

EFFECTS MOTHER TONGUE LANGUAGE ON LEARNING SECOND LANGUAGE LEARNERS ELEMENTARY SCHOOL

SAHELEHKHEIRABADI

Research Scholar, IASE, Pune, Maharashtra, India

ABSTRACT

There is considerable evidence that the acquisition of two or more languages involves positive consequences for meta-linguistic development and the people who had acquired literacy in two languages did significantly better in the acquisition of a third language than performed people from monolingual backgrounds or those who had not acquired literacy in their home language. A research displayed that the bilinguals scored higher than monolinguals on verbal and non-verbal intelligence tests and indicated a more diversified intelligence structure (Cummins, 1992).

One of the important assumptions considering the efficiency of bilingual instruction is that skills and knowledge learned in first language mother tongue transfer to second language L2. When people go on to expand their abilities in two or more languages throughout their primary school years, they catch a deeper understanding of language and how to use it effectively. They possess more practice in processing language, especially when they gain literacy in both, and they are able to compare and contrast the ways in which their two languages organize reality. This paper offers that bilingual children may also develop more flexibility in their thinking as an outcome of processing information through two different languages.

KEYWORDS: Bilingualism, Mother Tongue, Second Language, Learning, Direct Method, GTM Method