
| RESEARCH ARTICLE

The Role of Mother Tongue in Education

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| ABSTRACT

Mother tongue plays a significant role in education. It is a fundamental tool for facilitating learning. Without the use of the mother tongue, understanding educational concepts becomes impossible for students whose mother tongue differs from the official language. The mother tongue holds great value and importance in the educational process. By using their mother tongue, students gain the opportunity to understand lesson concepts better, feel more comfortable in the classroom, and solve their academic problems more easily. The mother tongue validates students' individual experiences and creates a conducive environment for them to express their thoughts, ideas, feelings, experiences, theories, and learnings without anxiety. Moreover, the mother tongue is essential in preserving and promoting the culture and identity of individuals. Incorporating the mother tongue into educational systems integrates culture with the curriculum, fostering a positive attitude among students toward the societal culture.

| KEYWORDS

Mother Tongue, Second Language, learning problems, Learning and Curriculum

| ARTICLE INFORMATION

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1. Introduction

Language is a means of social communication among individuals in a society. Through language, humans share their desires, awareness, knowledge, and all their understandings with others. Learning a language involves acquiring a set of information related to a specific linguistic system or structural rules, which occurs through a conscious activity. Language learners need to understand the linguistic system and its correct application, as well as the rules and principles of the language, to develop the ability to use linguistic information effectively (Ailani, 2001, p. 3).

Language is the most advanced cognitive tool used for thinking and establishing communication among humans. People need to think and interact with one another to live better lives, and they acquire such skills throughout their lives and stages of growth. The foundation and tool for acquiring knowledge is communicative competence, which is made possible through the medium of language. Achieving proficiency in any language requires the natural stages of language development, and the easiest language for any individual to learn is the one they have been exposed to since childhood, in an environment where it is used to meet their communication and interaction needs. For this reason, everyone is more comfortable and skilled in using their mother tongue (Tawfiq & Hassani, 2020, p. 196).

The first language that everyone learns for communication is their mother tongue. This language serves as the primary medium for early scientific learning, passed down from parents to children. Humans begin acquiring their mother tongue from birth, starting in the first year of life, and later use it in social interactions. Mother tongue-based education begins with this language and, over a gradual transition period, the official or second language is introduced into the educational system at an appropriate time.

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Proficiency and linguistic skills in the mother tongue contribute to academic growth, particularly in reading and writing. Education in the mother tongue not only improves the quality of learning but also accelerates the acquisition of other languages.

The proper implementation of mother tongue-based education requires careful planning and execution, such as identifying linguistic models, hiring and training teachers proficient in the mother tongue, designing and producing educational materials, gaining parental support, and adopting language policies in education. These are among the most critical factors for the effective implementation of mother tongue-based education (Sahraei & Karami, 2020, pp. 26-27).

It should also be noted that all beliefs, traditions, customs, poetry, and local literature are learned and shaped through the mother tongue. The child's close connection to the mother's voice allows them to enthusiastically acquire their mother tongue without formal knowledge of its rules, relying on listening, trial and error, and necessity. A child learns the language unintentionally, and as they grow older and gain more experiences, their vocabulary expands. As they encounter more complex cultural, ethnic, and behavioral phenomena.

1.1 Research Objectives

1. To study and identify the role of the mother tongue in education.
2. To examine the impact of the mother tongue on cultural identity.
3. To explore the connections between the first and second languages.
4. To identify the challenges of education in a second or non-native language.
5. To assess the responsibilities of teachers regarding the mother tongue.
6. To introduce International Mother Language Day.

1.2 Research Problem

The mother tongue is a fundamental key to facilitating learning. Without the use of the mother tongue, it becomes impossible for students whose mother tongue differs from the official language to understand educational concepts. When the language of instruction aligns with the language of the parents and the living environment of the student, learning educational materials becomes significantly easier.

Given that the mother tongue is an inseparable part of students' identities, it is essential to create opportunities for its use and reinforcement, as all life experiences and prior learning of students are tied to the mother tongue (Sahraei & Karami, 2020, p. 26). The first language, also referred to as the language of adaptation, develops early in life as a means of adapting to an individual's cultural environment. Through the first language, people perceive the world around them, and it becomes easier for them to express thoughts, ideas, and creativity in their mother tongue.

