

Effects of Learning Gaps of Second Language Instructions among Kokborok Speaking Students: A Review Study

Anupama Debbarma¹, Francis Kalai²

¹M.Ed Scholar, Faculty of Education, ICFAI University Tripura

²M.Ed. Research Scholar, Faculty of Education, ICFAI University Tripura

ABSTRACT

This study examines the challenges that Kokborok-speaking students encounter in second language instruction. Many Kokborok-speaking students are unsuccessful in school, not due to their lack of ability, but because they are not first developed as learners in their home language Kokborok. When children do not learn through their home language in their early years, they find it more challenging to follow lessons, engage with the class, and not completely fail when undertaking transmissional or formal assessment of learning. Research has demonstrated that not using a student's home language in schooling can diminish confidence and interest in learning, and many Kokborok-speaking students feel marginal in schooling, as their language and culture are not included anywhere in the classroom. As they will be able to propose, teachers often do not receive training, or have the educational resources, to teach in Kokborok as a second language. Research in other contexts has suggested, however, that when very young children are taught first in their mother tongue, this does assist them to learn a second language, and be successful learners in school. This study argues that it is essential to develop Kokborok-language based and supporter mother tongue teaching approaches in school, train teachers to do so, and provide educational resources in Kokborok. In the interest of providing equitable learning opportunities that will allow them to close the learning gap, as well as sustain the language and its associated culture.

Keywords: 1. Kokborok Speaking Students, 2. Second Language Instruction, 3. Multilingual Schools, and 4. Learning Gaps.

Introduction

Language is one of the most significant tools for learning. Students in school use language to understand lessons, speak, and participate in activities in their classrooms. In the state of Tripura, many students speak Kokborok as their first language. However, in schools, the primary language of instruction is English or Bengali. The gap between the home language and the school language can present challenges for students that speak Kokborok as the first language of a significant number of indigenous peoples in Tripura. It is the first language children learn at home from their families and communities. When children enter school, they typically learn only in a second language, for example, English or Bengali. When children shift from their first language to learning in a second language, this can create a learning gap. This language gap can make understanding lessons, following instructions, or participating in discussions challenging for learners. There is a learning gap when there is some expectation concerning what students should learn

and what they are actually able to learn. Students with Kokborok as their first language may face this if they are pursuing studies in an alien tongue with which they are not profusely familiar. The counterpart to this fact is that students may suffer because of the alien language and may lag behind in terms of opportunities for academic development while weakening the child in terms of confidence. Some of the brightest students fall behind not because they are slow but because they cannot understand the language used in their classroom. Second language teaching is to help the children learn a new language alongside other subjects. If second language teaching is not done to support the students' L1 or cultural background, instead of making a bridge, it turns into a barrier between the student and the world. Teachers may not have been trained or have the resources to accommodate students who are not language-proficient in the language of instruction. Often, students do not actually receive any form of concrete support in the Kokborok or bilingual area in most of the schools. So those students who at Kokborok level just have to contend on their own. Research into the difficulties encountered by Kokborok-speaking students serves to raise awareness regarding the necessity of developing better teaching methods and inclusive language policies. The research work intends to bring forward the voices of indigenous language students who receive minimal attention from educational frameworks. Students from these language groups require better educational support because the process of learning a second language extends beyond language acquisition to providing equal scholastic and personal development chances.

This dimension looks at how structural differences between Kokborok (L1), Bengali (L2) and English (L3) can cause difficulties in learning. The dominant language of the state is Bengali and most of the teachers are speaking and giving instructions among children in Bengali though students' mother tongue is Kokborok and not much familiar with Bengali language. Kokborok is a Tibeto - Burman language and has considerable differences in syntax, phonology and grammar from English. Most of the differences lead to negative transfer and cognitive processing problems. There are no articles nor any complex verb conjugation in Kokborok, allowing slight changes in meaning, usually resulting in L1-L2 transfer errors like, "He go school" instead of "He went to school" (Devi, 2019). The English phonemes, /v/, /z/, /θ/, posed difficulties and were often replaced by the closest available Kokborok sound. Learners attend school in an English environment while using Bengali in public and Kokborok at home, making for a confusing and overwhelming cognitive load (Skutnabb-Kangas, 2000).

Cummins' Linguistic Interdependence Hypothesis (Cummins, 1979) posits that if learners achieve strong L1 development, they will achieve cognitive and academic development in L2. Swain's Output Hypothesis (Swain, 1985) argues that learners need to have opportunities to produce and use the language and that may be more difficult to do if L1 is devalued in school.

