study of L1 use among Iran students and finds that students preferred teachers who utilize L1 in teaching because they found the use of L1 to help understand hard words or grammar, to control the class and to translate difficult English words. The study also indicated that students use L1 to find correct English words, ask for new points, and explain grammar points for their course mates.

Gajšt (2017) conducted a study of the use of Slovene as L1 in teaching and learning English in Slovenia tertiary level schools. The study shows that some students rely on Slovene in

learning English because the use of Slovene made them feel less worried compared to the English language knowledge which is relatively poor. On the other hand, some students prefer the use of English only in the classroom because they find the approach to be beneficial and motivating for the acquisition of the English language. Nevertheless, the study indicates a positive correlation between their desires and the level of students' knowledge of English.

Also, Almohaimed and Almurshed (2018) studied learners' attitudes and perceptions of L1 use in L2 classroom in a university in Saudi Arabia and found that the learners hold a negative attitude towards the use of L1 in their English classes, whilst intermediate and elementary learners perceive the prudent use of their L1 positively. Shuchi and Islam (2016) conducted a study of students' attitudes towards L1 use in EFL classrooms among Bangladesh and Saudi Arabia university students. The study indicated that the learners prefer the use of L1 in learning as it is a facilitating tool to grasp the lesson appreciably. They also state that the use of L1 in the classroom helped them minimize the affective factors related to learning, putting them at ease, more comfortable and less stressed.

Another study conducted by Kocaman and Aslan (2018) on students' perceptions of the use of L1 in EFL classes among high school students in Turkey indicate that learners prefer the use of their mother tongue in English classes as it is helpful for the learning process. In a different context, Abuhmaid (2014) examined the attitudes of students about using their mother tongue in learning English. The study indicates that students prefer the use of their mother tongue (Arabic) in English classes. The study also indicates that the L1 was used more when giving instructions and translating new words than in any other situation.

Theoretical Framework

Various studies have been postulated to support or refute the assertion about the teaching of English in a multilingual setting. In this context, the natural approach theory will be used to explain the topic under study.

Natural Approach Theory

Stephen Krashen and Tracy Terrell propounded the natural approach theory in 1977 to develop a teaching approach that integrates the principles of the "naturalistic" character in research of second language acquisition (Gxilishe, 2013). Thus, the theory focuses on learning a new language without conscious learning, having a stress-free environment, and focusing more on language input with persistent exposure to the new language. According to Mendoza (2016), the natural approach to the communication and acquisition of a second language is achieved when learners understand the meaning in the native language. For instance, in the teaching and learning process of elementary children, the teacher provides input by talking in the native language with the use of gestures, and demonstration to help learners give meaning to the words. Hour (2017) states that the natural approach theory is generally intended for beginners learning a new language.

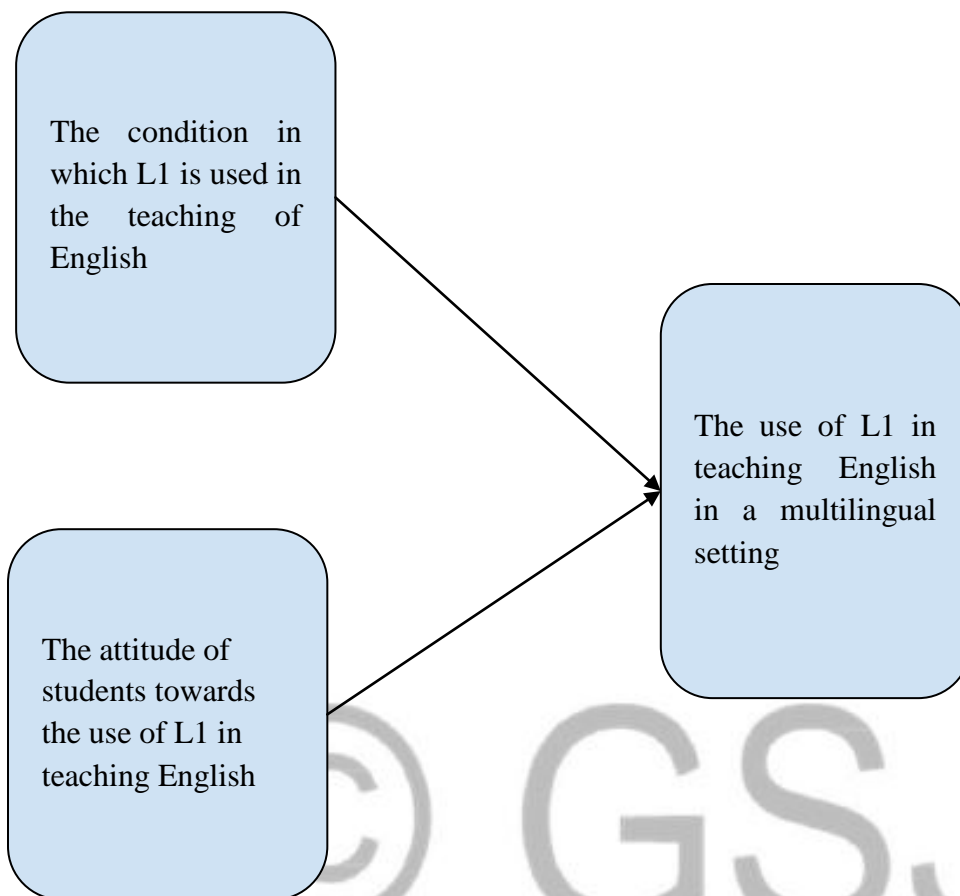
Again, Abukhattala (2012) asserts that Krashen's approach to language acquisition involves five hypotheses or principles which are the acquisition/learning hypothesis, natural order hypothesis, the monitor hypothesis, input hypothesis and affective filter hypothesis. The acquisition/learning hypothesis supports that language competence in a second language may be developed in different ways and thus, distinguishes learning from the acquisition. Learning is explained as the conscious development of the language through the learning of grammatical and synthetic rules that are directly linked to formal teaching whilst acquisition is explained as the natural way of

