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Research Article

MOTHER TONGUE-BASED INSTRUCTION: EFFECTS ON LEARNERS' PERFORMANCE

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ABSTRACT

This study investigated the effects of using the mother tongue as an instructional tool on the English performance of elementary students using a quasi-experimental design. The research aimed to evaluate whether the use of mother tongue in teaching English concepts significantly improves learners' classroom test scores. A total of 59 samples were selected from two classes in a public school in the Southern part of the Philippines, with one class receiving the mother tongue as the medium of instruction in teaching English and the other as the control group using the traditional methods. Pretest and posttest performances were assessed using a teacher-made instrument with 30 questions. Data analysis involved frequency count, weighted mean, t-tests for dependent samples, and z-tests. The pretest results for both groups were similar, showing fair performance. However, the posttest results indicated a significant improvement in the learners who received mother-tongue-based instruction compared to those taught using traditional English teaching methods. Initially, both groups struggled with retaining facts and vocabulary. Despite this, the study found that using the mother tongue as an instructional tool greatly improved academic performance in English. The study recommends teacher training to effectively incorporate the mother tongue into English instruction, consistent use of the mother tongue, local contextualization of English vocabulary, and a gradual introduction of English alongside the mother tongue. Overall, the study emphasizes the positive impact of the mother tongue on English proficiency and offers practical strategies for integrating it into English language teaching.

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Introduction

In today's world, the significance of learning English is undeniable, as it plays a vital role in nearly every aspect of life. Given its importance, many countries have adopted various policies for teaching English to address low literacy rates in second language acquisition. The Philippines has implemented the K–12 curriculum, which features the Mother Tongue-Based Multilingual Education (MTB-MLE) policy in two ways: as a subject and as a medium of instruction. This initiative aims to enhance language proficiency and ensure quality education for all (Official Gazette, 2023).

Mother tongue (MT) is defined as a person's first and native language, which is the language acquired from birth (Nordquist, 2019). Subsequently, mother tongue as a medium of instruction is an approach wherein the learner's native language or dialect is used as a medium in teaching and learning English from kindergarten through grade 3 (Deped, 2016). In this way, teachers introduce English concepts and translate them into the learners' native language for fluency and easy understanding of the subject matter. Furthermore, the mother tongue can be used to translate difficult English words to learners quickly and accurately, preventing delays in learning. Hence, mother tongue-based instruction (MTBI) does not only strengthen access to learning but also support intercultural understanding and inclusivity in education.

Teachers and stakeholders fully understand how MT can help learners develop a sense of cultural awareness during the learning process. Children take pride when they use and hear their first language being used in formal education (Navarro, 2016). This awareness can be observed when learners actively participate in classroom discussions and activities, simply because MT provides a familiar cultural context where learners can easily relate second language concepts, therefore enhancing the relevance of English language learning in the early stages of language acquisition. As observed, even before the rise of the MTB-MLE policy, English language teachers had already been translating lessons and concepts in their local dialect, believing that it would bridge the learning from one language to another and make the teaching and learning easier and more profitable. In fact, lots of efforts are exerted to incorporate local languages into teaching English to make it more accessible and relevant to learners from diverse cultural backgrounds. In some, if not all, areas of the Philippines, teaching materials and resources are even translated into local languages to help students better understand the concepts of the

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English language, only to face numerous challenges in the realm of education.

However, in October 2024, MTB-MLE has been ammended and a new policy was introduced reverting back to the use of English, alongside Filipino, as languages of instruction in kindergarten to Grade 3 classrooms. Language policy makers argued that the linguistic diversity across the country posed difficulties in standardazing educational materials which impacts the quality and consistency in teaching. Additionaly, another argument presented in the shift of language of instruction is the issue of communicative competence in the second language (L2), which has been central to the debate about improving instructional quality and learners' achievements. Several studies (Wyk and Mostert, 2016; Namanya, 2017; Piper et al., 2018; Zhao, 2019; Daniel and Arulappan, 2020; and Malik, 2022) showed that in order to adapt L2, teaching the subject should be done through using English as an instructional tool. This means that classes are taught in English, and students are expected to communicate using English language primarily during lessons. The reason is that the only way to become communicatively competent in English is by being immersed in that language, as this will help learners learn the language internally (Wyk and Mostert, 2016). Moreover, several studies (Alberto et al., 2016; Mandillah, 2019; Espada et al., 2020; Khanyile and Awung, 2023; and Codilla et al., 2023) have also unearthed factors that affect the implementation of MT-based instruction, which would hinder the performance of second language learners.