For instance, bilingual or multilingual individuals often find it easier to articulate their thoughts and ideas in their dominant first language—their mother tongue. Sometimes, such individuals face challenges in translating phrases or expressions from their mother tongue into a second or third language and may even claim that expressing certain concepts in another language is not feasible. This reflects the adaptation individuals achieve through their first language to the cultural and ethnic perspectives of the environment in which they were raised (Arzomandi, 2016, p. 2).

Given the crucial and fundamental role of the mother tongue in the education and development of students, this article aims to investigate the role of the mother tongue in education. Beyond being a means of communication among humans, the mother tongue serves as a tool for expressing thoughts, ideas, perspectives, and understanding the external world. It is worth noting that there has been little research on how education in the mother tongue affects students' learning outcomes and what advantages or challenges it presents in their education. Therefore, further research in this area is necessary to fill this gap.

1.3 Significance and Necessity of the Research

Research on the role of the mother tongue in education is of great importance. Students learn academic concepts more effectively in their mother tongue and can better express their thoughts and emotions. The mother tongue plays a significant role in shaping students' personalities and individual identities, while also connecting them to their roots and heritage.

When education is conducted in a second language, students may face numerous challenges. For this reason, research on mother tongue-based education is an essential and urgent necessity. It seeks to identify practical solutions for those who do not have access to education in their mother tongue, ensuring better learning opportunities and outcomes for all students.

2. Materials and Methods

To conduct research on the role of the mother tongue in education, it is essential to utilize books, articles, and other necessary resources. Therefore, the research methodology for this study is library-based.

3. The Role of the Mother Tongue in Cultural Identity

Culture is an integrated pattern of human behavior encompassing thoughts, language communication, beliefs, values, traditions, approaches, relationships, social and religious customs, ethnic practices, and the ability to transfer these elements to future generations (Kaltrin & Peterson, 2017, p. 33). Learning a language is synonymous with learning a culture, as culture plays a primary role in shaping an individual's personality.

The use of the mother tongue in educational systems promotes cultural and individual identity, creating an integration between local culture and the curriculum. This results in students developing a positive attitude toward their culture (Sahraei & Karami, 2020, p. 26). Regarding the connection between the mother tongue and culture, Parvaneh Hassani (2016, p. 1), a researcher in linguistic anthropology, states that language is an inseparable part of culture. Words carry not only dictionary meanings but also cultural and historical connotations. The transmission of a language, with all its meanings and cultural nuances, from one generation to the next ensures the survival of that language, and the survival of the language is essential for the continuity of its speakers' culture.

Language is not only a transmitter and reflector of culture but also plays a critical role in its dynamism. Through learning their mother tongue, children are introduced to significant aspects of their culture and identity, and they contribute to its vitality. When a child begins learning their mother tongue—the language of their environment—they unconsciously adopt the culture of that environment, which forms their identity. The cultural and personal traits acquired in this way remain stable throughout life, and any attempt to change them is perceived as a threat (Ailani, 2001, p. 4).

Language and culture are interdependent, with language playing a major and essential role in the transmission of culture. No language can exist without culture. According to Valipour and Sharifi (2018, p. 256), language is the primary tool for transmitting culture across generations. Language and culture are entirely interconnected. Language is the main tool for learning culture and national thought, while culture manifests its existence through language, one of the most important semiotic systems.

Cultural linguistics examines language as a cultural phenomenon. From the perspective of cultural linguistics, language represents a unique national mindset that reflects a nation's worldview. Language is not only connected to culture but also grows within and expresses it. Simultaneously, language serves as a tool for thought, cultural development, preservation, and a part of culture itself, as it helps material and spiritual cultural realities and concepts emerge. When linguistic symbols act as carriers and reflectors of ethnic and national thought, they become cultural codes.

4. Culture and Language

The culture of a country forms a significant part of the language and thought of its people. Language and culture are deeply interconnected and inseparable; they cannot be considered independently of each other. Culture greatly influences the way language is used as the most critical tool for communication. Conversely, language has a profound impact on culture, contributing significantly to its growth and progress while fostering substantial changes in a nation's perception of its own culture.

Language is a system of signs, consciously designed and organized through mutual agreement. One of the most critical features of language is its "universality," meaning that every human being is born with the ability to acquire and learn language. Language is part of a cultural system, and it serves as a determinant that passes from generation to generation within different societies. Similarly, universality is also a characteristic of culture. Culture, distinct from human nature and shared by all creatures, is universal yet possesses distinct boundaries, much like language (Amiri & Firoozabadi, 2010, pp. 104–105).