learning which implies that learners of the second language learn unconsciously (Hamakali, 2017). According to the natural order hypothesis, learners of a second language (L2) acquire grammatical structures in a specific or natural way that is predictable (Kwon, 2010).

The monitor hypothesis asserts that the brain recalls learned knowledge which functions as a monitor/editor that corrects the linguistic output during the process of second language acquisition. However, three conditions may hinder the proper function of the monitor which include time, the form of the output and knowledge of the rules (Hanak-Hammerl & Newby, 2003). The input hypothesis explains how the learner acquires the second language and it is only concerned with 'acquisition' not 'learning'. This means that the learners learn the second language when they receive target language 'input' which is comprehensible and sufficient (Liu, 2015). Finally, the affective filter hypothesis explains that several affective variables (for example, self-confidence, anxiety and motivation) have a beneficial, but a non-causal influence on second language acquisition (Bao & Liu, 2021).

Relating the theory to the study helps to understand the communicative approaches to language teaching in present times. Thus, the use of L1 in teaching English is an effective way for learners to acquire basic concepts and communicate freely in the target language.

Conceptual Framework



Source: Author's construct (2021)

Figure 1: A conceptual framework of the teaching of English in a multilingual setting.

Figure 1 shows that there is a connection between the condition in which L1 is used in the teaching of English, the attitude of students towards the use of L1 in teaching English and the use of L1 in teaching English in a multilingual setting. Success in the acquisition of a second language (L2) is dependent on the learner's native language in assimilation and writing process and thus, the independent variables are the condition in which L1 is used in the teaching of English as well as the attitude of students towards the use of L1 in teaching English whilst the dependent variable is the use of L1 in teaching English in a multilingual setting. Concerning the relationship established in Figure 1, a study by Almoayidi (2018) shows that using L1 in

teaching is a good tool to make the English language more salient, which is another way to draw the attention of learners into having full exposure to the second language. Another study by Ankrah (2015) reveals that L1 is used in the teaching of English in a multilingual environment particularly during the elementary stage of learners in communication and giving instruction-related vocabularies and sentences. Likewise, Shariati (2019) studies on the use of L1 among Iran students the findings indicate that students prefer teachers who utilize L1 in teaching because they found the use of L1 to help understand hard words or grammar, to control the class and to translate difficult English words.

In summation, this section reviewed related studies on teaching English in a multilingual setting. In doing that, the section provides the meaning of multilingualism, empirical reviews and theory for the study. Concerning the empirical reviews, studies on the use of L1 in teaching English in a multilingual setting concluded that it has a beneficial role in instructed second language learning or acquisition thereby drawing the attention of learners into having full exposure to the second language. Regarding the condition in which L1 is used in the teaching of English in a multilingual setting, the studies conclude that L1 is predominantly used with elementary learners than with relatively more advanced students such as secondary and university students. Also, they indicate that L1 is used by teachers to explain grammar points, present new vocabularies and expressions as well as facilitate social interactions with and among learners. Concerning the attitude of students towards the use of L1 in the English class, the studies indicate that students prefer the use of L1 in learning as it is a facilitating tool to grasp the lesson appreciably.

1.3 METHODOLOGY

Research design is explained as the blueprint used for collecting and analyzing units of variables to answer a research question (Akhtar, 2016). The study adopted the descriptive research design for collecting and analyzing data. A descriptive research design is a type of design that describes and observes the behaviour of subjects in a given situation and determines if there is any interrelation (Lima, 2011). One merit of the descriptive research design is that it allows us to construct hypotheses as well as provide a large amount of relevant data for the development of future investigations (Miksza & Elpus, 2018). One limitation of the design is that it makes it impossible to visualize the causes and effects of the incident (Stangor, 2014). The rationale behind the selection of the descriptive research design was to help find the use of L1 in teaching English in a multilingual setting.