At present, in public elementary schools such as Dipolog Pilot Demonstration School (DPDS), sections are heterogeneous, which means classes are mixtures of different levels of intelligence. There are learners who can speak and comprehend the English language; however, on the other hand, the majority have difficulty manipulating the language (DPDS, 2023). As a result, teachers must teach English in the Dipolog Visayan dialect, which is the most familiar to learners. In fact, this way of teaching happens in most, if not all, public schools around the country, using their local dialect as a reinforcement to teach and explain the second language. However, the aforementioned situation led to underwhelming outcomes. As seen in the data from Dipolog Pilot Demonstration School, the mean percentage score (MPS) achieved by the school in English for the school year 2022–2023, which was taken from the average of the MPS of the four quarters, was only 76%, which translates to satisfactory descriptively. Furthermore, many DPDS learners have difficulty spelling out English words and using the language when speaking. As a result, they struggle to comprehend texts because of their limited vocabulary. This scenario is very alarming considering the length of time since the policy was first implemented.

One could not really deny the complexity of this problem, which requires careful balancing of the country's linguistic diversity. The problem is whether to achieve communicative competence by teaching English using English as a medium or to achieve learning outcomes in English using MT as the language of instruction. In light of these, this research explored into whether MT instruction is still significant during the learning process of L2 up to these days. The researcher hoped to explore the possibilities of teaching English using the traditional method or through the use of MT, hoping to find appropriate interventions for the aforementioned situations and thus help English language teachers choose the appropriate instruction in teaching English that will assuage the country's biggest threat to progress, illiteracy.

Theoretical/Conceptual Framework

The Department of Education in the Philippines officially implemented the use of the mother tongue in teaching English concepts in 2012 through the Mother Tongue-Based Multilingual Education (MTB-MLE) program. DepEd Order 74 series of 2009, called "Institutionalizing Mother Tongue-Based Multilingual Education (MLE)" spelled out that during the first four years of primary school, children must be taught in their mother tongue while also learning Filipino and English (Official Gazette, 2023). As stated in these policies, the mother tongue will be the main language of instruction from preschool through at least grade three, focusing on developing understanding and proficiency in all subjects and languages, including English.

These orders assume that there can be more than two languages in the form of a mother tongue, which can facilitate learning throughout the elementary years, as proven by notable empirical studies like the Lingua Franca Project and Lubuagan First Language Component (DepEd, 2019). Moreover, the Department Order argues that (1) learners are able to read more quickly in their first language (L1); (2) learners who have mastered reading and writing in their first language (L1) tend to acquire speaking, reading, and writing skills in a second and third language more rapidly; and (3) learners who are taught to read and write in their first language (L1) develop cognitive skills more rapidly which impacts other academic areas.

However, thirteen years from its implementation, DepEd amended the previously established policy and released Order Number 12027, which discontinued the use of MT as a medium of instruction from kindergarten to Grade 3. Policy makers argued that MT-based learning was only effective in monolingual classrooms. As a result, the order reverted back the language of instruction to English, alongside Filipino, and suggested that regionals MTs should be used only as supplementary tools.

Cummins's Interdependence Hypothesis does not align with the newer policy; rather, suppors the former one. This hypothesis, as cited by Teemant and Pinnegar (2019), states that cognitive academic proficiency in the first language (L1) and second language (L2) are interdependent with each other. This theory asserts that as learners improve their cognitive skills by using their mother tongue before acquiring a second language, they will develop the ability to manifest these skills in learning a second language more rapidly. Simply put, learners need not relearn the concepts developed from L1 anymore, but only relate them to learning other concepts from L2 for positive transfer.

Language transfer occurs when learners unconsciously apply various linguistic levels, such as phonology, morphology, semantics, and syntax, from their native language to the second language they are currently learning. Furthermore, this theory underscores the idea that MTB-MLE policy can be a valuable resource in education for learning L2. Therefore, proficiency in one's mother tongue can greatly contribute to the rapid acquisition of another language.

