

IMPACT OF MULTILINGUALISM ON GRADUATE STUDENTS' PERFORMANCE

Iram Sharif

M-Phil English (Applied Linguistics), Minhaj University Lahore

Samreen Riaz Ahmed

PhD Scholar, English Linguistics, Institute of English Language and Literature
University of Sindh Jamshoro
Lecturer Sindh Madressatulislam University Karachi, Pakistan

Dr. Tayyaba Bashir (Corresponding Author)

Assistant Professor, Department of English
University of Kotli Azad Jammu and Kashmir
Email: tayba.sardar@hotmail.com

Muhammad Rashid

M-Phil in English Linguistics
Institute of Southern Punjab Multan

Abstract

Multilingualism is the globally expanded phenomenon encompassing vast varieties of opportunities and performances. Present study is conducted in the context of a Pakistani nation who is multilingual too. The Objective of the study is to understand the significance of multilingualism regarding student's performance and standardization. Present study is qualitative and partially qualitative too. 30 English Language teachers teaching at graduate level are selected as the sample of study. A questionnaire is used; consisting of 10 questions to explore the perception of the teachers. Analysis of the data is made through SPSS (Version 23). The qualitative portion is described based on the observations and the judgements of different researchers in the discussion part. The results describe that there is significant impact of multilingualism on students' performance. A multilingual student can perform far better in every walk of life including academic and practical life. It is also concluded in the study that multilingual phenomenon provides vast fields of development so it would be taken as the opportunity in life of every student.

Keywords: Multilingualism English in Non-native Context, Performance.

Introduction

The fundamental method of communication is language. People always use their native or well-known languages while communicating with one another as they do with all other creatures. Monolinguals are those who can only speak or understand one language. Bilinguals are those who possess the ability to speak and understand two different languages. Individuals who speak more than two languages are referred to as multilinguals.

"Multilingualism," is derived from the Latin terms "multi," which means many, and "lingua," which means language (Bussmann, 1996). Thus, the ability of a speaker to communicate in multiple languages with equal and native-like proficiency is referred to as multilingualism (Bussmann, 1996). However, it has been observed that in a multilingual setting, proficiency in one language typically tends to predominate over the others in both written and vocal communicating practices. Another definition of multilingualism is the coexistence of multiple languages within a culture (Lyons, 1981). These various tongues may be local or foreign, official or unofficial, and national or international.

Multilingualism and bilingualism, which refers to the capacity to speak two languages fluently, can occasionally be used interchangeably (Lyons, 1981). This article defines multilingualism as an all-encompassing term that includes bilingualism (the ability to speak two languages fluently), trilingualism (the capacity to speak three languages), and situations in which one speaker is able to speak even more than three languages. Bilingualism and trilingualism both technically refer to speaking more than one language because the word "multi" denotes more than one. We develop multilingualism as we use multiple languages.

Pakistan is a multilingual country where a variety of languages are learned and taught. English language is also used as an official language due to former British colonial and global language. As many of the students have to learn the English language from an early stage of education, they have to face a number of problems. Beside the issues and problems, there are varieties of opportunities for a multilingual person.

Present study is conducted to understand the perception of graduate teachers regarding significance of multilingualism and its impact on student performance.

Statement of the Problem

Multilingualism is an expanded phenomenon which carries some difficulties but has a lot of opportunities for development. Studies explored that multilingual students can far better perform their educational as well as practical life. So, it requires taking multilingual phenomena as an opportunity for better performance.

Research Objectives

- To understand the significance of multilingualism in non-native context of English language teaching.
- To manipulate the relationship of multilingualism with the standardization.
- To propose the possible opportunities in multilingual context regarding English language learning.

Research Questions

- 1) Is there any significant impact of multilingualism on students' performance?
- 2) What is the significant relationship between multilingualism and standardization?
- 3) Is there a significant relationship between multilingual students and teachers?