Also, the observational method was employed as the research technique for the study. According to Walshe et al. (2011), the observational method is a descriptive research technique that observes the behaviour of participants regarding the topic under study and describes their responses accordingly. Thus, the observational method was appropriate for this study because of its capability to observe respondents' behaviour concerning the use of L1 in teaching English and describing their responses.

A research approach refers to the procedure or steps in data collection, data analysis, interpretation and reporting of conclusions based on the gathered data (Grover, 2015). There are three types of research approaches and they are quantitative, qualitative and mixed-method (Techo, 2016). The quantitative method was adopted in this study because it attempted to gather huge samples of data and statistically analyze it (Apuke, 2017). Under the quantitative research,

data was gathered swiftly and the replication of responses was explored. In other words, the approach helped to obtain results from a representative of the population regarding the use of L1 in teaching English in a multilingual setting.

Population according to Banerjee and Chaudhury (2010), is the focus group of people or objects that share specific characteristics from which a researcher has an interest. For this study, the population consisted of English teachers and students in three schools. The student population for the Schools were 57, 71 and 44 for schools A, B and C respectively in the Ayawaso West Municipality of the Greater Accra Region of Ghana. The sample size that was used for data collection followed by the techniques used to obtain the needed number of respondents. To determine the sample size, the study adopted Yamane’s (1967) formula:

$$n = \frac{N}{1 + N(e^2)}$$

Where N is the population size and e is the level of precision.

Table 3.1: Sample size calculation

	Population of students	Formula	Sample
School A	57	$n = \frac{57}{1 + 57 (0.05^2)}$	50
School B	71	$n = \frac{71}{1 + 71 (0.05^2)}$	60
School C	44	$n = \frac{44}{1 + 44 (0.05^2)}$	40
Total	172		150

The sample size was, therefore, 150 respondents which included students in three schools (Schools A, B, and C) as well as 10 English teachers. A purposive sampling method was used to select English teachers who have taught for more than a year and a convenience sampling method to select students where the study was carried out. Participants who were willing and available to answer the questionnaire were used after the purpose of the study had been

explained to them. Thus, the purposive and convenience sampling method was used to select three schools because they were the schools that primarily had experienced English teachers who made use of L1 in teaching. The study used a questionnaire to gather information from English teachers and students in some selected schools in the Ayawaso West Municipality. The questionnaire was designed into four sections thus, Section A, B, C and D. Section A covered questions on the demography of respondents whilst Section B focused on the use of L1 in English teaching in a multilingual setting. Section C covered questions on the condition under which the Ghanaian language or L1 is used in the teaching of English in a multilingual setting and Section D covered questions on the attitude of students towards the use of L1 in the English class. Also, it contained both closed-ended and simple-ended questions that helped provide rapid response. A letter was sent to the schools' administration through the Ayawaso West Municipal Director of Education for permission to carry out the study on their premises before the data collection. Once approval was sought, the selected respondents were contacted and informed about the study. Thereafter, the purpose of the questionnaire was explained to the English teachers and students who were selected to answer the questionnaire. Also, explanations were given to respondents to their understanding and then the questionnaires were distributed. Again, the Covid-19 protocols were strictly adhered to during the data collection process thus, the wearing of nose masks and use of hand sanitizers often. Finally, a period of 27 days was used in collecting data for the study.

After the data was gathered, the questionnaires were checked to ensure that all aspects of the questions were completed and numerically coded. Additionally, the questionnaires were keyed into the database of Statistical Package for Social Sciences (SPSS) version 16 for analysis. Descriptive statistics were used to analyse the first and second objectives whilst inferential

statistics were used to analyse the last objective. Subsequently, the results were presented in descriptive tables.

Formal approval was sought from heads of the various schools where the study was conducted. Thereafter, the researcher contacted the potential respondents of the study for informed consent. Data gathered from respondents were processed in a manner that their names were protected. Thus, it was to ensure confidentiality and anonymity. Also, hard copies were kept in a way that was accessible to only the researcher. Again, the respondents were informed that they could decline from the study at any point in time without any ramifications. Finally, data collected was used for the intended purpose (academic) and were not shared with any third party without the consent of the respondent.



1.4 RESULTS AND DISCUSSIONS

This section presents the demographic details of respondents (Students and Teachers).

This included their gender, age-range and educational level.

Table 4.1: Demographic detail of the respondents (Students)

	Frequency(n=150)	Percentage (%)	Mean
The gender of respondents			
Male	70	46.7	
Female	80	53.3	
The age range of respondents			12.1
8-9 years	15	10.0	
10-11 years	39	26.0	
12-13 years	64	42.7	
14-15 years	26	17.3	

16-17 years 6 4.0

Source: Field data, 2021

Table 4.1 above presents the socio-demographic profile of respondents for the study. As indicated in table 4.1, 70(46.7%) of the respondents were males while 80(53.3%) of the respondents were females. Also, 15(10.0%) of the respondents were within the age range of 8-9 years, 39(26.0%) were within the age range of 10-11 years, 64(42.7%) were within the age range of 12 to 13 years, 26(17.3%) were within the age range of 14 to 15 years and 6(4.0%) were within the age range of 16-17 years.