This element focuses on how pedagogies, curriculum and instructional resources either mitigate or promote Kokborok-speaking learners' L2 development. Most state level curricula in Tripura use a monolingual approach, seldom representing indigenous linguistic or cultural contexts. Material, books and lessons focus on urban living or Western contexts that alienate tribal learners (Mohanty, 20013). Teachers do not use Kokborok due to systemic bias or policy issues, losing opportunities for scaffolding. National curricula fail to engage with the multilingual nature of many tribal schools (Annamalai, 2001).

Social identity, learner confidence, motivation, and attitudes in the community have a significant impact on second language learning. For the Kokborok-speaking students in the study, social identity influenced classroom interactions and self-identity. There was a prestige gap felt by the Kokborok-speaking students between English, and their first language Kokborok. English is viewed as modern and powerful while Kokborok is deemed inferior or simply local (Mohanty, 2006). Poor English proficiency is sometimes

misconstrued as lack of intelligence which leads to student demotivation (Gardner, 1985). Students are often reluctant to speak English in class and can be fearful of ridicule (Panda & Mohanty, 20013). Vygotsky's Sociocultural Theory of Learning (Vygotsky, 1978) emphasizes the importance of social context and language in shaping cognitive development.

Education policy plays a crucial role in shaping language instruction. This dimension focuses on how the needs of indigenous language learners are often neglected in decision making on policies, teacher training, assessment and resources in a top down way. The majority of teachers are not trained to teach English using bilingual or mother-tongue methods to tribal learners (Singh & Mishra, 2018). The use of standardized assessments in English disadvantages students who speak Kokborok when they are assessed in English because they find linguistic expression difficult as opposed to conceptual understanding (Mohanty, 2009).

Comprehensively understanding the learning gaps in basic language skills is crucial not only for improving language instruction but also for enhancing overall academic achievement. According to recent studies, a high percentage of students in rural primary education face significant challenges in language proficiency, particularly in reading and writing (UNESCO, 2015). This calls for an urgent examination of the pedagogical methods currently employed and a shift towards more inclusive and effective teaching strategies.

The issues, particularly in multilingual environments that have been documented within language education are also well understood. Disparity in students' language skills is often correlated with socio-economic status and access to educational resources (Baker, 2006). In many situations, lower socio-economic students came to school with very little exposure to the language of instruction, resulting in considerable learning gaps.

To confront the challenges posed by language education, researchers recommend holistic approaches, which may include revising the curriculum and incorporating culturally responsive pedagogy (Ladson-Billings, 1995). The objective is to begin to transcend cultural and linguistic differences, allowing learners to become more capable and, in turn, more confident and meaningful, active participants in their learning. By validating and celebrating the differences between learners' various cultural backgrounds, these approaches are assessed as inclusive and just in terms of working with learners in their classrooms. It is in this contestation of the more nuanced interdependence between language, culture, and education that entrenched learning inequities can be addressed. Continued research and the implementation of new, culture-responsive pedagogies are necessary for more effective and equitable language education in schools.

Negative Impact

The instruction language in school is Bengali medium and has become a major barrier for Kokborok speaking students in many respects in the state of Tripura. One of the reasons for worry is decline in the academic performance shown by many. For example, a lot of the students understand the lessons, engage the classroom conversation or do their homework when the subject being taught is not delivered in their native language or mother tongue. This resulted in low marks, lack of involvement during classroom activity, and failing core subjects (mathematics, science or language) that are taught in the English or Bengali medium. Another impact was losing confidence and self esteem. When the child is unable to express and cannot get "the" teaching, they feel excluded or less confident than their peers who express the same in the English/Bengali language. In this assessability disconnect over time becomes

disappointment and frustrations with schooling. In many instances the gap as a second language strongly complicates the issue/situation between the teacher and student. In many cases the teacher does not speak Kokborok, as a result, he or she is not able accounting proficiently to explain difficult concepts in a language that the student understands. Language not only affects the level of comprehension, but wastes the student-teacher rapport, as students feel less able to approach teachers to clarify subject material. A bad situation becomes worse. Finally, the disadvantages are not only economical or financial.

Researchers have developed a research question, Does second language instruction significantly impact the academic performance of Kokborok-speaking students?. The investigator has collected several previous studies to understand how second language instruction affects Kokborok-speaking secondary school students.

