

REFERENCES

- Abdellah, M., & Chawki, M. (2014). The role of the mother tongue in foreign language learning: A review of the literature. *International Journal of English Linguistics*, 4(2), 122-132. <https://core.ac.uk/download/pdf/19786778>
- Alfi, H. A. (2023). Teachers' perception on the impact of using a first language towards the English classroom. *J-Shelves of Indragiri (JSI)*, 5(1), 162–171. <https://ejournal-fkip.unisi.ac.id/shelves/article/download/2675/1492>
- Aliaga, M., & Gunderson, B. (2000). *Interactive statistics*. Prentice Hall. <https://ww2.amstat.org/education/stn/pdfs/STN53.pdf>
- American Psychological Association (APA). (2010). Ethical principles of psychologists and code of conduct (p. 12). Retrieved from <https://doi.org/10.1037/0003-066X.57.12.1060>
- Baker, C. (2001). *Foundations of bilingual education and bilingualism* (3rd ed.). Clevedon: *Multilingual matters LTD*. <https://www.scirp.org/reference/referencespapers?referenceid=1893382>
- Bartlett, K. (2018). The use of L1 in L2 Classrooms in Japan: A survey of university student preferences. *Kwansei Gakuin University Humanities Review*, 22, 71–79. <https://kwansei.repo.nii.ac.jp/record/26440/files/7.pdf>
- Bialystok, E. (2009). **Bilingualism: The good, the bad, and the indifferent.** *Bilingualism: language and cognition*, 12(1), 3-11. https://www.cambridge.org/core/services/aop-cambridge-core/content/view/36BAEB01D08C92D992254A6B89C22BB0/S1366728908003477a.pdf/bilingualism_the_good_the_bad_and_the_indifferent.pdf
- Borg, S. (2003). **Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do.** *Language teaching*, 36(2), 81-109. <https://www.cambridge.org/core/services/aop-cambridge-core/content/view/F6B40C79983C27649FC1157D4023A776/S0261444803001903a.pdf/div-class-title-teacher-cognition-in-language-teaching-a-review-of-research-on-what-language-teachers-think-know-believe-and-do-div.pdf>
- Bryman, A. (2016). *Social research methods* (5th ed., pp. 32-35). Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780199202959.001.0001>
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed., p. 234). Routledge. <https://doi.org/10.4324/9780203720966>
- Cook, V. (2001). Using the first Language in the classroom. *Canadian modern language review*, 57(3), 402-418. <https://doi.org/10.3138/cmlr.57.3.402>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed., pp. 5, 15, 158). Sage Publications. <https://doi.org/10.1177/1529100618785003>

- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of educational research*, 49(2), 222–251. <https://www.coli.uni-saarland.de/~masta/WS15/Cummins1979.pdf>
- Cummins, J. (2000). Language, power, and pedagogy: Bilingual children in the crossfire. *Multilingual matters*. https://books.google.com/books?hl=en&lr=&id=fM4KdFOicGcC&oi=fnd&pg=PA1&dq=Language,+power,+and+pedagogy:+Bilingual+children+in+the+crossfire.+Multilingual+Matters.&ots=C9hjdHlxGD&sig=_UdIJ1VYOZ_1AMWatSMmaR_82Y
- Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian journal of applied linguistics*, 10(2), 221–240. Retrieved from <https://journals.lib.unb.ca/index.php/CJAL/article/view/19743>
- Diallo, I. (2011). 'To understand lessons, think through your own languages.' An analysis of narratives in support of the introduction of indigenous languages in the education system in Senegal. *Language matters*, 42(2), 207–230. <https://www.tandfonline.com/doi/abs/10.1080/10228195.2011.585655>
- Diallo, I. (2010). *The politics of national languages in postcolonial Senegal*. Cambria Press. https://books.google.com/books?hl=en&lr=&id=S2F055YCPBYC&oi=fnd&pg=PP1&dq=The+Wolof+language+as+a+medium+of+instruction+in+the+Senegalese+educational+system:+&ots=HuxETqXTDw&sig=3sf0KgQqzPJs6Bh7vly_gYKpT2A
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Fall, M. (2014). *From home to school: bridging the literacy gap in L1 Wolof child learners of L2 French in Senegal* (Doctoral dissertation, university of British Columbia). <https://open.library.ubc.ca/soa/cIRcle/collections/ubctheses/24/items/1.0165853>
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed., p. 120). Sage Publications. <https://doi.org/10.1007/s13398-014-0173-7.2>
- García, O. (2009). Bilingual education in the 21st century: A global perspective. *gkaintartzi, A., Tsakalidou, R., Kompiadou, E., & Markou, E. (2018). Children's bilingualism: An inspiration for multilingual educational practices. In The Multilingual Edge of Education, 235-260. http://tesl-ej.org/pdf/ej49/r9.pdf*
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning* (pp. 58-76). Portsmouth, NH: Heinemann. https://www.academia.edu/download/60105773/Scaffolding_Language_Scaffolding_Learning_201420190724-88771-f0v3pr.pdf