Thus, language can be regarded as the most important communicative tool of culture. All the words, expressions, and sentences within a language serve as carriers of the culture of a nation, transferring it from one generation to the next and reflecting the way of life of its people.

5. Education Based on the Mother Tongue

Education in the mother tongue is an essential foundation for effective learning and intellectual growth. It enables individuals to develop a deeper understanding of academic concepts and their cultural heritage. Moreover, teaching in the mother tongue facilitates the expression of thoughts, emotions, and creativity, fostering stronger connections with one's identity and community. It also allows for smoother transitions to learning additional languages while maintaining cultural integrity. Effective implementation of mother tongue-based education requires well-designed curricula, trained teachers proficient in the mother tongue, and educational materials that reflect the cultural and linguistic background of the learners.

6. Language as the Gateway to the Mind and the Role of Mother Tongue in Education

Language serves as the gateway between the human mind and the surrounding environment, forming the foundation of an individual's mental framework. According to linguists and psychologists, the first twelve years of life are crucial for language acquisition, considered a period of adaptation to one's environment. During this phase, individuals not only learn language but also adapt to their surroundings and shape their cognitive systems through it. This adaptation and cognitive framework become complete when literacy in the mother tongue is also achieved. This means that in addition to fluency in speaking the mother tongue, individuals must also acquire reading and writing skills in it (Arzomandi, 2015, p. 2).

Mother tongue-based education starts with teaching in the learner's native language and gradually introduces the official or second language over time. In this method, students have the opportunity to grasp key concepts in their native language first and later learn new terms for those concepts in the second language. The use of the mother tongue in education is highly significant, as it provides students with a sense of security, validates their personal experiences, and enables them to express their thoughts and feelings freely (Mokhtarnia et al., 2013, p. 248).

Regarding the relationship between first and second language acquisition, Sahrai and Karami (2019, p. 26) write:

"Those who achieve proficiency in their mother tongue can transfer cognitive skills from their first language to their second language, provided they have attained a sufficient level of competency in the first language. When using the second language, they often translate conceptual and linguistic knowledge from their first language, which occurs not only in reading and listening but also in speaking and writing." Similarly, Eshraghi (2016, p. 51) emphasizes:

"Those who lack complete mastery of their mother tongue will struggle to articulate their thoughts, knowledge, and insights clearly and effectively in any field, thereby failing to demonstrate their intellectual value to others." Mother tongue education thus not only facilitates academic success but also allows for the preservation and transmission of cultural identity while fostering self-expression and confidence in learners.

7. Mother Tongue-Based Education and Its Impact on Learning

Mother tongue-based education makes concepts more tangible and familiar to students, allowing them to engage with educational content without feeling alienated. Learning is an inseparable process from thought and language; thus, students will learn better using the language they speak and hear. Primary school students, when they first enter the classroom, feel more comfortable with their mother tongue. This is because they are familiar with the pronunciation of words, and they can speak confidently in their first language. Their ability to read also helps them familiarize themselves with the correct forms of words and sentences, thereby expanding their vocabulary.

When a child enters school and is forced to disconnect from their mother tongue, not only does this affect a core aspect of their identity, but it also creates obstacles in learning the official language, slowing down the educational process. A child who has not fully mastered their mother tongue, and where language learning has not been firmly established in their mind, will not be in an optimal condition for learning a second language. Learning a second language under these circumstances may lead to speech difficulties and confusion in the child's thoughts (Mahmoudi & Kavousi, 2023, p. 4).

For this reason, mother tongue-based education, particularly in primary education, plays a crucial role in facilitating the child's learning process. It not only strengthens the child's grasp of the mother tongue but also lays a solid foundation for the later acquisition of a second language.

8. The Relationship Between Mother Tongue and Second Language

Language acquisition is a natural developmental process in which an individual first learns their mother tongue as the primary language. Linguistically, all children go through similar stages of language learning at roughly the same time, making language acquisition comparable to the development of skills such as walking, which evolves from potential to action during childhood (Ebrahimi, 2018, p. 9). Mother tongue acquisition occurs naturally and swiftly, without much effort. In contrast, second language learning depends on several factors that influence its acquisition.

Bazargan (2005, p. 4) discusses these factors, identifying individual aptitude as one of the key aspects. Among teenagers and young adults, talent combined with enthusiasm and motivation plays a crucial role in second language learning. These factors can be assessed through special tests. Several indicators contribute to the ability to learn a second language, including sensitivity to sound recognition, which is crucial for proper pronunciation, sensitivity to the structures of the language that help with grammar learning, and a strong memory for acquiring new vocabulary and using it correctly. Together, these factors determine an individual's capacity for second language acquisition.