Literature Reviews

For that researchers have gone through the many previous studies which is given below:

The World Education Blog (2025) revealed that students who don't speak the language of instruction at home perform worse in reading and math. Based on PISA data (2012–2022), the report stresses the need for mother-tongue education and inclusive policies to bridge learning gaps and ensure equitable education for all. Based on this report, researchers have tried to see the recommendations and findings from previous studies.

Vogelzang et al. (2024) analyzed reading abilities in 1,272 low-SES Indian primary children to assess how mother-tongue schooling and multilingual home environments impact literacy in the regional language and English. Minority dialect speakers without mother-tongue schooling lag in regional-language reading, whereas multilingual home exposure boosts English performance. In areas with high mother-tongue instruction, regional literacy gains come at the expense of English, suggesting a trade-off.

Alone (2024) explored the persistent challenges faced in teaching English as a second language (ESL) to rural students in India. The study identifies key barriers such as lack of qualified teachers, limited exposure to English outside the classroom, inadequate infrastructure, and socio-economic constraints. Alone emphasizes the need for culturally sensitive pedagogy, resource-rich environments, and teacher training to bridge the rural-urban English proficiency gap. The paper contributes valuable insights into rural education policy and practice for second language acquisition.

Kumar and Anburaj (2024) explored how a learner's mother tongue influences English language acquisition, particularly in Indian multilingual contexts. The study highlights how native linguistic patterns interfere with pronunciation, syntax, and grammar when learning English. It emphasizes the necessity for language instructors to adopt pedagogical methods that bridge learners' linguistic gaps while respecting their native language backgrounds. The findings are particularly relevant for language curriculum developers in culturally diverse classrooms.

Balakrishnan et al. (2023) investigated the effects of mother tongue instruction on student learning outcomes in rural India. Utilizing a large-scale dataset and employing both instrumental variable and difference-in-differences methodologies, the study finds that instruction in a child's native language significantly enhances reading and math scores, particularly among younger students. The research also identifies improved school attendance as a key mechanism driving these gains. These findings offer valuable insights for educational policy, especially in multilingual contexts like India.

Chan et al. (2023) studied how young children who are learning Chinese as a second language (L2) understand Chinese characters compared to those who speak Chinese as their first language (L1). They

found that L2 children were good at knowing what characters mean and how they sound, but they had trouble recognizing how the characters look. The researchers say that these children need more help with reading and writing Chinese characters at an early age.

Murmu (2022) examined the development of English language skills among tribal students at the secondary school level through context-sensitive pedagogy. Developed through an action research design, the study outlines some of the language challenges and employs learner-oriented, culture-aware interventions to rectify them. The intervention enhances reading, writing, listening, and speaking skills through collaborative and participatory means. Outcomes reflect increased student engagement as well as language capability. The study emphasizes the importance of incorporating learners' socio-cultural experiences into the English language curriculum, particularly for marginalized communities, to foster equitable and effective language learning.

Pradhan's (2022) studied the difficulties faced by high school students of Odisha's Nuapada District in learning English. The study encounters numerous difficulties, including limited exposure to English outside the classroom, inadequate instructional resources, and socio-economic factors that negatively impact language learning. Based on both qualitative and quantitative data, the study elucidates the impact of these difficulties on students' motivation and capabilities. Pradhan calls for focused interventions through teacher training and community engagement to address these areas and improve the learning outcomes of English language learning in the region.

Bernhofer and Tonin (2022) looked at how using a second language (L2) in teaching and exams affects students' learning. They found that students scored about 9.5% lower when tested in L2, even if they understood the language well. This shows that learning in a second language can cause problems and lead to lower marks or even failure.

Rama Ray (2021) examined the impact of multilingual education on young learners in India, emphasizing the significance of mother tongue instruction in early education. The study, grounded in the National Education Policy (NEP) 2020, advocates for teaching in local languages up to Grade 5, highlighting that children comprehend concepts more effectively in their native tongues. Ray also acknowledges the importance of English proficiency, suggesting that a balanced multilingual approach can enhance cognitive flexibility, cultural awareness, and academic performance. The research concludes that integrating multilingual strategies in education fosters inclusive and effective learning environments for young learners.

Delprato (2021) investigated learning disparities among Indigenous seventh-grade students in Guatemala, Paraguay, Senegal, and Zambia using PISA-D data. The study quantifies achievement gaps through quantile treatment effects and demonstrates that early literacy instruction in students' home languages can significantly reduce, and potentially eliminate, these gaps—particularly for lower-performing learners. The findings suggest that mother-tongue education policies in primary school are a powerful lever for promoting equity, supporting transitions to national languages, and aligning with global development goals.