- Gomwalk, N. V. (2024). Effect of mother tongue on language acquisition among children with learning disability in Otana integrated school jos north, plateau state. *Advanced Journal of research in education*, 9(2), 11–21. <https://bwjournal.org/index.php/bsjournal/article/view/1816>
- Igboanusi, H. (2014). The English-only language education policy in The Gambia and low literacy rates. *International Journal of bilingual education and bilingualism*, 17(5), 558-569. <https://www.tandfonline.com/doi/abs/10.1080/13670050.2013.851642>
- Jammeh, B. L. (2024). Language Policy of the Gambia. In *The Palgrave Handbook of Language Policies in Africa* (pp. 263-284). Cham: Springer International Publishing. https://link.springer.com/chapter/10.1007/978-3-031-57308-8_13
- Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015). Likert scale: Explored and explained. *British Journal of Applied Science & Technology*, 7(4), 396-403. <https://doi.org/10.9734/BJAST/2015/14975>
- Khateb, M. (2013). The positive effects of using the mother tongue in the EFL classroom: A literature review. *Journal of Language Teaching and Research*, 4(5), 1143-1152. <https://www.sciencedirect.com/science/article/pii/S1877042815044973>
- Kramersch, C. (2014). Language and culture. *AILA review*, 27(1), 30-55. <https://www.jbe-platform.com/content/journals/10.1075/aila.27.02kra?crawler=true&mimetype=application/pdf>
- Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The modern language journal*, 73(4), 440-464. <https://www.academia.edu/download/33988299/krashen1989.pdf>
- López Abeledo, M. de la O. (2008). Sociocultural Theory and the Genesis of Second Language Development: J.P. Lantolf and S.L. Thorne. Oxford: Oxford University Press, 2006. Pp.xii + 398. ISBN-13-978-0-19-442181-2(pbk): £24.50. *Language and Education*, 22(2), 178–181. <https://doi.org/10.2167/le127b.0>
- Le, H. T. (2022). Students' attitudes towards teacher's use of Vietnamese in EFL classrooms at Vietnam National University Hanoi, International School. *International Journal of TESOL & Education*, 2(5), 20-33. <https://www.i-jte.org/index.php/journal/article/download/315/103>
- Li, D. (2013). The effects of L1 on L2 grammatical development: A critical review of empirical evidence. *Language Learning*, 63(3), 553-613. <https://doi.org/10.1111/lang.120231>
- Linh, N. N. N. (2024). Speaking Vietnamese in English classrooms: Primary students' attitudes toward L1 use. *Journal of Knowledge Learning and Science Technology*, 3(2), 68–71. <https://doi.org/10.60087/jklst.vol3.n2.p71>
- May, S. (Ed.). (2013). *The multilingual turn: Implications for SLA, TESOL, and bilingual*

- education*. Routledge. <https://books.google.com/books?hl=en&lr=&id=UV0qAAAAQBAJ&oi=fnd&pg=PP1&dq=+Bilingual+education+and+social+justice.+TESOL+Quarterly&ots=FZUMOV-76r&sig=Yz6x6ri-AldPN93Lyyx3dL0TrTA>
- Mitsch, J. F. (2016). *Bordering on National Language Varieties: Political and linguistic borders in the Wolof of Senegal and The Gambia* [Doctoral dissertation, Ohio State University]. OhioLINK Electronic Theses and Dissertations Center. http://rave.ohiolink.edu/etdc/view?acc_num=osu1451114927
- Motbaynor, M. (2024). English Language Teachers' Perceptions of Using Students' First Language in English as a Foreign Language Classrooms. *Asian Journal of Sociological Research*, 7(1), 11-21. <https://journalsociology.com/index.php/AJSR/article/view/104>
- Ndione, A. (2017). 10. Introducing Wolof in Senegalese schools: A case study. *Language and the Sustainable Development Goals*, 97. https://www.researchgate.net/profile/Ahmat-Hessana/publication/351880245_L024_EnglishforEducationSystems_DakarConferenceProceedings_Web_FINAL_April2021/links/60ae635992851c168e437c11/L024-EnglishforEducationSystems-DakarConferenceProceedings-Web-FINAL-April2021.pdf#page=105
- Ndione, A., & Diallo, M. (2017). The Wolof language as a medium of instruction in the Senegalese educational system: A case study of a Wolof class in a Dakar primary school. *Language and Education*, 31(3), 213–229.
- Nguyen Nu Nhu, L. (2024). A Survey on Primary Students' Attitude toward Teachers' Use of Mother Tongue in English Classrooms at Primary Schools in Binh Duong. *Journal of Knowledge Learning and Science Technology* ISSN: 2959-6386 (online), 3(2), 63-71. <https://doi.org/10.60087/jklst.vol3.n2.p71>
- Öz, H., & Karaazmak, F. (2019). L2 Learners' perceptions of using L1 in EFL classrooms. *Journal of Social Sciences Education Research*, 42, 213–222. <https://doi.org/10.21497/sefad.675180>
- Pallant, J. (2020). SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS (7th ed., pp. 85-87). Routledge. <https://doi.org/10.4324/9781003117407>
- Payapong, P., & Li, D. (2008). The effects of L1 word order on L2 syntactic development: A meta-analysis. *Language Learning*, 58(2), 339-377.
- Sarr, I. (2014). Language Imperialism and the Fate of Minority Languages: Indoctrination through the So-Called Wolofisation of the Senegalese Society. *Journal of Foreign Languages, Cultures and Civilisations*, 2(1), 93-104. https://www.academia.edu/download/47238893/Language_imperialism_and_the_fate_of_minority_languages.pdf
- Saine, A., & Joof, F. (2019). The role of Wolof in basic education in The Gambia: A case study of selected schools in the Western Region. *The International Journal of Bilingual Education and Bilingualism*, 22(2), 168–184.