Significance of the Study

Present study helps to understand the perception of English language teachers of graduate level, regarding benefits of multilingualism. The study will help to understand the significance of multilingualism and its expanded phenomenon of opportunities in every walk of life for the students.

Literature Review

According to Barasa (2005), there are over a billion people in the globe who can speak more than one language fluently. However, the number of bilinguals may have doubled as a result of the growing human population. The regionalism and internationalism concepts that are now being embraced by many nations, particularly in the fields of trade and commerce, innovation, and technical breakthroughs, are likely to be responsible for the growing number of speakers. According to these ideas, effective communication requires speakers to be fluent in their respective working languages.

Hobbs (2012) did a research study on "*Diverse multilingual scholars provide language learning components to an integrated model of Education*". The study found that changes in neuro psycholinguistic and sociolinguistic views as a result of evidence-based findings in the literature

suggest a need for a modern model of education. The new educational model should employ a multilingual framework, according to research conclusions, because L3 strengthens L2 and L1 on L2 and L1 are encouraged. The current study's goal was to evaluate various educational component models based on the opinions of multilingual scholars in order to improve language learning by looking into the contextual considerations of how and when to include L2 and L3 in the curriculum. The goal of the stratified systematic grounded theory qualitative study was to build an integrated educational model that would complement Cenoz's continua of multilingual education model by examining the multilingual perspectives of neurolinguists, psycholinguists, sociolinguists, and interdisciplinary researchers.

Ma et al. (2014) researched on "*A Study of the Relationship Between Multilingualism and Academic Performance*". This study explored the potential for a correlation between multilingualism and academic achievement. According to null hypothesis, there is no connection between a person's academic success as indicated by their Grade Point Average and the number of languages they speak (GPA). Given that current research suggested that multilingualism enhances cognitive ability, our alternate hypothesis maintains that there is a positive association between the number of languages spoken and GPA. It concludes that there is no such association, therefore it is unable to reject the null hypothesis, but it is optimistic that more multidisciplinary study will reveal more about the true nature of this relationship.

Kim (2020) made a research on "*The Effects of Multilingualism on Reading Speed*". The study provided evidence that multilingualism refers to one's capacity to converse fluently in a number of different languages. As reading speed is related to academic success, it has been observed to have a variety of implications. Data from American individuals ages 30-59 was gathered using a two-part, mixed-method approach that included a survey about multilingualism and a real experiment (an online reading speed quiz). To ascertain the effects multilingualism has on reading speed, both monolinguals and multilinguals took part in the study. It was discovered after examining the reading speed timings of the participants that multilingualism did not significantly affect people's reading speed as compared to monolinguals. This study suggests that the most important factor influencing academic achievement may not be multilingualism. A reform in education systems that is focused on boosting reading speed could be very advantageous, among other wider ramifications.

Sandamali (2020) studied on "*The importance of multilingualism in academic performance among English language learners*". This study discussed the value of multilingualism for the academic success of English language learners as well as its relationship to employment. In a multicultural culture, multilingualism is generally something that cannot be avoided, yet it has enormous indirect benefits for language learners' skill development. Additionally, this paints a clear image of multilingualism and how it can be applied to improve the learners' performance and language proficiency. The impact of multilingualism and how it improves academic achievement in the English as a Second Language classroom are discussed in this study.

Baker et al. (2021) made a study on "*Teacher expectations of multilingual students' achievement*". The study found that assessment is a potent method for gaining deeper understanding of students' competencies for both teachers and students. However, it's possible that multilingual students underperform on exams because linguistic constraints make it difficult for them to demonstrate their content understanding. In this study, we explore the possibility that multilingual evaluation can correct misguided teacher assumptions about multilingual pupils. In this study, 1,154 fifth-grade students (ages 9 to 12) were randomly assigned to one of four test conditions: (1) a bilingual test, (2) a bilingual test with additional read-aloud accommodations in both the school's language and the student's home language, (3) read-aloud accommodations in the school's language, and (4) a control condition without accommodations. How well did Flemish teachers

anticipate their students performing on a scientific exam? We evaluate whether the accuracy of instructor expectations varies depending on the language backgrounds and test accommodations of the students by utilizing chi-square tests. According to the findings, multilingual students who employ read-aloud accommodations in their first language frequently outperform teachers' expectations. Discussion is had regarding the implications for test accommodations, test culture, and teacher expectations.

