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**Exploring Teachers and Learners Perceptions about the Use of L1 in
Teaching and Learning EFL**

The case of the First Year English Students and Teachers at Abderrahmane
Mira University, Bejaia

A Dissertation Submitted in Partial Fulfillment of the Requirements for Master's Degree of Arts
in Linguistics

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Abstract

This exploratory study investigates EFL teachers' and students' perceptions of the use of L1 in EFL classrooms. The purpose of the study is to comprehend perceptions, practices, and beliefs about the inclusion of L1 in the teaching and learning of EFL. Although there is a general tendency in favour of using the target language only in EFL teaching and learning, there are studies which indicate that L1 can have some positive roles in EFL classrooms. Accordingly, this exploratory study investigates first year students' and teachers' perceptions on the use of L1 in EFL classrooms, at the department of English, university of Bejaia. To achieve the aim of this study, a mixed methods research design is opted for, in that both qualitative and quantitative data were collected through the use of the students' questionnaire, the teachers' questionnaire, and the teacher's use of L1 observation chart. The obtained data was analysed through descriptive statistics and content analysis.

Keywords: First language , English as a Foreign Language , Teachers' perceptions , Students' perceptions.

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Dedications

This research is lovingly dedicated to my incredible parents and sisters, whose unwavering support and steadfast belief in me have been the guiding stars of my journey. Your love and encouragement have not only shaped this work but have also profoundly enriched my life. Thank you for being my constant inspiration and my deepest motivation. I would also like to express a lot of thanks to my partner Manar for being there throughout the thesis work.

Feriel

I dedicate this work To the ones who color my world with love and light, my family.

To my precious parents, for their support, love, and understanding

Particularly my mother, my rock and guiding star, the origin of my success and my strongest support!

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List of Abbreviations

EFL : English as a Foreign Language

TL : Target Language

L1 : First Language

L2 : Second Language

GTM : Grammar-Translation Method

DM : Direct Method

CLT : Communicative Language Teaching

CS : Code-Switching

AL : Audio-Lingual Method

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Résumé

General Introduction

I. Research Background

It is crucial for language education research to understand the perceptions of both teachers and learners regarding the use of the first language (L1) in teaching and learning English as a foreign language (EFL). While the traditional approach of teaching EFL frequently supports using the target language (TL) exclusively in the classroom, and avoid integrating the student's native language (Song & Andrews, 2009) , thinking that it can impede the acquisition of the foreign language (Rodgers, 2009) , the potential benefits of incorporating learners' native language into the teaching and learning process are starting to be recognized by various current studies (Simensen, 2007 ; Larsen-Freeman; 2000 ; Macaro, 2005 ; Harbord, 1992 ; Auerbach, 1993 ; Burden, 2000) . This shift in viewpoint is caused by the realization that L1 can be a helpful tool for facilitating comprehension (Atkinson, 1987), clarifying ideas, and promoting communication between learners and motivate them to engage in various classroom activities (Sakaria & Priyana, 2018), especially in situations where learners are not as proficient in the target language (Pan & Pan, 2011).

This study investigates teachers' and students' perceptions on using the first language (L1) in EFL classrooms. It explores how factors like cultural background, educational experiences, and pedagogical beliefs shape attitudes towards L1 use, aiming to contribute insights for effective language instruction. Teachers' and students' perceptions on the usage of L1 in EFL classes, however, differ greatly. This variation depends on several factors: cultural background, which encompasses societal norms and values that shape individuals' perceptions on language use (Turnbull, 2018); educational experiences, including past learning encounters that influence their

openness to L1 use based on previous successes or challenges (Masduki et al., 2022); and pedagogical beliefs, the core principles that guide teaching practices and decisions regarding the integration of L1 to enhance comprehension and engagement (Copland & Neokleous, 2010). For a deeper understanding of teachers' and students' attitudes towards the role of L1 in the EFL classroom, this research will investigate these characteristics. Therefore, through the analysis of various perceptions, this study seeks to contribute to the ongoing discourse on language teaching methodologies and provide insights that can inform effective language instruction practices

II. Statement of the Problem

The use of the first language (L1) has generated a lot of discussion and interest in the field of teaching and learning English as a foreign language (EFL). Although some support its prudent application to improve understanding and speed up learning, others contend that leaning too much on the L1 might hinder the growth of English language proficiency (Cook, 2001).

