

**INVESTIGATING MULTILINGUALISM EFFECT ON MASTERING  
LEARNING ENGLISH AS A FOREIGN LANGUAGE**

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**ABSTRACT**

*This present study was conducted at Elobied town kordofan state, Sudan during the period 2020 – 2022. The study aimed to investigate multilingualism effect on Mastering of learning English as a foreign language. The Study followed the descriptive analytical method. Firstly, data were collected through a questionnaire and a pre/post test as primary sources as well as secondary sources. The study population 140 teachers of English language of basic level in Elobied town North. The study sample composed of 50 teachers which represented 35.7% was selected by simple random sampling technique for responding to the questionnaire. The data were analyzed by using the statistical package for sciences SPSS version 16. The findings showed that the vast majority of respondents 48.96% indicated that mastering a language is not only learning of vocabulary and grammar but also knowledge of pragmatics. The results also showed that 46.92% of the respondents agreed that acquiring mother-tongue is easier and straighter forward than second or foreign language. The results also showed that 44.88% of the respondents indicated that some factors in multilingualism can facilitate learning of English language. Secondly, a sample comprised 60 students from the eight class in Elburaai Basic School Group in Elobied north-Sheikan Locality which represented 50% from the study population of 120 students in Elbraai School Group which was selected through simple random sampling. The students sat for a pre-test at first and later sat for a post-test in the English language four skills after an English language course which designed for intensive instruction in the four skills for two months and a one week. The students were divided into groups group A. Which included 30.multilingual using different languages; Nuba, Hawaa, Barno, Kalimbo, Four and Arabic and group B which contained 30 monolinguals. The data were statistically analyzed suing the statistical package for Social*

Sciences (SPSS) version 16. The results of the pre/post tests showed some progress in group B monolinguals that 14.46.7% students passed the ore-test while 20 66.7% passed the post-test. The other group A multilinguals showed that 19. 63.4% passed the pre-test while all of the students 30. 100% passed the post-test. Accordingly the study concluded that the multilingualism helps much better than monolingual on mastering of learning English as a foreign language. The study recommended that English language Teachers should use multilingual techniques as well as mother-tongue acquisition techniques to help learners to acquire English as a foreign language. English language Teachers should also be aware and knowledgeable of languages features to help improve understanding and mastering of English language.

**KEYWORD:** *Multilingualism, Learning English as a Foreign Language.*

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