Table 4.2: Demographic detail of the respondents (Teachers)

	Frequency(n=10)	Percentage (%)	Mean
The gender of respondents			
Male	1	10.0	
Female	9	90.0	
The age range of respondents			37.6
27-32	3	30	
34-38	3	30	
39-57	4	40	
The educational level of respondents			
Teachers training certificate	1	10.0	
Degree	6	60.0	
Masters	3	30.0	

Source: Field data, 2021

Table 4.2 above presents the demographic profile of respondents. From the table, 1(10.0%) of the respondents were males while 9(90.0%) of the respondents were females. Again, 3(30.0%) of the respondents were within the age range of 27 to 32 years. 3(30.0%) were within the age range of 34 to 38 years and 4(40%) of the respondents were within the age range of 39-57 years. Further, 1(10.0%) of the respondents had teachers training certificates, 6(60.0%) had degrees and 3(30.0%) had masters.

The use of the L1 in English teaching in a multilingual setting.

This section presents the results with regards to the use of L1 in English teaching in a multilingual setting. The findings were presented in descriptive figures with frequency and percentages.

Students Responses

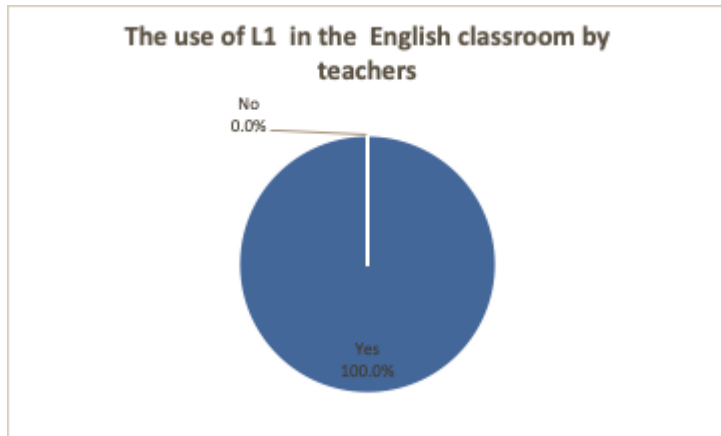


Figure 4.1: The use of L1 in the English classroom by teachers

Source: Field data, 2021

As revealed in Figure 4.1, based on the response of the students, all 150 (100.0%) of the respondents indicated that L1 is used in the English classroom by their teachers.

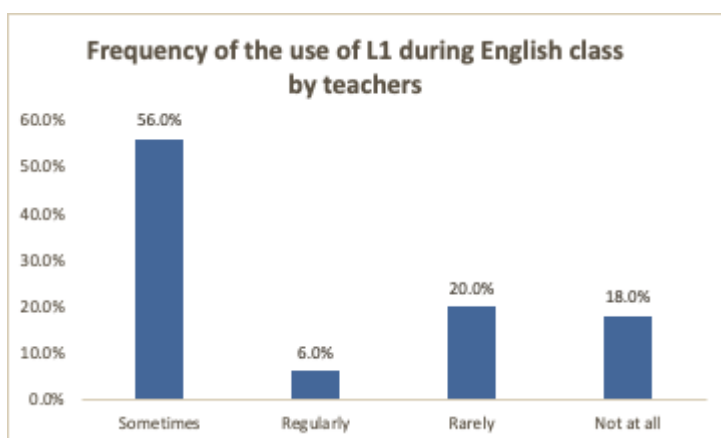


Figure 4.2: Frequency of the use of L1 during English class by teachers

Source: Field data, 2021

As illustrated in Figure 4.2, based on the responses of the students, the majority 84 (56.0%) of the respondents said their teachers sometimes use L1 during English class. Meanwhile, 30 (20.0%) respondents said teachers rarely use L1 during English class, 27 (18.0%) said not at all and 9 (6.0%) said regularly.

Teachers Responses



Figure 4.3: Use of L1 in the English classroom

Source: Field data, 2021

As indicated in Figure 4.3, based on the responses from teachers, most 9 (90.0%) of the respondents used L1 in the English classroom and 1 (10.0%) did not use it.

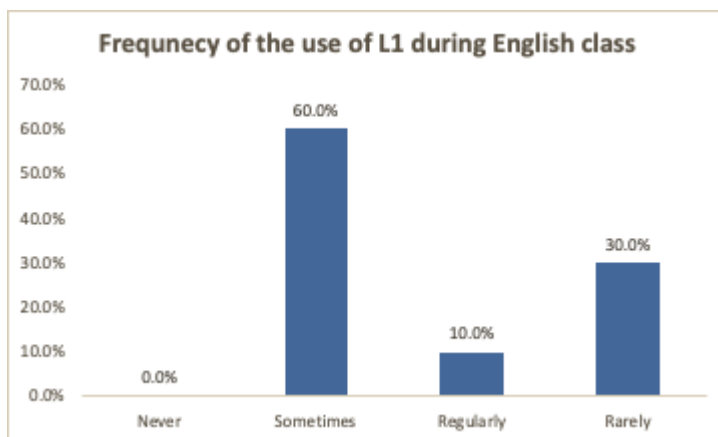


Figure 4.4: Frequency of the use of L1 during English class

Source: Field data, 2021

As shown in Figure 4.4, based on the responses from teachers, the majority 6 (60.0%) said they sometimes use L1 during English class. Meanwhile, 30 (30.0%) respondents said rarely and 10 (10.0%) said regularly.