Several studies support this theory, such as Rodina (2016) on comprehensive multilingual assessment on Norwegian and Russian languages; Relyea and Amendum (2019) on the effects of Spanish to English reading growth; and Galloway, Uccelli and Barr (2020) on cross-linguistic contribution of Spanish and English to English text comprehension, among others. The results of these studies highlighted the importance of studying both L1 and L2 in a bilingual or multilingual environment, proving that both languages being tested are significantly related to each other and play significant roles in the language learning process. The findings of Ganuza and Hedman (2017), Pamittan (2019), Trujillo (2020), Alimi et al. (2020), Laghaei et al. (2021), and Dagalea et al. (2022), have established the effectiveness of using the mother tongue as a tool in the teaching and learning process. Their findings confirmed theories about how MT increased learners' academic performance in English literacy, mathematics, and science.

According to Pamittan (2019), learners understand and respond quickly in a MT-based environment because they can immediately use the L1 to organize their ideas into the lesson and subsequently engage in classroom discussions. Additionally, the use of MT lets learners internalize the taught concepts much deeper because of the connection being established from L1 to L2 (Kadtong, 2017). When learners are involved in the process, the level of learning is relatively higher. With this, the reasoning abilities and cognitive skills of the learners are also developed (Trujillo, 2020).

In this study, the researcher tested respondents' knowledge of MT, Dipolog Visaya, as a teaching tool for learning English. The experiment focused on teaching different English competencies to learners using their mother tongue (MT) and explored the interdependence between the two languages (L1 and L2) by assessing the respondents' performance through a posttest.

To sum up, the policies and studies discussed support the effectiveness of using the mother tongue when learning a second language. However, with the newer policy, it is a must to revisit whether the use of MT as an instructional tool is still effective nowadays. By doing so, English language teachers can properly position themselves and provide effective teaching methods to improve learners' English performance.

Methodology

This study utilized the quasi-experimental Design 10 method of research using the Pretest-Posttest Nonequivalent Group Design to investigate the effects of mother tongue on learners' English performance. The research was conducted at Dipolog Pilot Demonstration School, a public elementary school in Central Barangay, north of Dipolog City, to address the alarming decline in English performance achievement of Grade 3 learners. The experimental group was given the mother-tongue-based instruction (MTB) instruction in learning English, while the control group was exposed to the traditional method of teaching English.

Sampling was done randomly to remove any hints of bias from the respondents. A lottery was conducted to determine which class received the treatment or the use of MTB as an instructional tool in teaching English and which one used the traditional method of teaching. Section Humility was taught English using MTB instruction, while Section Yakal was taught English using traditional methods. The researcher-made pretest-posttest questionnaire consisted of 60 items or 10 questions per competency, constructed based on competencies chosen for the experiment. A pilot test was conducted on two Grade III sections of Dipolog Pilot Demonstration School to ensure internal consistency and overall reliability of the tool. Afterwards, an item analysis was done using the automated item analysis calculator template given by the Department of Education.

The researcher's letter and the dean's endorsement letter were sent to the principal of Dipolog Pilot Demonstration School, seeking approval for the study. Upon receiving approval, the researcher proceeded to conduct a pilot test of the questionnaire to ensure its validity and reliability. The instrument developed for this purpose comprised 30 items, designed for both pretest and posttest administration. Before initiating the experiment, a pretest was given to two groups of respondents to establish baseline data. The experimental group received instruction using the mother tongue, while the control group was taught through the traditional method, using English as the medium of instruction. Throughout the experimental process, lesson plans were carefully developed aligned and in accordance with the Most Essential Learning Competencies (MELCs) provided by the Department of Education.

After the instructional interventions were completed, a posttest was administered to both the experimental group (denoted as X2) and the control group (denoted as Y2). This posttest aimed to measure the outcomes of the different teaching methods. The data collected from these tests were then subjected to rigorous analysis and interpretation. Various statistical tools were employed, including frequency count to measure the occurrence of responses, weighted mean to determine the average response level, the t-test for dependent samples to compare pretest and posttest results within each group, and the z-test for one sample group to compare the experimental and control groups' performance. These analyses provided a comprehensive understanding of the impact of using the mother tongue versus traditional English instruction on student learning outcomes.