Research Methodology

Present study is quantitative and partially qualitative which is discussed to understand the phenomenon of multilingualism and its vast field of opportunities and performance. The study is conducted to know the view of English language teachers, teaching at graduate level to know their view about the effects of multilingualism on student's performance.

30 English language teachers are selected in District Multan teaching at graduate level in different institutes. Convenient sampling process is used as the sample of the study. Questionnaire is used as a tool of survey consisting of five Likert scale as; Always, Often, Undecided, Sometimes and Never. Questionnaire is consisted of 10 questions dealing with the research questions as mentioned in the research questions.

Analysis of the data is made through SPSS (Version 23) through which the frequencies and the percentage of the respondents are calculated. The data is analyzed through the frequencies and the percentages and the significance is calculated through mean and standard deviation.

Data Analysis

Table No. 1

Question No. 1: Do you think that a multilingual student completes his educational tasks better in the class?					
		Frequency	Percent	Mean	S. D
Responses	Sometimes	10	33.3	3.83	1.37
	Often	5	16.7		
	Always	15	50		
	Total	30	100		

Analysis

As this has been mentioned, this study is about the impact of multilingualism on graduate students' performance. The researcher asked different questions to the teachers teaching at graduate level. When the researcher inquired about the tasks of the multilingual students in the class. The teachers gave different views about the academic tasks of the graduate students in the class. The table shows that 33.3 percent multilingual students sometimes complete their academic tasks in the class, 16.7 percent students often complete their academic tasks, and 50 percent students always complete their educational tasks. The given mean 3.83, and standard deviation 1.37 show that there is a great and significant relationship in it. Teachers think that multilingual students can perform better in their classes.

Table No. 2

Question No. 2: Do you think that a multilingual student has better exposure than any other student?					
		Frequency	Percent	Mean	S. D
Responses	Sometimes	6	20	4	1.29
	Undecided	6	20		
	Always	18	60		
	Total	30	100		

Analysis

In this given study, it has been shown in the table that the second question was about the exposure of multilingual students in the class. The above given table shows that 20 percent multilingual students sometimes have a better exposure than the other students in their class, 60 percent students always have a greater exposure to learning than the other students but 20 percent students' exposure is still undecided. The overall percentage, mean and standard deviation show that the multilingual students with a better exposure are less in number.

Table No. 3

Question No. 3: Do you think that new knowledge is better gained by a multilingual student?					
		Frequency	Percent	Mean	S. D
Responses	Sometimes	6	20	3.9	1.21
	Undecided	5	16.7		
	Often	5	16.7		
	Always	14	46.7		
	Total	30	100		

Analysis

In this table, it can be seen that the researcher asked a question that a multilingual student gains a better knowledge than the other students. The above-mentioned table shows that 20 percent of the students sometimes gain a better knowledge as a multilingual, 16.7 percent often gain the better knowledge in the class as a multilingual learner, while 46.7 percent multilingual students always gain a better knowledge as compared to other students of the class. The given mean 3.90, and standard deviation 1.21 show some extent of relationship in it.

Table No. 4

Question No. 4: Do you think that a multilingual student can get better grades than other students?					
		Frequency	Percent	Mean	S. D
Responses	Sometimes	11	36.7	3.43	1.17
	Often	14	46.7		
	Always	5	16.7		
	Total	30	100		

Analysis

The above-mentioned table shows that the researcher asked about the grades of the multilingual students. Its percentage can be seen in the table, the table shows that 36.7 percent 'sometimes', 46.7 percent 'often', and 16.7 percent 'always' get good grades in their exams in the institution. It can be seen that the 'mean' is 3.47, and S.D is 1.17. The multilingual students can perform better in their exams due to their background knowledge and contextual help of more than two languages because they perceive more things and concepts from different languages.