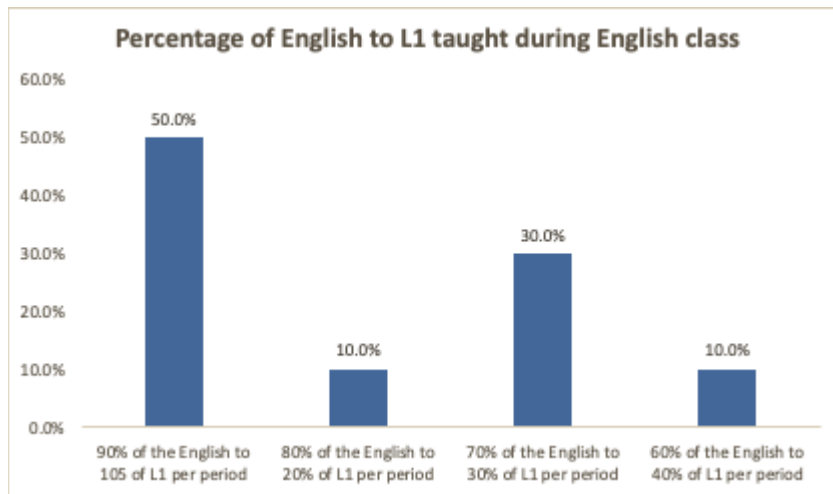


Figure 4.5: Percentage of English to L1 taught during English class

Source: Field data, 2021

As shown in Figure 4.5, based on the responses from teachers, exactly half 5 (50.0%) said the percentage of English to L1 that during English class was 90% of the English to 105 of L1 per period. Meanwhile, 3 (30.0%) respondents said the percentage was 70% of the English to 30% of L1 per period, 10 (10.0%) said 60% of the English to 40% of L1 per period and another 10 (10.0%) said 80% of the English to 20% of L1 per period.

The condition in which the Ghanaian language or L1 is used in the teaching of English in a multilingual setting.

This section presents the condition in which the Ghanaian language or L1 is used in the teaching of English in a Multilingual setting. The findings were presented in descriptive tables with frequency, percentages, mean and standard deviation.

Table 4.3: Condition in which the Ghanaian language or L1 is used (Students)

	Strongly Disagree Freq(%)	Disagree Freq(%)	Neutral Freq(%)	Agree Freq(%)	Strongly Agree Freq(%)	Mean	Std.Dev
My teacher uses L1 to explain complex grammar points that most students do not understand in English.	20(13.3)	21(14.0)	13(8.7)	41(27.3)	55(36.7)	3.60	1.44
My teacher uses L1 to make students feel at ease, comfortable and less stressed.	33(22.0)	19(12.7)	10(6.7)	46(30.7)	42(28.0)	3.30	1.54
My teacher uses L1 just for humour or joking.	53(34.7)	16(10.7)	17(11.3)	29(19.3)	36(24.0)	2.87	1.63
My teacher uses L1 to talk about issues that are not directly related to their lesson, such as exam date, exam questions, scoring procedures, assignments, etc.	60(40.0)	31(20.7)	19(12.7)	25(16.7)	15(10.0)	2.36	1.41
My teacher uses L1 frequently to speed up the lessons.	57(38.0)	31(20.7)	28(18.7)	22(14.7)	12(8.0)	2.34	1.33

My teachers use L1 when some students are overactive and disturb class order, and using English seems ineffective.	46(30.7)	32(21.3)	19(12.7)	31(20.7)	22(14.7)	2.67	1.46
My teacher uses L1 to explain cultural concepts/ideas.	38(25.3)	28(18.7)	16(10.7)	38(25.3)	30(20.0)	2.96	1.51
My teacher uses L1 to give instructions.	61(40.7)	33(22.0)	10(6.7)	24(16.0)	22(14.7)	2.42	1.51
My teacher uses L1 to check students' comprehension of complex points.	48(32.0)	26(17.3)	19(17.3)	32(21.3)	25(16.7)	2.73	1.51
My teacher uses L1 to explain the differences between L1 and L2.	35(23.3)	35(23.3)	15(10.0)	30(20.0)	35(23.3)	2.97	1.52
My teacher uses L1 for greetings.	98(65.3)	34(22.7)	9(6.0)	7(4.7)	2(1.3)	1.54	0.90

Source: Field data, 2021

As shown in Table 4.3, most 64.0% of the respondents said their teachers use L1 to explain complex grammar points that most students do not understand in English. This is shown with a mean of 3.60.