Khan et al. (2020) examined perceptions of English as a first versus second language among learners in India. Through a case study of students at the Institute of Engineering & Management, the authors highlight disparities in language acquisition: while native speakers effortlessly absorb English, second-language learners face significant challenges such as reliance on translation, limited fluency, and greater educational costs. The study underscores the socio-cultural prestige of English in India and suggests that unbalanced teaching methods may disadvantage non-native learners, reinforcing the need for pedagogical

adjustments that incorporate vernacular support and sustainable bilingual strategies.

Sharma and Himadri (2019) critically examined how mother tongue influence (MTI) and regional linguistic diversity affect English language learning in India. The study highlights pronunciation issues, structural interference, and the prevalence of Indianisms in speech. It also critiques ineffective teaching methods, lack of trained educators, and limited exposure to native-like English. While insightful, the paper could be strengthened by empirical data and regional case studies. Still, it is a valuable resource for understanding the linguistic challenges Indian ESL learners face and the need for pedagogical reform.

Deshpande (2019) investigated the dynamics of interaction among English as a Second Language (ESL) classroom learners. The research focuses on non-native students, examining variables such as communication strategies, confidence, group work, interactional skills, motivation, and speaking proficiency. The research emphasizes the importance of creating interactive learning spaces to facilitate more effective language acquisition. Deshpande recommends pedagogical practices focusing on active learner engagement and cooperative learning to enhance ESL performance. This thorough analysis offers insightful recommendations for teachers seeking to maximize ESL instructional methods.

Aziz et al. (2019) explored how learning Japanese as a foreign language affects the first language (Indonesian) of learners. Using interviews and observations, the research identifies key interference patterns such as grammatical restructuring and lexical borrowing. Findings show that Japanese influenced Indonesian sentence structures and led to frequent use of Japanese expressions within Indonesian speech. The study effectively demonstrates that foreign language acquisition can modify first language usage, supporting theories of bidirectional language influence. This research provides valuable insight into bilingualism and language interference in late learners.

Raju and Joshith (2017) explored the key difficulties faced by Indian students in learning English as a second language (L2). The article highlights various systemic and classroom-level barriers such as untrained teachers, outdated syllabi, lack of modern teaching aids, and poor policy implementation. A major issue identified is the negative influence of the mother tongue, which leads to errors in pronunciation and grammar due to language transfer. Students from rural or disadvantaged backgrounds often lack motivation, support from families, and exposure to English, further limiting their progress.

Das and Bairagya (2017) examined deficiencies in learning Bengali language abilities in students at primary school. Through their study, they report learning gaps in reading, writing, and comprehension among students in grades II to IV. In a comparative analysis of dramatization, correlation, and conventional methods of teaching, the authors illustrate the effect dramatization has on students' performance. The study highlights the importance of employing novel, student-centered methods of teaching to enhance language learning. The research provides practical recommendations for curriculum designers and teachers aiming to enhance foundational language skills in early childhood.

Sivakumar (2017) conducted a study examining the effectiveness of English language instruction in enhancing speaking skills among secondary-level learners in Tamil Nadu. The study found that conventional grammar-based teaching tends to overlook the improvement of students' communicative competence. Using a communicative approach, the study found notable improvement in students' fluency and confidence. The conclusions advocate for a pedagogical shift towards learner-focused pedagogies that emphasize realistic communication situations, suggesting that such approaches are more effective in developing speaking competence. The research highlights the need for curriculum reforms that support teaching practices aimed at promoting the practical use of language.

Adwani and Shrivastava (2017) studied the reasons why students find it hard to learn a second language. They found that problems in vocabulary, grammar, and the influence of the first language can cause learning gaps. They also said that motivation and confidence are very important. The study suggests using better teaching methods to help students improve their English.

Rogde, et al (2016) studied how a special language program could help young children who are learning a second language. They gave a group of preschoolers an 18-week vocabulary program led by their regular teachers. After the program, the children showed better vocabulary and speaking skills than those who did not get the program. These improvements were still seen even after 7 months. This shows that teaching language early, in a structured way, can really help second-language learners.

Biswas and Sikdar (2015) explored the Language Problems of Kok-borok Speaking Tribal Students of Tripura and analyzed language problems encountered by Kokborok-speaking tribal students in Tripura, where the medium of instruction is mainly Bengali. Based on a sample size of 300 students from various areas, the research indicates that most encounter significant difficulties in reading, writing, and speaking. The authors contend that such problems inhibit academic achievement and demand the incorporation of Kokborok in school education. The study provides valuable insights into the learning difficulties faced by tribal students in multilingual settings and underscores the need for an inclusive language policy.