There is a shortage of knowledge on the viewpoints of teachers and learners regarding the usage of L1 in EFL contexts, despite the ongoing discourse.

Most of the research in this field has ignored the perceptions of individuals who are actively engaged in the learning process in favor of concentrating on the theoretical and pedagogical components of L1 usage. It is essential to comprehend the perceptions, and experiences of teachers and students on the function of L1 in EFL instruction and learning in order to guide curriculum development and instructional strategies (Cook, 2001).

As a result, the purpose of this study is to investigate and evaluate the points of view of teachers as well as learners on the application of L1 in EFL instruction. Using a mixed-methods approach that combines questionnaires, this study aims to give a thorough knowledge of the attitudes, perceptions, and behaviors related to L1 use in EFL courses. The results of this study

may add to the larger debate on language teaching technique and influence language teaching practices and policy choices in EFL environments.

III. The Purpose of the Study

The purpose of our research about “Teachers and Learners Perceptions on L1 Use in EFL Teaching and Learning” primarily is to explore how both teachers and students view the role of a native language in acquiring a new language. Additionally , understanding these perceptions can help in developing more effective teaching strategies that enhance learning outcomes and that is by identify potential benefits , such as facilitating comprehension and building rapport between teachers and learners, however being aware of the different drawbacks of the excessive use of L1 integration in classrooms which prevents learners from mastering the target language , this will make not only the teachers but also the students feel obliged to maintain the right and appropriate balance between the native language and the target language .

IV. Research Questions

1. To what extent do teachers use their L1 in teaching EFL?
2. What are the teachers’ and the students’ opinions about using the native language in teaching/learning EFL?
3. What is the role of using the mother tongue in EFL classes?

V. The Methodology of the Research

The current research followed a mixed-methods design. Participants involve a group of 27 students aged from 18 to 24, and three teacher, at the University of Bejaia, during the academic year 2023/2024. For data collection, the study combined both qualitative and quantitative methods. First, one teacher observation session took place in the previously mentioned university. The observation session was achieved with the help of a checklist grid where all the contexts of using L1 in classroom and their frequency were noted. Additionally, a questionnaire among first-year English students was conducted to explore their linguistic backgrounds, the factors influencing their use of their first language (L1) in learning English as a foreign language (EFL) and their own perceptions about L1 integration in classroom. Finally, three English teachers of the first-year participated in a questionnaire focused on their linguistic background and perceptions about L1 use in target language classes. The questionnaire aimed to gather quantitative and quantitative data on the integration of L1 in EFL instruction.

VII. The Significance of the Study

This study explores how teachers and students perceive the use of the first language (L1) in EFL (English as a Foreign Language) classes. The study's significance derives from its capacity to provide light on the perceptions, beliefs, and perceptions that influence the integration of L1 in EFL training. The research intends to provide insights into efficient language teaching techniques that can improve the EFL learning experience by examining these points of view. Additionally, this research adds to the corpus of knowledge by presenting

a nuanced perception on the function of L1 in EFL classes. It aims to illuminate the advantages and difficulties of L1 use. Furthermore, this study has significance for educational methods and strategies within the broader context of language teaching and learning, particularly in providing insights into effective integration of L1 in EFL instruction. This study emphasizes the importance of including students' viewpoints and preferences in language instruction, aiming towards learner-centered EFL classrooms where teaching methods revolve around learners' needs and experiences.. Overall, this study fills a vacuum in the existing literature and may have an impact on pedagogical approaches and the continuing conversation about language teaching approaches in EFL environments.

IX. The Structure of Thesis

Two main chapters, a general introduction and a general conclusion make up the presented study. First of all, the reader is given a broad overview of the whole research in the general introduction.

The first chapter then, provides a review of the literature and presents the theoretical backgrounds of this study. It consists of three sections : the first one deals with the learners' perceptions on L1 use in EFL learning , then the second section addresses the teachers perceptions on L1 use in teaching EFL , followed by the third section which treats language teaching methods and the role of L1 . On the other hand, chapter two concerns the practical part of this research, and it involves three main sections; section one introduces the description of the research methodology and research design and the data collection instruments, section two concerns the analysis of the data collected and the discussion of the findings, while section

three discusses the implication and significance, the limitations and suggestion for further research. The general conclusion of this thesis covers an overview of the whole research.