Table No. 5

Question No. 5: Do you think that a multilingual student can transcribe his knowledge better than any other student?					
		Frequency	Percent	Mean	S. D
Responses	Sometimes	12	40	3.5	1.31
	Often	9	30		
	Always	9	30		
	Total	30	100		

Analysis

The researcher inquired whether the multilingual student can transcribe his knowledge better than any other student, or not. The given answers show that 40 percent of the students transcribe better 'sometimes', 30 percent transcribe 'often', and 30 percent transcribe 'always' in their learning. But it has been perceived that the learners with multilingual background transcribe much more due their multiple and different languages as they usually use in their daily routine. Multilingual students have a great edge in learning because of their more than two languages as they use in daily routine and in their institution. The table. 5 depicts that the S.D is 1.31 and the mean is 3.50.

Table No. 6

Question No. 6: Do you think that Multilingual students are more advanced in every field of life?					
		Frequency	Percent	Mean	S. D
Responses	Sometimes	6	20	4.03	1.27
	Undecided	5	16.7		
	Often	1	3.3		
	Always	18	60		
	Total	30	100		

Analysis

Table No. 6 is about the multilingual students who are more advanced in every field of life. The table is a true portrayal of the results; it has been shown that 60 percent of the multilingual students are 'always' advanced in their fields' life. Whereas, 20 percent of students 'sometimes' are more advanced in every field of their life. 16.7 percent of the students are still 'undecided' for their field of life. The mean of this is 4.03 and S.D is 1.27. Maximum multilingual students are more advanced in their fields of life.

Table No. 7

Question No. 7: Do you think that Multilingual students have extraordinary qualities?					
		Frequency	Percent	Mean	S. D
Responses	Never	6	20	3	1.41
	Sometimes	6	20		
	Undecided	5	16.7		
	Often	8	26.7		
	Always	5	16.7		
	Total	30	100		

Analysis

Question No. 7 is about the extraordinary qualities of multilingual students. The researcher asked about the extraordinary qualities of graduate students, the answers and responses have been given as above in the table. 20 percent of the students 'never' have extraordinary qualities. It also has been mentioned that 16.7 percent multilingual students 'always' have extraordinary qualities, while 26.7 percent multilingual learners have 'Often' their extraordinary qualities because of the background of their different languages and their exposure. It also has been shown that 16.7 % of the multilingual students are still 'undecided' for their extraordinary qualities as young graduate learners. The S.D is 1.41 while the mean is 3.00.

Table No. 8

Question No. 8: Do you think that Multilingual students can easily adjust themselves everywhere?					
		Frequency	Percent	Mean	S. D
Responses	Never	6	20	3.37	1.18
	Sometimes	1	3.3		
	Undecided	4	13.3		
	Often	14	46.7		
	Always	5	16.7		
	Total	30	100		

Analysis

One another question about multilingual students is about their adjustment of themselves everywhere as graduate learners. It is true that when a student has a different background, different observation and understanding of more than two languages as a young learner, a student is more flexible because of the exposure of languages. The true picture of analysis and answers have been shown in the above-mentioned table. The researcher analyzed that 20 percent of the multilingual students 'Never' can adjust themselves everywhere. Whereas, 3.3 % of the total can easily adjust themselves as a multilingual graduate. It also has been mentioned in the table that 16.7 % percent graduate students cannot adjust themselves easily in every place, whereas 46.7 percent of the students cannot adjust themselves. This table description is the true and actual picture of the feedback given by the teachers. The mean is 3.37 while S.D is 1.18 for this feedback from teachers at graduate level.