Furthermore, the majority 58.7% of the respondents indicated that their teacher uses L1 to make students feel at ease, comfortable and less stressed.

Likewise, teachers were identified to not use L1 just for humour or joking with a per cent of 28.7% and an average response of 2.87.

In addition, most 73.4% of the respondents declared teachers did not use L1 to talk about issues that are not directly related to their lesson, such as exam date, exam questions, scoring procedures, assignments.

In the same way, teachers do not use L1 frequently to speed up the lessons with an average response of 2.34.

Similarly, teachers do not use L1 when some students are overactive and disturb class order, and using English seems ineffective and this is shown by the average response of 2.67.

Table 4.4: Condition in which the Ghanaian language or L1 is used (Teachers)

	Strongly Disagree Freq(%)	Disagree Freq(%)	Neutral Freq(%)	Agree Freq(%)	Strongly Agree Freq(%)	Mean	Std.Dev
I use L1 to explain complex grammar points that most students do not understand in English.	0(0.0)	2(20.0)	2(20.0)	2(20.0)	4(40.0)	3.80	1.23
I use L1 to make students feel at ease, comfortable and less stressed.	1(10.0)	2(20.0)	1(10.0)	2(20.0)	4(40.0)	3.60	1.51
I use L1 just for humour or joking.	3(30.0)	2(20.0)	2(20.0)	2(20.0)	1(10.0)	2.60	1.43
I use L1 to talk about issues that are not directly related to their lesson, such as exam dates, exam questions, scoring procedures, assignments, etc.	4(40.0)	4(40.0)	0(0.0)	1(10.0)	1(10.0)	2.10	1.37

I use L1 frequently to speed up the lessons.	4(40.0)	5(50.0)	0(0.0)	1(10.0)	0(0.0)	1.80	0.92
I use L1 when some students are overactive and disturb class order, and using English seems ineffective.	5(50.0)	1(10.0)	2(20.0)	1(10.0)	1(10.0)	2.20	1.48
I use L1 to explain cultural concepts/ideas.	1(10.0)	2(20.0)	1(10.0)	5(50.0)	1(10.0)	3.30	1.25
I use L1 to give instructions.	4(40.0)	3(30.0)	2(20.0)	1(10.0)	0(0.0)	2.00	1.05
I use L1 to check students' comprehension of complex points.	2(20.0)	1(10.0)	2(20.0)	2(20.0)	3(30.0)	3.30	1.57
I use L1 to explain the differences between L1 and L2.	3(30.0)	1(10.0)	1(10.0)	4(40.0)	1(10.0)	2.90	1.52
I use L1 to greet my students before the commencement of each class.	6(60.0)	2(20.0)	2(20.0)	0(0.0)	0(0.0)	1.60	0.84

Source: Field Data, 2021

From table 4.4, out of the 10 teachers, a total of 6(60.0%; mean of $X=3.80$) of the respondents affirmed that they use L1 to explain complex grammar points that most students do not understand in English. Also, most 6(60.0%; mean of $X=3.60$) indicated that they used L1 to make students feel at ease, comfortable and less stressed. A total of 3(30.0%; mean of $X=2.60$) of the respondents mentioned that they used L1 just for humour or joking. Moreover, out of 10 respondents, a total of 2(20.0%; $X=2.10$) revealed that they use L1 to talk about issues that are not directly related to their lesson, such as exam dates, exam questions, scoring procedures,

assignments etc. In addition, some 1(10.0%; X=1.80) of the respondents affirmed that they use L1 frequently to speed up lessons. Further, a total of 2(20.0%; X=2.20) of the respondents indicated that they use L1 when some students are overactive and disturb class order and using English seems ineffective. Also, most 6(60.0%; X=3.30) of the respondents indicated that they use L1 to explain cultural concepts/ideas. Again, a total of 1(10.0%; X=2.00) of the respondents revealed that they use L1 to give instructions. Out of 10 respondents, a total of 5(50.0%; X=3.30) of the respondents indicated that they use L1 to check students comprehension complex points. Similarly, half 5(50.0%; X=2.90) of the respondents mentioned that they use L1 to explain the difference between L1 And L2. Finally, none 0(0.0%; X=1.60) of the respondents indicated they use L1 to greet their students before the commencement of each class.

To examine the attitude of students towards the use of L1 in the English class.

This section presents the results with regards to the attitude of students towards the use of L1 in the English class. The results were presented in descriptive tables with frequency, percentages, mean and standard deviation.