- Sall, A. O. Valorization of Linguistic and Cultural Heritage Through Teaching: Case Study of the Wolof Language, Senegal. <https://books.google.com/books?hl=en&lr=&id=IA1VIY79ISIC&oi=fnd&pg=PA305&dq=The+Wolof+language+as+a+medium+of+instruction+in+the+Senegalese+educational+system:+&ots=f8z2aEcbDS&sig=ctB-FnugiROK6eTXbWM5LfO15MU>
- Sallah, M. A. (2022). Promoting Wolof language education in multilingual societies: Lessons from The Gambia. *International Journal of Bilingualism*, 26(3), 315–330.
- Sanneh, M. S. (2015). Multilingual education in The Gambia: A case study of the Mandinka language. *International Journal of 5 Multilingualism*, 12(2), 160–175.
- Seck, M. (2024). *Language Policy in Senegal: History and Current Trends*. In *The Palgrave Handbook of Language Policies in Africa* (pp. 243-261). Cham: Springer International Publishing. https://link.springer.com/chapter/10.1007/978-3-031-57308-8_12
- Skutnabb-Kangas, T. (2009, January). The stakes: Linguistic diversity, linguistic human rights and mother-tongue-based multilingual education-or linguistic genocide, crimes against humanity and an even faster destruction of biodiversity and our planet. In *Keynote presentation at the Bamako International Forum on Multilingualism, Bamako, Mali* (pp. 19-21). <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=159131bb73bab89bac9ede3b5398ef262153deaa>
- Skutnabb-Kangas, T. (2015). *Language rights. The handbook of bilingual and multilingual education*, 185-202. <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118533406.ch11>
- Swain, M., & Lapkin, S. (2013). A Vygotskian sociocultural perspective on immersion education: The L1/L2 debate. *Journal of Immersion and Content-Based Language Education*, 1(1), 101–129. <https://doi.org/10.1075/jicb.1.1.05swa>
- Taal, C. (2018). Language policy and planning in The Gambia: The linguistic rights of children. In L. J. Koorland (Ed.), *Linguistic human rights and multilingual education in Africa* (pp. 237–252). Routledge.
- Taşçı, S., & Aksu Ataç, B. (2020). L1 use in L2 teaching: The amount, functions, and perception towards the use of L1 in Turkish primary school context. *International Online Journal of Education and Teaching (IOJET)*, 7(2), 655–667. <https://iojet.org/index.php/IOJET/article/view/816>
- Tiwari, H. P. (2024). Use of first language in English language teaching: EFL teachers' perspectives. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 11(1), 13–22. <https://doi.org/10.33394/jo-elt.v11i1.11357>
- Tollefson, J. W. (Ed.). (2012). *Language policies in education*. London and New York: Routledge. <https://api.taylorfrancis.com/content/books/mono/download?id>

[entifierName=doi&identifierValue=10.4324/9780203813119&type=googlepdf](https://doi.org/10.4324/9780203813119&type=googlepdf)

UNESCO. (2021). Global education monitoring report: Inclusion and education.

UNESCO Publishing. <https://unesco.org/8d96tu>

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (Vol. 86). Harvard university press. [https://books.google.com/books?hl=en&lr=&id=RxjjUefze_oC&oi=fnd&pg=PA1&dq=Vygotsky,+L.+S.+\(1978\).+Mind+in+society:+The+development+of+higher+psychological+processes.+Cambridge,+MA:+Harvard+University+Press.&ots=okyWP5m5bq&sig=AhtqS95h_DpR6EjyrAgAt1fGj1k](https://books.google.com/books?hl=en&lr=&id=RxjjUefze_oC&oi=fnd&pg=PA1&dq=Vygotsky,+L.+S.+(1978).+Mind+in+society:+The+development+of+higher+psychological+processes.+Cambridge,+MA:+Harvard+University+Press.&ots=okyWP5m5bq&sig=AhtqS95h_DpR6EjyrAgAt1fGj1k)

Nanda, D. W., Duhn, I., Prananda, G., Pebriana, P. H., Andiopenta, A., Ridwan, M., & Ricky, Z. (2024). Exploring Indonesian senior high school teachers' perceptions of first language use in teaching English. *Journal of Education and Learning (EduLearn)*, 18(2), 371-381. <https://edulearn.intelektual.org/index.php/EduLearn/article/download/21013/10387>

World Bank. (2020). The digital economy for Africa (p. 47). Retrieved from <https://doi.org/10.1596/1813-9450-8423>.