Table No. 9

Question No. 9: Do you think that Multilingual students can be better familiar with culture and things?					
		Frequency	Percent	Mean	S. D
Responses	Never	6	20	3.17	1.46
	Sometimes	6	20		
	Often	13	43.3		
	Always	5	16.7		
	Total	30	100		

Analysis

This question is about the familiarity of multilingual students with culture and other culture related things. It is a general phenomenon that culture plays its pivotal role and contribution in their learning especially at graduate level. Young learners perceive and gain from their culture and cultured things in their daily life. Language and culture are interlinked; interconnected with each other. The learner of a culture learns a language and a learner of a language learns a culture automatically. A multilingual has a great edge to be familiar with more cultures and more languages. The quantitative answer for this question is that 20 % of the multilingual students ‘Never’ can have the familiarity with the culture, whereas, 20 percent of the young multilingual students can be ‘sometimes’ familiar with culture and cultured things. The above-mentioned table shows that 43.3 % of the students ‘Often’ can have a better familiarity with the culture, whereas 16.7% of the students ‘Always’ have a better familiarity with culture and other culture related things. The table depicts that S.D is 1.46 and mean is 3.17.

Table No. 10

Question No. 10: Do you think that multilingual students believe in standard values?					
		Frequency	Percent	Mean	S. D
Responses	Sometimes	11	36.7	3.57	1.28
	Often	10	33.3		
	Always	9	30		
	Total	30	100		

Analysis

Standard values, culture and language have a great relation with each other. Every society, and culture has its own norms and values according to the rituals and traditions of the people of that particular place and locality. The researcher asked the question from teachers about the belief of the multilingual students about their standard values according to the culture and norms. Different answers were given by the teachers, they responded that 36.7% of the students ‘Sometimes’ believe in their standard values, whereas, 33.3 percent students have belief in standard values according to their culture and norms. The table also shows that 30 % of the students believe in their values as a standard. It also has been mentioned that the S.D is 1.28, whereas, the mean of the question’s response is 3.57.

Discussion

Every country's major problems may be resolved by those who are bilingual. First off, it offers the chance to interact authentically with three or more diverse cultures. Multilingualism so permeates cultures that speak more than three languages. Second, there may be positive economic advantages from multilingualism. Due to the growth of global trade and the demand for personnel who speak more than two languages, multilinguals may have a greater chance of finding employment.

According to Okal (2014), multilingualism shows both the political and linguistic effects. The formation of a lingua franca, the emergence of mixed languages within a linguistic environment, the improvement of cross-cultural communication methods, and the development of cross-cultural communication skills are some of the linguistic repercussions. The development and appreciation of cultural awareness, the addition of academic and educational value, the enhancement of creativity, adaptation to society, and the

According to Sandamali (2020), multilingualism is extremely helpful in today's society for those who are actively engaged in the learning process because it enables them to achieve well. Students who are taking classes in English as a second language may be able to benefit more from their multilingual status in terms of their academic success. In the classroom when English is a second language, students who are giving presentations can use their knowledge of other languages to look for information and gather it for their presentations. In summary, this proves that children studying English as a second language can benefit from being multilingual in a variety of ways.

In neuro linguistic tests, Mannel & Friederici (2008) confirmed four developmental stages: (1) word boundary identification, (2) intonation boundary identification, (3) lexical processing, and (4) sentence processing. Age and all stages are related. At two months old, babies can distinguish between phoneme characteristics; subsequently, at five months old, they can recognize word stress patterns. Infants begin to show intonation sensitivity at the age of eight months during the intonation boundary identification stage. Babies are aware of lexical form at the age of 12 months and lexical semantics at the age of 14 months during the lexical processing stage. At 19 months, babies are aware of limitations on verb choice, and at 32 months, toddlers are constructing phrases in the fourth stage of sentence processing. According to case study findings, youngsters master prosody (vocal tone modulation) before learning words, which is consistent with brain research (Cruz-Ferreira, 2006). Language exposure should start young. According to Bloch et al. (2009), the variety of brain activity increases from simultaneous bilingual exposure through late L2 exposure. Beginning L2 exposure suggested a slight change in the brain's representation of language from early to late bilingual modes. Early passive L2 exposure has the same little variation in brain activity as dual-language-immersed children (Bloch et al., 2009).