Table 4.5: The attitude of students towards the use of L1 in the English class (Students)

Student	Strongly Disagree Freq(%)	Disagree Freq(%)	Neutral Freq(%)	Agree Freq(%)	Strongly Agree Freq(%)	Mean	Std.Dev
The use of L1 helps me to understand complex grammar points that I may not understand in English.	21(14.0)	19(12.7)	22(14.7)	51(34.0)	37(24.7)	3.43	1.36
The use of L1 by my teacher makes me feel at ease, comfortable and	30(20.0)	22(14.7)	18(12.0)	42(28)	38(25.3)	3.24	1.48

less stressed.							
The use of L1 by my teacher helps to speed up the lessons.	47(31.3)	22(14.7)	26(17.3)	35(23.3)	20(13.3)	2.73	1.45
The use of L1 by my teacher helps me to better understand cultural concepts/ideas.	21(14.0)	37(24.7)	11(7.3)	54(36.0)	27(18.0)	3.19	1.36
The use of L1 by my teacher helps to understand the teacher's instructions better.	41(27.3)	26(17.3)	19(12.7)	36(24.0)	28(18.7)	2.89	1.50

As indicated in table 4.5, a total of 88(58.7%; X=3.43) students out of the overall students indicated that the use of L1 helps them to understand complex grammar points that they may not understand in English. Also, some 80(53.3%, X=3.24) of the respondents revealed that the use of L1 by their teachers makes them feel at ease, comfortable and less stressed. Additionally, most 81(54.0%; X=3.19) of the respondents affirmed that the use of L1 by their teacher helps them to better understand cultural concepts/ideas. Again, some 64(42.7%; X=2.89) of the respondents revealed that the use of L1 by their teachers helps to understand the teacher's instructions better. Finally, a total of 55(36.6%; X=2.73) of the respondents revealed that the use of L1 by their teacher helps to speed up the lessons.

Table 4.6: The attitude of students towards the use of L1 in the English class (Teachers)

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std.Dev
		Freq(%)	Freq(%)	Freq(%)	Freq(%)	Freq(%)		
The student		0(0.00)	1(10.0)	1(10.0)	4(40.0)	4(40.0)	4.10	0.99

shows a great deal of understanding of complex grammar points when L1 is used.							
The students feel at ease, comfortable and less stressed when L1 is included in English class.	0(0.00)	1(10.0)	1(10.0)	5(50.0)	3(30.0)	4.00	0.94
The students appreciate cultural concepts/ideas better when L1 is included in English class.	0(0.00)	1(10.0)	1(10.0)	4(40.0)	4(40.0)	4.10	0.99
My instructions are better understood by students when L1 is used.	0(0.00)	1(10.0)	2(20.0)	4(40.0)	3(30.0)	3.90	0.99
Overall, the students show a positive attitude towards the use of L1 during English class.	0(0.00)	1(10.0)	1(10.0)	4(40.0)	4(40.0)	4.10	0.99

From table 4.6 above, out of 10 respondents, a total of 8(80%) of the respondents revealed that the students show a great deal of understanding of complex grammar points when L1 is used. Similarly, a total of 8(80.0%; X=4.00) of the respondents indicated that the students feel at ease, comfortable and less stressed when L1 is included in English class. Again, a total of 8(80.0%; X=4.10) of the respondent affirmed that the students appreciate cultural concepts/ideas better when L1 is included in English class. Moreover, most 7(70.0%; X=3.90) of the respondents revealed that their instructions are better understood by students when L1 is used. Finally, the

majority 8(80.0%; $X=4.10$) of the respondents indicated that overall, the students show a positive attitude towards the use of L1 during English class.

The use of the L1 in English teaching in a multilingual setting

The use of L1 in English teaching is a better learning approach to help address the difficulties that students face during lesson delivery in multilingual classrooms (Galali & Cinkara, 2017). The results of the study revealed that students in a multilingual setting disclosed that L1 is used in the English classroom by their teachers. Also, when asked the frequency of use of L1 during English class by teachers, most (56.0%) of the students disclosed that their teachers sometimes use L1 during English class. Findings made by Pathak (2018) supports the findings made by the study as it revealed that L1 was used in the classroom to draw the attention of learners in language acquisition. Another study that supports the current study was by Almoayidi (2018) which revealed that L1 was used in teaching English to draw the attention of learners into having full exposure to the second language. However, Hanáková and Metruk (2017) research contradict the current study findings as it revealed that L1 was not allowed to be used in teaching English because they depended on the L1 for communication rather than facilitating the acquisition of the second language. Similarly, the majority 9 (90.0%) of teachers affirmed that L1 is used in the English classroom. Again, with regards to the frequency of use, the majority (60.0%) indicated that they sometimes use L1 during English class. Sánchez (2020) also supports this current study finding as it found that teachers used L1 when giving instructions and management of the class. In the same way, Castello (2015) found that L1 was sometimes used by teachers to clarify concepts and ideas.

The condition in which the Ghanaian language or L1 is used in the teaching of English in a multilingual setting.

In identifying the use of L1 in the teaching of English, it is important to know the condition in which the L1 is used. Based on the findings of the study, most (64.0%) students indicated that teachers use L1 to explain complex grammar points that most students do not understand in English. This may be because there may be some words or phrases in the English language that is difficult for the students to comprehend. After all, the English words may not be found in the daily local language vocabulary of the students. Similarly, the teachers affirmed that they use L1 to explain complex grammar points that most students do not understand in English. This result is backed by a study conducted by Pan and Pan (2011) which revealed that L1 is used by teachers to explain grammar points, present new vocabularies and expressions as well as facilitate social interactions with and among learners. The results further revealed that their teacher uses L1 to make students feel at ease, comfortable and less stressed. This was mostly done before the start of the class by telling jokes to students to reduce anxiety and allow learners to become confident hence, promoting learning and understanding. In line with this, teachers also disclosed that they used L1 to make students feel at ease, comfortable and less stressed. Likewise, Pan and Pan (2011) study support the study findings as it revealed that L1 is used in teaching to facilitate teacher-learner relationships and by way of reducing anxiety and making students feel comfortable and at ease.