Results and Discussion

Difference Between the Pretest Performances of the Control Group and Experimental Group

Table 1 Test of Difference in the Pretest Performance between the Control and Experimental Groups

Competencies	Groups	Mean	S.D.	t-value	P-value	D
1. Identify Possible Solutions to the Problems	Control	3.54	0.49	.59	.15	ns
	Experimental	3.51	0.68			
2. Ask and Respond to Informational Texts Listened to	Control	3.43	0.42	-.72	.12	ns
	Experimental	3.64	0.72			
3. Identify Several Effects Based on a Given Cause	Control	3.46	0.45	-.82	.21	ns
	Experimental	3.58	0.67			
4. Make Inferences and Draw Conclusions Based on Texts	Control	3.36	0.38	-.79	.39	ns
	Experimental	3.58	0.67			
5. Use Different Sources of Information in Reading	Control	3.32	0.36	-.63	.13	ns
	Experimental	3.51	0.68			
6. Identify the Elements of an Informational/Factual Text Heard	Control	2.64	0.35	.39	.08	ns
	Experimental	2.16	0.42			

Legend: ns – not significant

Table 4 shows that the pretest performance differences between the control and experimental groups were not significant, as the computed t-values were below zero or beyond zero, indicating little evidence to support a significant difference in cognitive abilities. The computed p-values were too high or beyond the 0.05 significance level to reject the null hypothesis. The p-values calculated were .15, .12, .21, .39, .13, and .08, suggesting that there is no significant difference in the mean scores of the two groups of respondents.

All of the competencies' t-values and p-values validate the identical nature of the participants that will go through the investigation. Therefore, as the numbers speak ($p > 0.05$), there is

no significant difference in the pretest performance of the control and experimental groups. This implies that the scores achieved by the two groups of respondents were at a similar level. It is then safe to say that the cognitive level of the two groups regarding the topics was comparable, which can be a reference point for the selection of respondents with homogenous attributes. This procedure ensures that the groups are comparable at the start of the investigation, allowing for a more reliable assumption of any differences observed at the end of the experiment to the treatments, such as the use of the mother tongue in teaching or the traditional method (Starnes and Taborn, 2018).

This conclusion corroborated the work of Ekinci and Sanverdi (2021), who ensured that the respondents in the control and experimental groups should have a similar level of proficiency before exposing them to their assigned experimental treatment. Also, in a quasi-experimental study conducted by Gull and Shehzad (2015) on the effects of cooperative learning on students' academic performance, which used the independent sample t-test to measure the mean score difference, there was no significant difference between the achievement scores of the control and treatment groups on the pretest. It means that both groups were at an equal level of achievement before intervention, which supports the present claim.

Difference Between the Posttest Performance of the Control Group and Experimental Group

Table 2 Test of Difference in the Posttest Performance Between the Control and Experimental Groups

Competencies	Groups	Mean	S.D.	t-value	P-value	D
1. Identify Possible Solutions to the Problems	Control	4.38	1.42			
	Experimental	4.61	1.74	1.15	.001	s
2. Ask and Respond to Informational Texts Listened to	Control	4.17	1.25			
	Experimental	4.77	1.85	1.09	.000	s
3. Identify Several Effects Based on a Given Cause	Control	4.12	1.12			
	Experimental	4.55	1.55	1.01	.000	S
4. Make Inferences and Draw Conclusions Based on Texts	Control	4.13	1.14			
	Experimental	4.77	1.85	1.09	.000	s
5. Use Different Sources of Information in Reading	Control	4.11	1.09			
	Experimental	4.97	1.98	1.06	.000	s
6. Identify the Elements of an Informational/ Factual Text Heard	Control	3.05	0.98			
	Experimental	4.77	1.85	1.14	.000	s

Legend: s – significant

The experimental group scored higher in all competencies treated, indicating that learners taught English using their mother tongue answered more correctly than those taught using the traditional method. This is supported by the increase in absolute value of t-values and the computed p-values, which were less than 0.05, rejecting the null hypothesis.

Piaget's Cognitive Development suggests knowledge is formed through reflections and experiences. Learning occurs when learners build relationships between English concepts in an authentic environment, using MT. Wyk and Mostert (2016), Pamittan (2019), and Pillos (2020) argue that introducing second language concepts in familiar language helps avoid learning gaps and increase comprehension.

English instruction improves learners' performance but has limitations like bridging vocabulary gaps and effective communication. Simultaneous content processing and second language processing can lead to cognitive overload, causing slow progress towards mastery and a decline in competency 6, as seen in competency 6.