Exposure to L2 during prepubescent aids in developing native-like pronunciation and fluency (Missaglia, 2010). According to Cenoz (2009), due to brain development, 8-year-old kids learning L3 caught up to earlier L3 learners. The neurolinguistic research supports the idea that early passive exposure to foreign languages can effectively lay the groundwork for subsequent language learning in other modalities (reading, speaking and writing). The following information dispels the idea that youngsters who speak multiple languages become confused. Phonetics had an impact on how well monolingual and bilingual newborns performed on switch task studies. According to Mattock, Polka, Rvachew, and Krehm's (2010) research, both monolinguals and bilinguals are gaining adaptive speech processing abilities that are particular to the language or languages they are learning (p. 229).

According to Mattock et al., learning many languages simultaneously does not present a challenge (2010). Furthermore, Tonzar, Lotto, and Job (2009) showed that bilingual learners do not suffer an adverse effect from simultaneously learning two languages. Thus, knowledge from neuro-

and psycholinguists supports the need to change viewpoints on language learning. Researchers in sociolinguistics have found that educators must adopt new ideas about identity and motivation (Ushioda & Dornyei, 2009).

The "ideal self" and "feared self" identities, which differ across cultures, show that attitudes play a significant impact in motivation. Understanding culture can help people better comprehend the variations between individual and group identities as well as the blended identities that emerge as a result of immigrant children integrating a new culture and acquiring additional language skills. New models of literacy teaching are required in light of the findings of literacy research (L. Taylor, 2008). To involve students in multilingual education, the new models of literacy should embrace a multiple literacy perspective. Evidence suggests that multilingual literacy should be the new paradigm, and there has to be a new "dispensation" of multilingual education (Aronin & Singleton, 2008). Here is an illustration of a failing in schooling. According to a regression analysis by Bang, Suarez-Orozco, Pakes, and O'Conner (2009), teachers in English-only curricula gave students with higher English proficiency higher grades regardless of whether or not they completed their homework. Conversely, teachers gave less proficient students lower grades even if they turned in their homework. As seen by the higher minority dropout rates, minority students must feel demoralized by unfair evaluations of their efforts and abilities (Mohanty, 2009). Similar prejudice towards tribal minority languages exists in India (Mohanty, 2009). Without their languages' recognition, speakers of minority languages may feel excluded and alienated from society. However, the results of the research show that bilingual pupils have an edge over monolingual students. How can educators use multilingualism to their advantage?

Conclusion

It can be asserted that multiculturalism is an expanded phenomenon in the world due to vast opportunities of education, business, cultural awareness and technology. This phenomenon carries a lot of challenges but there are certain types of opportunities as well. The results of the study revealed that the perception of the teachers is too high in this regard, and they think that multilingual phenomenon positively impact the performance of the students. And there is a significant relationship between multilingualism on student's performance and standardization. Multilingualism is the global and expanded phenomenon more than monologues which encompasses a variety of opportunities and development in every walk of life. It can also be concluded that the teachers view multilingualism as the phenomenon of opportunity rather than of the barriers in developments. Students can insert their capabilities in cross cultural awareness, identity, performance, exposure, knowledge, and academic achievements.

Recommendations

- Performance of the students can be far better if they were told about the significance of their culture and its interpretations.
- Many opportunities could be provided by global organizations through cross-cultural pragmatics.
- Academic achievements could be high through learning more languages in life.
- A multilingual person has a flexible personality so the students' leadership qualities can be far better through multilingual phenomenon.
- A multilingual student is more capable of picking the sensation of other cultures so his exposure can be better through studying other cultures.