Xin Wang (2014) explored the lesser-studied phenomenon of backward language transfer, investigating how English (L2) influences Chinese (L1) among ESL students in China. Utilizing multi-competence theory, the research found that middle-level learners were most likely to transfer English syntactic structures into their Chinese usage, particularly in causal clauses. The study confirmed the bidirectional nature of language transfer and highlighted how proficiency levels affect linguistic interference. This has significant implications for language pedagogy, suggesting that L2 learning reshapes L1 use and that learners should be guided to manage cross-linguistic influence consciously.

Mehrabi (2014) explored how second language (L2) writing instruction impacts first language (L1) writing proficiency. By comparing English-major and non-English-major university students, the research shows that those trained in English writing demonstrated improved skills in their native Persian writing. The findings support Cummins' interdependence hypothesis, suggesting that cognitive and linguistic skills are transferable across languages. This research emphasizes the benefits of bilingual education and the integration of structured writing instruction in L2 to enhance overall literacy.

Kakoty's (2013) examined the effects of language learning strategies (LLS) teaching on Assamese second-language learners of English. The research focuses on various strategies, including cognitive, metacognitive, and social methods, and their impact on language acquisition. Findings indicate that systematic LLS teaching enhances students' English proficiency and confidence. The research recommends the inclusion of LLS in ESL courses for better learning performance.

Debnath (2013) provided an in-depth analysis of the challenges and strategies in the development of Kokborok, the indigenous language of Tripura. Despite being one of the state's official languages, Kokborok's status lags behind Bengali, leading to issues in its implementation and development. The study highlights the need for comprehensive language planning, including corpus planning, standardization, and addressing script controversies. Debnath emphasizes the importance of a unified approach to elevate Kokborok's prestige and ensure its survival in the face of socio-political challenges.

Nongbri's (2012) studied the learning difficulties of Class IX students in Shillong, with a specific emphasis on English grammar. The study reveals frequent difficulties like the use of tense, application of articles, and sentence formation. Based on surveys and classroom observations, the study highlights the impact of

these difficulties on students' overall language skills. Nongbri recommends focused interventions, such as remedial teaching techniques and curriculum modifications, to overcome these difficulties and improve students' knowledge and application of English grammar.

Kaushanskaya et al. (2011) explored how second-language (L2) experiences impact native-language (L1) processing among bilingual adults. Comparing English-Spanish and English-Mandarin bilinguals, the researchers found that L2 exposure and proficiency influenced L1 vocabulary and reading skills, with distinct patterns based on the writing system of the L2. For instance, Spanish proficiency correlated positively with English reading fluency, while Mandarin proficiency showed a negative correlation. These findings highlight the dynamic interaction between L1 and L2 within bilingual cognition, supporting models that recognize bidirectional transfer effects between languages.

Ahuja (2009) studied how non-verbal communication impacts B.Ed. Student teachers' classroom transaction. The study identifies key characteristics of non-verbal communication, including body postures, facial expressions, and gestures, and their effectiveness as instructional tools. The study highlights the significance of nonverbal communication in fostering an active and conducive learning environment. Ahuja repeats that teacher education programs must include training in non-verbal communication to enhance student-teacher interaction. The study is informative in shedding light on classroom communication dynamics and offering recommendations on how teachers can become more effective using non-verbal methods.

Istvan Kecskes' (2008) provided a compelling exploration into the bidirectional influence between first (L1) and second (L2) languages. The article argues that L2 learning can cognitively and pragmatically reshape L1 use, especially under intensive and content-rich exposure. Through experimental studies, Kecskes challenges traditional views of language transfer, presenting the "dual language" approach as more dynamic than "interlanguage" theory. His findings underscore the importance of conceptual fluency and motivation in achieving multi-competence. This work is valuable for educators and researchers interested in bilingual development and cross-linguistic influence.

Biswas (2005) examined the challenges faced by secondary school students of the Kok Borok-speaking tribes in Tripura, particularly in language-related issues and their implications for academic achievement. The research examines how students' mother tongue influences their comprehension of courses taught in Hindi and English, which are non-maternal languages. The study also examines the social and cultural issues that further hinder these students' academic achievement. Biswas recommends adding Kok Borok and other native languages to the curriculum, as well as teacher training initiatives, to build a more inclusive and nurturing learning environment that would help enhance overall educational performance among tribal students.