Additionally, being immersed in an environment where the target language is spoken, recognizing the linguistic differences in accents, and identifying the correct accent are essential for second language learning. Moreover, traveling to foreign countries, engaging in specific learning contexts such as studying a book, using the internet, watching preferred movies or cartoons, and interacting with people from other nations are among the most significant motivators for young people to learn a second language. These experiences foster interest in language learning and enhance the effectiveness of acquiring a second language.

The level of proficiency in the mother tongue is directly linked to second language acquisition. The stronger a child's mother tongue is, the better their ability to learn a second language. In fact, both the mother tongue and the second language can complement each other, provided both languages are accessible to the child. When bilingual children effectively learn their mother tongue in school, they tend to perform better in class. Conversely, children whose development of their mother tongue is limited often experience a weakening of personal growth and the foundation of their learning.

Moreover, bilingualism has a positive impact on both linguistic and academic development. According to Kim et al. (1997), when children learn two or more languages in school, they gain a deeper understanding of language and its effective use. Teaching in the mother tongue not only promotes the development of the mother tongue itself but also supports the child's ability to learn a second language in school.

Children who encounter a new language upon entering school, compared to those whose language of instruction is their mother tongue, face challenges that affect their academic success. These children may only comprehend part of what they hear; for example, when reading a text, they may grasp the meaning of individual words but struggle with understanding the full meaning of sentences. This is because formal schooling essentially represents learning a foreign language for them. In this context, there is an implicit discrimination against bilingual students, as they must compete with students who are taught in their mother tongue, while the latter can speak fluently without difficulty.

A child who gradually learns their mother tongue through direct interaction with their environment initially uses language for emotional and social purposes, and only later does it serve for cognitive development. However, when a child enters school with limited proficiency in a second language and is faced with its cognitive functions instead of its social functions, they struggle. Children who are unfamiliar with reading written material in a second language often find it difficult to explain what they have learned in the second language, leading to silence or reluctance to speak. The relationship between language and education is a critical issue that educators, psychologists, and teachers are grappling with today.

Academic underachievement and the performance of students who are not taught in their mother tongue are directly linked to instruction in the official language. A child's knowledge and cognitive development are initially guided by their mother tongue, followed by the language of instruction. If a child grows up in a household where only one language is spoken, which is different from the language used in school, a linguistic divide between home and school emerges, leading to various challenges. For such children, learning to read and write in school becomes more challenging than for monolingual children whose mother tongue is

the same as the language of instruction. These children face the additional difficulty of having to learn the school language before acquiring other knowledge, which can cause delays in other areas of learning. (Tafeeq & Hasani, 1399: p. 198)

One of the factors contributing to academic underachievement among children is that for the first six years, they communicate with others using their mother tongue in their family and external environment, fulfilling their needs. According to Samaei-Aghdam (1394: p. 4), once the child enters school and the classroom, they are confronted with a second language, which is completely unfamiliar and alien to them. In this situation, during the early stages of education, the material may not be properly conveyed, and the student may struggle to understand it. As a result, the achievement of educational goals is diminished, leading to academic decline.

Samaei-Aghdam also points out that the lack of success among bilingual students in their academic subjects is due to the fact that they are forced to study and discuss the curriculum in a language they have not yet mastered. In many cases, children from ethnic, linguistic, and cultural minorities who speak a language other than the majority language score low on intelligence tests and are labeled as mentally deficient or underdeveloped. This is because most intelligence tests are designed based on the values and language of the dominant culture, not taking into account the background and cultural-linguistic context of minorities.

The role of teachers and educational stakeholders in relation to the mother tongue is crucial, especially when teaching students who are learning in a second language or a language other than their mother tongue. Teaching students who speak a different language from the one used in the classroom presents a series of challenges compared to teaching students who are being educated in their mother tongue. Teachers face a variety of individual differences in students, so their lessons must encompass various aspects of the students' learning needs.

One of these aspects is culture and language, which are essential components of education. Teachers can help students understand the cultural aspects reflected in language by explicitly teaching them through open discussions related to the linguistic forms they are studying. Cultural information should be presented by the teacher in an unbiased manner and in such a way that it does not value or judge the cultural differences between the students' native culture and the one they are learning in the classroom.