References

- Aronin, L., & Singleton, D. (2008). Multilingualism as a new dispensation. *International Journal of Multilingualism*, 5(1), 1-16.
- Backer, D. et. al. (2021). Teacher expectations of multilingual students' achievement, *Journal of Multilingual Theories and Practices*, 2(2), 207–232.
- Bang, H., Suarez-Orozco, C., Pakes, J., & O'Connor, E. (2009). The importance of homework in determining immigrant students' grades in schools in the USA context. *Educational Research*, 51(1), 1-25.
- Bloch, C., et. al. (2009). The age of second language acquisition determines the variability in activation elicited by narration in three languages in Broca's and Wernicke's area. *Neuropsychologia*, 47, 625-633.
- Bussmann, H. (1996). *Rout ledge Dictionary of Language and linguistics*, Rout ledge, London.
- Cenoz, J. (2009). *Towards multilingual education; Basque educational research from an international perspective*. Bristol: Multilingual Matters Ltd.
- Cruz-Ferreira, M. (2006). *Three is a crowd? Acquiring Portuguese in a trilingual environment*, Bristol: Multilingual Matters.
- Galambos, S. J., & Goldin-Meadow, S. (1990). The effects of learning two languages on levels of metalinguistic awareness. *Cognition*, 34(1), 1–56.
- Hobbs, D, R. (2011). Diverse multilingual researchers contribute language acquisition components to an integrated model of education, *International Journal of Multilingualism*, 9(3), 204-234.
- Kim, G. (2020). *The Effects of Multilingualism on Reading Speed*, *Journal of Student Research*, 9(1), 1-13.
- Lyons, J. (1981). *Language and Linguistics: An Introduction*, Cambridge University Press, Cambridge.
- Ma,A., et. al. (2016). *A Study of the Relationship Between Multilingualism and Academic Performance*, Retrieved on July, 8, 2022, Retrieved from <http://kuankuansu.com/wp-content/uploads/2016/04/Multilingualism-and-Academic-Performance.pdf>.
- Mannel, C., & Friederici, A. (2008). *Event-related brain potentials as a window to children's language processing: From syllables to sentences*. In I. Sekerina, E. Fernandez, & H.Clahsen (Eds.) *Developmental psycholinguistics; On-line methods in children's language processing: Language acquisition & language disorders*, 44 (pp. 29-72). Amsterdam: John Benjamins Publishing Company.
- Mattock, K., et, al. (2010). The first steps in word learning are easier when the shoes fit: Comparing monolingual and bilingual infants. *Developmental Science*, 13(1), 229-243.
- Missaglia, F. (2010). The acquisition of L3 English vowels by infant German-Italian bilinguals. *International Journal of Multilingualism*, 7(1), 58-74.
- Mohanty, A. (2009). Multilingual education - A bridge too far? In Bilingualism in a multilingual society: Psychology of poverty and disadvantage. In A. Mohanty, M. Panda, R. Phillipson, & T. Skutnabb-Kanga (Eds.), *Multilingual education for social justice: Globalising the Local* (pp. 5-20). Clevedon: Multilingual Matters.
- Kamwangamalu, M. N. (2000). *Languages in Contact*. In V. Webb, Kembo-Sure, eds. *African Voices: Introduction to the Languages and Linguistics of Africa*, Oxford University Press, Southern Africa.
- Okal, O. R. (2014). Benefits of Multilingualism in Education, *Universal Journal of Educational Research*, 2(3), 223-229.
- Sandamali, K. P. S. (2020). Importance of Multilingualism in Academic Performance among the

English as Second Language Learners, *World Wide Journal of Multidisciplinary Research and Development*, 6(7), 70-73.

Tonzar, C., Lotto, L., & Job, R. (2009). L2 vocabulary acquisition in children: Effects of learning method and cognate status. *Language Learning*, 59(3), 623-646.

Ushioda, E., & Dornyei, Z. (2009). *Motivation, language identities and the L2 self: A theoretical overview*. In Z. Dornyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 1-8). Bristol: Multilingual Matters Ltd.