The attitude of students towards the use of L1 in the English class

The findings of the study indicated that there is a positive attitude of students towards the use of L1 in English class. This was discovered when the students made it known that the use of L1

helps them to understand complex grammar points that they may not understand in English. The current result was supported by Shariati (2019) who revealed that students preferred teachers who utilize L1 in teaching because they found the use of L1 to help understand hard words or grammar, to control the class and to translate difficult English words. The students also revealed that the use of L1 by their teachers makes them feel at ease, comfortable and less stressed. This result is supported by a study conducted by Gajšt (2017) which revealed that students rely on L1 in learning English because the use of L1 made them feel less worried compared to the English language knowledge which is relatively poor. Another study that supports this result is by Shuchi and Islam (2016) which revealed that learners prefer the use of L1 in learning because it helped them become more comfortable and less stressed. Furthermore, the students indicated that the use of L1 by their teacher helps them to better understand cultural concepts/ideas. Again, the students disclosed the use of L1 by their teachers helps to understand the teacher's instructions better. The current study is, however, contrasted by Almohaimeed and Almurshed (2018) research which revealed that the learners hold a negative attitude towards the use of L1 in their English classes.

These results imply that due to the positive attitude of students, students can grasp concepts much clearer and appreciably hence, performing remarkably in academics. In the same way, teachers revealed that students show a great deal of understanding of complex grammar points when L1 is used. The teachers further revealed that the students feel at ease, comfortable and less stressed when L1 is included in English class. Also, the teachers revealed that the students appreciated cultural concepts/ideas better when L1 is included in English class. Finally, the teacher revealed that their instructions are better understood by students when L1 is used.

Abuhmaid (2014) research, therefore, was in line with the current results as it revealed that L1 was used more when giving instructions and translating new words than in any other situation.

1.5 CONCLUSIONS

Based on the first objective of the study which is to determine the use of the L1 in English teaching in a multilingual setting, the study concludes that L1 is used by teachers in English Classrooms in a Multilingual setting as indicated by both students and teachers. However, teachers use more of the English language in the English class as compared to using L1.

Again, concerning the second objective of the study which is to identify the condition in which Ghanaian language or L1 is used in the teaching of English in a multilingual setting, the study concludes that teachers use L1 to explain complex grammar points that most students do not understand in English, control overactive students, explain cultural concepts and ideas, make students feel at ease, comfortable and less stressed, to explain the difference between L1 and L2, to check students' comprehension and to create humour and jokes. However, L1 was not used to speed up lessons, to talk about issues that are not directly related to the lesson, to give instructions and for greetings.

Moreover, considering the third objective of the study which is to examine the attitude of students towards the use of L1 in the English class, the study concludes that L1 helps students show a great deal of understanding of complex grammar points, helps students to feel at ease, comfortable and less stressed, help students appreciate cultural concepts/ideas, helps students to understand instructions better and helps student show a positive attitude towards the use of L1 during English class. However, students indicated that the use of L1 helps them understand

complex grammar, reduce stress, increase comfort and make them feel at ease, helps teachers speed up the lessons, increase their understanding of cultural concepts and ideas and helps them understand instructions of teachers.

Based on the results obtained for the study the following interventions are recommended to address the issues and constraints identified by the study.

- i. First, the study found that the use of L1 in English classrooms comes with various benefits to both teachers and study. For this reason, the study recommends that government and policymakers must consider the development of policies that can allow the use of L1 in the teaching and learning of all subjects in schools. This will give teachers various opportunities to influence students to understand various subjects better. Also, students may feel comfortable in asking questions by expressing themselves better.
- ii. Again, the result from the study revealed that the use of L1 in teaching and learning helps teachers to speed up lessons. Based on this finding, the study recommends that various school authorities must take advantage of the use of L1 in teaching and learning to help gain excess time for extra learning activities. The relevance of this is to broaden the knowledge and understanding of students.
- iii. Moreover, the study found that the use of L1 by teachers helps students to understand the instructions of teachers better and also makes students feel at ease, comfortable and less stressed. The study, however, recommends that management of various schools can put up an initiative to make the use of L1 in teaching and learning more practical and also avoid the prohibitions of L1 in schools. This will help students to enjoy what they do in schools and also develop a positive attitude towards school activities as they can understand and express themselves easily.

- iv. Further, the study recommends that future studies must consider individuals who play a role in teaching and learning like parents of students to assess their opinions and experience in engaging their children in teaching and learning at home. This will help parents understand and develop the easiest means to support the children in learning.

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