Balter et al.'s (2023) study found that traditional English-medium instruction negatively impacted students' test scores, suggesting that the method's effectiveness in teaching English can vary. Zumor's (2019) study also found challenges in using traditional methods, emphasizing the importance of effective communication, interaction, and discussion in the teaching-learning process. The difference in scores between control and experimental groups suggests that the medium of instruction can have varying effects on English learning performance.

Difference Between the Pretest and Posttest Performances of the Learners in the Control Group

Table 3 Test of Difference between the Pretest and Posttest Performances of the Learners in the Control Group

Competencies	Pretest	Posttest	Mean difference	t-value	P-value	D
1. Identify Possible Solutions to the Problems	3.54	4.38	.84	2.53	0.00	s
2. Ask and Respond to Informational Texts Listened to	3.43	4.17	.74	2.11	0.04	s
3. Identify Several Effects Based on a Given Cause	3.46	4.12	.66	1.92	0.09	ns
4. Make Inferences and Draw Conclusions Based on Texts	3.36	4.13	.77	2.18	0.02	s
5. Use Different Sources of Information in Reading	3.32	4.11	.79	2.28	0.01	s
6. Identify the Elements of an Informational/Factual Text Heard	2.64	3.05	.41	1.79	0.15	ns

Legend: s – significant
ns – not significant

Table 3 presents the results of a test comparing pretest and posttest performances of learners in a control group. The results showed large t-values for most competencies except for the sixth one, indicating a significant difference between the two. The p-values were statistically significant at 0.05, rejecting the null hypothesis. The mean difference in all competencies in the pretest was positive, suggesting an improvement in learning performance from the pretest to the posttest.

The study found no significant difference between pretest and posttest scores for competencies 3 and 6, but p-values were too small to reject the null hypothesis. However, there was a significant difference between pretest and posttest results for

learners in the control group, with a positive mean difference of .66 and .41 for competencies 3 and 6, respectively.

Learning occurs in a formal classroom environment, and any method used by teachers, as long as the purpose is to transfer knowledge, is effective. Although there was a slight increase in posttest performance scores, the mean differences between pretest and posttest results for competencies were small, indicating that the traditional method of teaching English did not significantly improve learners' retention skills. It can be inferred that learning takes place using a traditional method of teaching, but it is not an assurance of more successful academic achievement. In 21st century classrooms, a lot has to be considered, such as learners' varying learning styles, learning strategies, motivation, and anxiety, among others that traditional methods failed to address.

Difference Between Pretest and Posttest Performances of the learners in the Experimental Group

Table 4 Test of Difference in the Pretest and Posttest Performances of the learners in the Experimental Group

Competencies	Pre-test	Post-test	Mean difference	t-value	P-value	D
1. Identify Possible Solutions to the Problems	3.51	4.61	1.1	2.69	0.001	s
2. Ask and Respond to Informational Texts Listened to	3.64	4.77	1.13	2.72	0.002	s
3. Identify Several Effects Based on a Given Cause	3.58	4.55	0.97	2.53	0.04	s
4. Make Inferences and Draw Conclusions Based on Texts	3.58	4.77	1.19	2.98	0.01	s
5. Use Different Sources of Information in Reading	3.57	4.97	1.46	3.07	0.00	s
6. Identify the Elements of an Informational/Factual Text Heard	2.16	4.77	2.61	3.42	0.00	s

Legend: s – significant

Table 4 shows significant differences in the mean value performances between the pretest and posttest performances of learners in the experimental group. The results show that the mother tongue is effective in English language learning, with fair performance in the pretest and excellent performance in the posttest. The statistically significant difference between the pre-test and post-test scores indicates an increase in performance from the pretest to the posttest. The probability of the null hypothesis happening is very unlikely, as all coefficients were below the 0.05 level. Therefore, there is a significant difference between the pretest and posttest performances, indicating an improvement in performance.

Mother tongue-based instruction is an effective method for improving the performance of L2 English learners. It bridges communication gaps, strengthens learning transfer, and leads to higher academic achievement. Learners focus on the topic rather than translating difficult vocabulary. The successful use of mother tongue in teaching improves performance in various cognitive abilities.

Alimi, et. al (2019) and Kadtong (2017) argue that using mother tongue (MT) in teaching L2 improves students' achievement and comprehension of concepts. Trujillo (2020) highlights the development of reasoning skills and cognitive ability through MT as an instructional tool. These findings support the importance of MT in improving English performance among learners.