Major Findings from Previous Studies :

Previous research on second language instruction among Kokborok-speaking students highlights several key issues contributing to learning gaps. One of the most consistent findings is that early education in the mother tongue significantly improves students' comprehension, confidence, and academic performance. Without this foundation, Kokborok-speaking students often struggle to understand lessons taught in English or Bengali, leading to poor academic outcomes and reduced classroom participation.

Many studies emphasize that the lack of bilingual teaching methods and resources contributes to these gaps. Teachers often lack proper training in handling multilingual classrooms, and there is a shortage of textbooks and materials in Kokborok. This prevents students from fully engaging with the curriculum and

creates a disconnect between their home and school environments.

The research findings reveal that Students who use Kokborok in their daily communication face several challenges while studying English in school because their native language differs from the educational language.

Cultural and linguistic identity also plays a crucial role. When students do not see their language or culture reflected in education, it negatively affects their self-esteem and motivation. Furthermore, the dominance of second languages in schools, combined with the low prestige of Kokborok, deepens feelings of exclusion.

Evidence from successful bilingual education programs suggests that integrating mother tongue instruction in early grades leads to better second language acquisition and overall academic achievement. These findings highlight the need for policy support, teacher training, and curriculum development in Kokborok.

Conclusion

Students encounter challenges when they try to use new vocabulary correctly along with sentence structures and grammar rules while facing issues with proper word pronunciation. Students develop language ability gaps during classroom instruction because educational support for their mother tongue remains absent. According to research findings, educational programs together with teaching methods fail to address the needs of multilingual students. The educational system lacks proper training for teachers who must interact with students from multiple language backgrounds so students usually receive English-only instruction. Students who speak Kokborok face increased educational challenges because of this situation. Learning gets disrupted by various factors including poor confidence along with speaking dread and students who believe their language holds less value. The educational sector receives minimal government support regarding policies and students from tribes and indigenous backgrounds do not have access to modified tests or materials. According to research, students achieve better learning outcomes when they first learn in their native language before integrating English into their studies. Educational policies need to include language diversity and cultural awareness along with teacher training in multilingual methods and culturally sensitive materials to bridge learning disparities.

Kokborok-speaking students will experience improved second language learning outcomes if educational systems respect their language foundations and cultural heritage while providing mother tongue instruction and teacher training in multilingual education.

Reference

1. Ahuja, S. (2009). Impact of non-verbal communication of B.Ed. student teachers on their classroom transaction (Doctoral dissertation, Maharaja Sayajirao University of Baroda). Shodhganga. <http://hdl.handle.net/10603/58170>
2. Adwani, P., & Shrivastava, S. (2017). Analysis of factors affecting second language acquisition. *International Journal of Social Sciences and Management*, 4(3), 158–164. <https://doi.org/10.3126/ijssm.v4i3.17247>
3. Alone, S. D. (2024). Challenges in teaching English as a second language to rural students in India. *International Journal of English Studies (IJOES)*, 6(4), Article 53.
4. [https://www.ijoes.in/papers/v6i4/9.IJOES-SUNIL\(49-53\).pdf](https://www.ijoes.in/papers/v6i4/9.IJOES-SUNIL(49-53).pdf)
5. Annamalai, E. (2001). Managing multilingualism in India: Political and linguistic manifestations.