Some teachers and researchers believe that introducing students to objects and ideas specific to the studied culture, even if unfamiliar to the students, is effective. Teachers can provide students with hints or clues about these objects and ideas, enabling them to connect new information with what they already know. Students, like anthropologists, will relate the culture they are studying to their own, which helps them reach a level of empathy, similar to how they understand the culture of their own community. This understanding fosters respect for the characteristics of that culture.

It is also important to assist students in understanding that cultures are not monolithic. There are different behaviors for communication in each culture. Teachers should allow students to observe and explore cultural interactions from their own perspectives, so that they can find their place within the second language community. (Kaltrein and Peterson, 2017: pp. 35-36)

Students who enter a classroom where the subject matter is taught in a second language, rather than their mother tongue, may face a series of challenges in learning the content. Therefore, it is the responsibility of the teacher to explore ways to reduce these challenges and create a more favorable learning environment. Teachers should strive to foster a sense of encouragement and interest in students, especially for those learning through a second language. The following elements are crucial for teachers to help inspire and motivate students when learning in a second language:

1. Interest in working with a second language: Stepping into a space where language learners need to become aware of their learning process is essential. The teacher can remind students that they are acquiring different and diverse information and that they are stepping into a new world. Creating interest in students for the materials being used and the topics discussed in the class depends on how engaging the teacher can make the content. Educational texts should provide opportunities for students to explore different cultural perspectives. Additionally, these texts should not be overly difficult or lengthy.

2. Utilizing diverse classroom activities: To ensure that language learners do not become bored and lose track of time, a variety of classroom activities should be employed. The alignment of the activities with the teaching methods and the textbook chosen by the teacher is crucial. The more the teaching method requires direct involvement and guidance from the teacher, the less the students engage actively with the learning activities and materials. Therefore, it is important to design interactive activities that involve the students and allow them to stay engaged with the learning process.

Sense of progress and results: One of the key factors in motivating students is the sense of progress they experience. The degree to which students feel they are progressing is closely linked to the teaching methods employed by the teacher. Methods that provide students with ample opportunities to understand, speak, and self-correct, while also allowing them to directly observe their own progress, help engage students more deeply in the learning process.

Frequent assessments by the teacher: The way the teacher evaluates students is also crucial. These assessments should not be limited to testing theoretical knowledge alone but should also evaluate the students' practical knowledge and skills. Assessing both theoretical and practical aspects of learning helps ensure a more holistic understanding of the student's progress and reinforces their engagement in the learning process. (Abdollahi & Khajeh Ali, 2017, pp. 5-6)

Teachers can help students maintain and develop their mother tongue, emphasize its value, and create a better learning environment for those who are taught in a second language or a language other than their mother tongue. This way, they can avoid difficulties in learning academic subjects.

9. Interference of Words in the Mother Tongue

Language interference occurs during the process of learning and using a second language when an individual try to learn a second language alongside their mother tongue. That is, a person who is proficient in their mother tongue may, at the beginning of learning the second language, intentionally or unintentionally, incorporate words and rules from their first language into the second. In other words, they attempt to use their first language to learn the second language. What is clear is that interference is an influential factor in second language acquisition. It should be noted that this interference is helpful in the early stages of learning the second language, as it can speed up the learning process. As the learner gains proficiency in the second language, they can distinguish between the similarities and differences between the two languages.

The term "interference" refers to the alteration of linguistic structures resulting from the introduction of foreign elements into areas of the language's structure, such as phonology, morphology, syntax, and lexicon. Interference is often described as an automatic, unintentional transfer of structures from the first language to the second language due to habitual overlap. Interference is a common phenomenon in second language learning, where linguistic elements (phonological, lexical, and grammatical) from the first language are either intentionally or unintentionally transferred into the second language, affecting its structure. Phonological interference comes from the mother tongue, and it is most evident in the phonetic system. Lexical interference refers to the borrowing of words from the second language into the first. Grammatical interference occurs when the learner applies the grammar rules of their first language to the second language, either consciously or unconsciously. (Rasouli Nejad et al., 2021, p. 188-190)

Regarding the borrowing of words and interference from the second language into the first, Taslemi and colleagues (2019, p. 272) also have perspectives and write: When two languages do not express their experiences in the same way, language interference occurs, which may logically result in borrowing. However, the difference between interference and borrowing lies in their individual and collective nature. Therefore, language interference involves the unintended, individual application of linguistic elements from one language to another, while borrowing refers to the widespread, collective use of linguistic elements from one language in another. Borrowing is attributed to social needs, especially at the lexical level, while interference is seen as a personal and psychological process, particularly at the structural level, occurring in bilingual individuals.