Difference Between the Mean Gain Performance of the Control Group and Experimental Group

Table 5 Test of Difference in the Mean Gain Performance Between the Control and Experimental Groups

Group	Over-all Mean	S.D.	Mean Difference	t-value	P-value	D
Control	23.96	3.42				
			4.48	2.98	0.0002	s
Experimental	28.44	10.82				

Legend: s - significant

Table 5 shows the results of comparing the mean gain performance between the control and experimental groups. The experimental group achieved significantly higher performance (28.44 > 23.96), with a mean difference of 4.48, indicating a significant improvement in performance compared to the control group. The t-value of 2.98 diverges from zero, indicating a significant difference in the overall mean scores, thereby rejecting the null hypothesis. The positive mean difference implies that the experimental group made more improvements in performance than the control group. The probability coefficient of 0.0002, lower than the significance level of a 0.05 confidence interval, strongly suggests that using mother tongue-based instruction in teaching English can significantly improve performance compared to traditional methods.

Laghaei (2021) and Pamittan (2019) both argue that mother tongue (MT) is crucial for second language (L2) learning. They believe that students learn better through a native language they understand and can use to construct, explain, and articulate their thoughts. This contradicts previous research by Piper et al. (2018) and Namanya (2017), which found no positive contribution to English performance. The current study demonstrates that MT enhances English learning, improving learners' performance.

Conclusion

Both control and experimental groups showed fair cognitive performance in a pretest, indicating limited prior knowledge of the competencies treated. Further, respondents in both groups exhibited slow performance in remembering information and vocabularies. However, posttest results revealed a notable improvement in both groups, with the experimental group outperforming the control group. MTB instruction significantly boosted the experimental group's posttest scores, facilitating a smoother transition to English learning by reducing the need for constant translation. This approach fosters a deeper understanding of the target language and accelerates learning and comprehension.

Furthermore, MTB instruction benefits both students and educators by promoting clearer communication and enhancing student confidence. Despite a previous decline in English performance at Dipolog Pilot Demonstration School, this study suggests that it cannot solely be attributed to MTB instruction, as positive outcomes were observed in the current study. However, the study's scope was limited to the use of the mother tongue in the early elementary years, which diverges from educational policies such as DepEd Order 74 of 2009, DepEd Order 21 of 2019 and DepEd Order 10 of 2024. Additionally, the study's conclusions are based solely on posttest scores, indicating a need for further research to assess long-term effects comprehensively. In summary, the study underscores the importance of MTB instruction in enhancing 3rd-grade students' English academic performance. Incorporating students' mother tongue into the learning process not only accelerates language acquisition but also improves overall cognitive abilities, laying the foundation for more effective English language learning in early education.

Recommendation

1. School administrators, such as the principals or the master teachers, may craft a learning action plan for trainings and seminars for teachers designed technically designed for the use of Mother tongue, alongside English in teaching English concepts, which includes, but is not limited to, teaching approaches, methods, strategies, and enriching regional vocabularies.
2. Teachers, particularly those who are teaching English in the primary years of basic education, may teach facts not just through memorization but also by showing and explaining the links between facts and their application in real-life situations. They may contextualize the use of vocabulary depending on the place where they teach or the context of the situations that are prevalent in the locality to increase retention among children. Learners nowadays are not fond of memorizing; therefore, teachers may employ appropriate strategies that enhance learners' retention skills.
3. Teachers may adhere to using the mother tongue in teaching English whenever necessary, especially in explaining concepts, which entails vocabularies that are beyond learners' literacy levels to bridge understanding between the lessons and their literacy levels. This can help them strengthen their foundation in the first language, which can be a springboard for learning different areas of the English language, such as vocabulary, morphology, grammar, and syntax, among others.
4. When teaching English alongside MT, whenever possible, English teachers may use code-switching, translanguaging, or the use of the English language to gradually expose the learners to the nature of the target language, thereby enhancing not just their academic performance but also other macro skills in English, such as speaking and writing.
5. Researchers and other English language teachers may delve into other English performance-related factors such as, but not limited to, attendance, motivation, learning styles, anxiety, and perhaps teacher-related factors to uncover the culprit of the declining performance of learners in English during the early elementary stages.
6. Language policy makers may provide clear guidance to schools and teachers on how and when translations should be used in teaching English.
7. Related studies may be conducted on a larger scale to fully strengthen the findings of the present research about the use of mother tongue-based instruction in teaching English.

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