Retrieved from <https://archive.org/details/in.ernet.dli.2015.226874>

6. Aziz, Z. A., Daud, B., & Yunidar, S. (2019). Second language interference towards first language use of Japanese learners. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 4(1), 159–176. <https://www.ijeltal.org/index.php/ijeltal/article/view/178>
7. Baker, C. (2006). *Foundations of bilingual education and bilingualism* (4th ed.). Multilingual Matters.
8. <https://share.google/ZrCtjeOdBcTdTTHeD>
9. Balakrishnan, U., Holla, C., & Nakamura, P. (2023). Impact of mother tongue instruction on academic performance: Evidence from India. American Institutes for Research. Retrieved from
10. <https://www.isid.ac.in/~acegd/acegd2023/papers/ChinmayaHolla.pdf>
11. Bernhofer, J., & Tonin, M. (2022). The effect of the language of instruction on academic performance. *Labour Economics*, 78, 102218. <https://doi.org/10.1016/j.labeco.2022.102218>
12. Balakrishnan, U., Holla, C., & Nakamura, P. (2023). Impact of mother tongue instruction on academic performance: Evidence from India. American Institutes for Research. Retrieved from <https://www.isid.ac.in/~acegd/acegd2023/papers/ChinmayaHolla.pdf>
13. Bernhofer, J., & Tonin, M. (2022). The effect of the language of instruction on academic performance. *Labour Economics*, 78, 102218. <https://doi.org/10.1016/j.labeco.2022.102218>
14. Biswas, S. (2005). An investigation into the problems of Kok Borok speaking tribal students studying in the secondary schools in Tripura (Doctoral dissertation, University of Kalyani). Shodhganga. <http://hdl.handle.net/10603/240937>
15. Biswas, S., & Sikdar, D. P. (2015). Language problems of Kok-borok speaking tribal students of Tripura. *International Journal of Arts, Humanities and Management studies*.1(7), 35–37. https://www.academia.edu/103375333/Language_Problems_of_Kok_borok_Speaking_Tribal_Students_of_Tripura
16. Chan, S. W. Y., Cheung, W. M., & Marton, F. (2023). The early language gap between first- and second-language learners: Acquisition of Chinese characters among preschoolers. *Frontiers in Psychology*, 14, 1142128. <https://doi.org/10.3389/fpsyg.2023.1142128>
17. Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49(2), 222–251. Access via JSTOR
18. <https://www.jstor.org/stable/1169960>
19. Das, S., & Bairagya, S. (2017). Identification of learning gaps in Bengali among the students of primary level and evolving a strategy for effective transaction of curriculum. *Online International Interdisciplinary Research Journal*, 7(Special Issue), 108–113. https://www.researchgate.net/publication/352664921_Identification_of_Learning_Gaps_in_Bengali_among_the_Students_of_Primary_Level_and_Evolving_a_Strategy_for_Effective_Transaction_of_Curriculum
20. Debnath, R. (2013). Kokborok language planning and development. Tribal Research and Cultural Institute. Retrieved from https://d1wqtxts1xzle7.cloudfront.net/59872941/Kokborok_Language_Planning20190626-86104-168znzz-libre.pdf
21. Delprato, M. (2021). Indigenous learning gaps and home language instruction: New evidence from PISA-D. *International Journal of Educational Research*, 109, Article 101800. <https://doi.org/10.1016/j.ijer.2021.101800>
22. <https://www.sciencedirect.com/science/article/abs/pii/S0883035521000707>
23. Deshpande, S. K. (2019). An analysis of interaction in ESL classrooms (Doctoral dissertation, SNDT

- Women's University). Shodhganga. <http://hdl.handle.net/10603/262488>
24. Devi, A. (2019). Academic performance and language background: A comparative study in Tripura. North-East Education Review, 11(1), 22–30. Access via ResearchGate <http://dx.doi.org/10.54850/jrspelt.7.40.002>
 25. Gardner, R. C. (1985). Social Psychology and Second Language Learning: The Role of Attitudes and Motivation. London: Edward Arnold. <https://doi.org/10.1037/h0083787>
 26. Kakoty, A. (2013). The impact of language learning strategies instruction on Assamese ESL learners (Doctoral dissertation, North-Eastern Hill University). Shodhganga. <http://hdl.handle.net/10603/194877>
 27. Kaushanskaya, M., Yoo, J., & Marian, V. (2011). The effect of second-language experience on native-language processing. *Vigo International Journal of Applied Linguistics*, 8, 54–77.
 28. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3484981/>
 29. Kecskes, I. (2008). The effect of the second language on the first language. *Babylonia*, 2, 31–34. <https://www.researchgate.net/publication/291082110>
 30. Khan, F. H., Pal, T., & Ghosh, S. (2020). English as first language vs English as second language in India: A case study. *International Journal of English Learning & Teaching Skills*, 2(3).
 31. <https://www.ijeltsjournal.org/wp-content/uploads/2020/04/103.English-as-1st-language-vs-English-as-2nd-language-India-A-Case-Study.pdf>
 32. Kumar, V., & Anburaj, G. (2024). Effect of mother tongue on learning the English language. *International Journal of Progressive Research in Engineering Management and Science (IJPREMS)*, 4(11), 1727–1730.
 33. https://www.ijprems.com/uploadedfiles/paper/issue_11_november_2024/37082/final/fin_ijprems1732441240.pdf
 34. Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491. <https://doi.org/10.3102/00028312032003465>
 35. Mehrabi, N. (2014). The effect of second language writing ability on first language writing ability. *Theory and Practice in Language Studies*, 4(8), 1686–1691. <https://doi.org/10.4304/tpls.4.8.1686-1691>
 36. Mohanty, Ajit K (2006) "Chapter 13. Multilingualism of the Unequals and Predicaments of Education in India: Mother Tongue or Other Tongue?". *Imagining Multilingual Schools: Languages in Education and Glocalization*, edited by Ofelia García, Tove Skutnabb-Kangas and María E. Torres-Guzmán, Bristol, Blue Ridge Summit: Multilingual Matters, pp. 262-283. <https://doi.org/10.21832/9781853598968-014>
 37. Murmu, T. (2022). Developing English language skills of tribal students at secondary level (Doctoral dissertation, Sidho-Kanho-Birsha University). Shodhganga. <http://hdl.handle.net/10603/578212>
 38. Nongbri, L. J. (2012). Study on the learning problems faced by Class IX students with special reference to English grammar in Shillong town (Doctoral dissertation, North-Eastern Hill University). Shodhganga. <http://hdl.handle.net/10603/169930>
 39. Panda, M., & Mohanty, A. K. (2009). Mother tongue-based multilingual education in India: Policy and practice. National Multilingual Education Resource Consortium (NMERC) Report. Access via ResearchGate
 40. https://www.researchgate.net/publication/287697784_Language_Policy_and_Education_Towards_Multilingual_Education
 41. Pradhan, K. (2022). Barriers in English language learning among high school students: A case study