10. International Mother Language Day

Since 2000, UNESCO (the United Nations Educational, Scientific and Cultural Organization) has celebrated February 21st as International Mother Language Day every year. According to this organization, the importance of celebrating Mother Language Day lies in the fact that language is one of the key factors in preserving cultural heritage in societies where linguistic diversity, culture, and ethnic groups coexist. With the diversity of spiritual values in language and culture, all of their honors can be preserved through the mother tongue.

February 21st is commemorated as International Mother Language Day in remembrance of the struggles and resilience of the Bengali language speakers who were killed during demonstrations in 1952. These students were protesting to demand the recognition of Bengali as a state language. The bloody repression of the protests, which took place on February 21, 1952, did not stop the movement but rather led to the separation of Bangladesh from Pakistan in 1971.

UNESCO's goal in designating this day is to emphasize the importance of embracing and promoting linguistic and cultural diversity, as well as multilingualism, particularly in multicultural countries. (Cummins, 2001)

11. Mother Tongue

The mother tongue expresses the traditional aspects of society, such as the behavior, customs, and beliefs of an ethnic group, through words or common expressions. It serves as the medium through which cultural heritage is transmitted from one generation to the next. Therefore, the issue of the mother tongue should not merely be viewed as an aesthetic matter to be expressed with beautiful words. Rather, it should be approached and analyzed with a sense of responsibility, considering its historical, natural, social, and political value.

According to Abdullahi and Khwaja Ali, citing Yari (2017), UNESCO's scientific research has proven that the most significant factor in academic failure worldwide is the lack of education in the mother tongue. Allocating a day as International Mother Language Day reflects the fundamental right of every person to receive education in their mother tongue. In the minds of most children, education and school are associated with cultural stability, progress, and career opportunities. However, these images quickly collapse under the influence of various factors, and one of the most immediate consequences is academic failure. According to experts at UNESCO, one of the most important causes of academic failure in bilingual regions is the lack of instruction in the students' mother tongue, leading to negative consequences.

12. Discussion

The mother tongue plays a fundamental and significant role in education. It has been with humans since birth, and everyone can easily reach educational goals when learning in their mother tongue. In mother tongue-based education, the concepts being taught are more familiar and tangible for students, making them feel comfortable with the material. The students analyze the lessons in their own language and learn them more effectively. Furthermore, students can express their personal feelings most effectively in their mother tongue. This is why students learn better in the language they speak.

Elementary students, when they first enter the classroom, face no issues with pronouncing sounds, syllables, or words in their mother tongue. They have good fluency in speaking and can read texts easily, which helps them become familiar with the correct forms of words. As they progress, their sentence-building skills improve as well.

Therefore, it is necessary for educational programs, especially those designed for elementary students, to be developed considering their mother tongue. Lessons should be tailored to the language they are familiar with, as this will reduce difficulties in reading and writing. This approach will also prevent classroom fatigue, academic struggles, and other negative outcomes, which can cause students to feel discouraged, lose interest in school, and eventually drop out of their education. On the other hand, neglecting students' preferences and failing to create an environment that matches their abilities and interests leads to wasted time and extinguishes their enthusiasm and potential.

13. Conclusion

The first language that everyone learns to communicate with others is their mother tongue. This language is inherited from parents to children from the moment of birth. Based on research about the role of the mother tongue in education, it is concluded that the mother tongue is the key to learning knowledge. Without using the mother tongue, understanding educational concepts becomes impossible for students whose mother tongue differs from the official language. When the language of instruction aligns with the language of the parents, friends, and the student's environment, learning the educational materials becomes much easier.

Education in the mother tongue makes the educational concepts more familiar to students, allowing them to learn with ease. When students first enter school, they learn subjects more effectively in their mother tongue and face no issues with pronunciation. However, students who encounter a second language in school face difficulties in learning it, as their unfamiliarity with the language slows down the learning process. Students who are proficient in both their mother tongue and the official language perform better in class, while those with limited language development face greater challenges in learning.

As the student interacts with the teacher during the educational process, it is the teacher's responsibility to find ways to solve the problems of their students, reduce their difficulties, and create a better learning environment for them. For those learning in a

second language, the teacher must foster enthusiasm and motivation for learning, employing various activities in the educational process to ensure the students' success and progress.

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