- of Nuapada district, Odisha (Doctoral dissertation, Indira Gandhi National Tribal University, Amarkantak). <https://www.scribd.com/document/784140330/01-title>
42. Raju, N., & Joshith, V. P. (2017). Adversities and obstacles in learning English as a second language in Indian context. *International Journal of Advanced Education and Research*, 2(4), 48–51
43. <https://www.cukerala.ac.in/cukpdfs/IQAC/3.4.5/3.4.5.EDU.044.pdf>
44. Ray, R. (2021). Impact of multilingual approach to education on young learners in India. *Journal of Scientific Research*, 65(09), 58–62. <https://doi.org/10.37398/JSR.2021.650909>
45. Rogde, K., Melby-Lervåg, M., & Lervåg, A. (2016). Improving the general language skills of second-language learners in kindergarten: A randomized controlled trial. *Journal of Research on Educational Effectiveness*, 9(sup1), 150–170. <https://doi.org/10.1080/19345747.2016.1171935>
46. Sharma, V., & Himadri, T. P. (2019). Influence of mother tongue and regional effect on English as a second language learners in India: A critical study. *IJARIE*, 5(5), 306–314.
47. https://ijarie.com/AdminUploadPdf/INFLUENCE_OF_MOTHER_TONGUE_AND_REGIONAL_EFFECT_ON_ENGLISH_AS_A_SECOND_LANGUAGE_LEARNERS_IN_INDIA__A_CRITICAL_STUDY__ijarie10863.pdf
48. Sivakumar, P. (2017). A study of the effectiveness of English language teaching in developing speaking skills among the secondary level students in Tamil Nadu (Doctoral dissertation, Bharathiar University). Shodhganga. <http://hdl.handle.net/10603/175899>
49. Skutnabb-Kangas, T. (2000). *Linguistic Genocide in Education or Worldwide Diversity and Human Rights?* Mahwah, NJ: Lawrence Erlbaum Associates. <https://www.taylorfrancis.com/books/mono/10.4324/9781410605191/linguistic-genocide-education-worldwide-diversity-human-rights-tove-skutnabb-kangas>
50. Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in Second Language Acquisition* (pp. 235–256). <https://scirp.org/reference/referencespapers?referenceid=476681>
51. Vogelzang, M., Tsimpli, I. M., Balasubramanian, A., Panda, M., Alladi, S., Reddy, A., Mukhopadhyay, L., Treffers-Daller, J., & Marinis, T. (2024). Effects of mother tongue education and multilingualism on reading skills in the regional language and English in India. *TESOL Quarterly*, 59(1), 448–485. <https://doi.org/10.1002/tesq.3326>
52. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press. Access via Internet Archive
53. <https://archive.org/details/mindinsocietydev00vygo>
54. Wang, X. (2014). Effects of the Second Language on the First: A Study of ESL Students in China. *Theory and Practice in Language Studies*, 4(4), 725–729. <https://doi.org/10.4304/tpls.4.4.725-729>