Chapter One:

Review of the Literature

Introduction

The way that the native language (L1) is used in English as a Foreign Language (EFL) contexts, language development and communication dynamics are significantly impacted. Teachers' and students' perceptions on the functions that L1 plays in EFL classrooms are sometimes divergent, which affects the instructional approaches and strategies that are used (Benson, 2001).

Even with the growing body of research on the topic, more needs to be done to fully understand how teachers and students view and feel about the usage of L1 in EFL teaching and learning environments. By examining teachers' and students' opinions, behaviors, and experiences with the use of L1 in EFL instruction, this study seeks to close this gap. Through collecting perceptions from many perceptions, this research aims to enhance comprehension of the challenges associated with L1 usage in EFL environments.

Section one: Learners' Perceptions on L1 Use in EFL Learning

This section explores how learners regard using their first language (L1) in English as a foreign language (EFL) education, as well as the factors that influence their perceptions, benefits and challenges, and preferred integration strategies.

I. Factors Influencing Learners' Perceptions on L1 Use in EFL

Learning

1. Proficiency

Proficiency refers to the level of competence or skill someone has in a particular subject or activity, such as language proficiency in speaking, reading, or writing. Learners' perceptions towards applying their first language (L1) in English as a Foreign Language (EFL) situations are greatly influenced by their proficiency level of skill in the target language. Studies show that learners with higher proficiency frequently view their L1 as an important instrument for improving understanding and learning the target language. They purposefully explain topics with their L1, which helps with comprehension and enhances English communication (Cummins, 2000). These students typically see their L1 as a useful tool rather than an obstacle to their learning. Conversely, learners who are not as proficient in English could see their L1 as a form of security or an additional language in case they run into difficulties. Others may feel negatively about employing their L1 if they believe it to be a sign of weakness or a lack of proficiency in English (Johnson, 2009). Further influencing their opinions on L1 usage, learners could experience pressure to conform to the expectation that English be used as the major language of instruction (García, 2009). The level of learners' proficiency affects their confidence in use their L1. Higher proficiency learners appear to be more confident in their capacity to move between languages and use their mother tongue intelligently to improve their English language acquisition, according to research (Richards & Rodgers, 2001). On the other hand, less proficient learners could feel more at ease using their first language, particularly if they think it will negatively impact their ability to improve their English language proficiency (Smith, 2015).

2. Attitudes

Attitudes refer to individuals' feelings, beliefs, and predispositions towards a particular subject or behavior. Learners' attitudes about language acquisition have a substantial impact on their ideas about using their first language (L1) in circumstances where English is being used as a foreign language (EFL). Learners' opinions are influenced by their perceptions on language acquisition and the worth they place on their mother tongue. If learners feel that employing their L1 will improve their comprehension of English or help them get beyond language barriers, they are more likely to be in favor of using it in an EFL classroom (Richards & Rodgers, 2001). However, students may feel negatively about using their L1 if they believe it to be a barrier or that employing it in an EFL classroom is unnecessary (Cook, 2001). Students' opinions are also influenced by how valuable they believe the L1 to be in EFL situations. People are more likely to consider their L1 positively used in an EFL classroom if they regard it as a useful tool for learning English, such as for comprehending vocabulary or grammar (Cummins, 2000). Students who don't think their L1 is helpful for learning English, on the other hand, might be less likely to utilize it and might even think negatively about using it in EFL classes (Cook, 2001). Furthermore, how society perceptions multilingualism and bilingualism might affect how learners feel about learning a second language. If they grow up in an environment that appreciates bilingualism as a strength, learners are more likely to have favorable perceptions towards using their L1 in the EFL classroom. On the other hand, if bilingualism is seen poorly, students may internalize such ideas and develop negative perceptions towards using their L1 in an EFL classroom (García, 2009).

3. Classroom Environment

The classroom environment refers to the physical, social, and emotional atmosphere within a learning space. It has a big impact on how students view the use of their first language (L1) in English as a Foreign Language (EFL) education. A popular approach to teaching languages, called Communicative Language Teaching (CLT), places a strong emphasis on applying the target language in authentic settings (Richards & Rodgers, 2001). Learners are encouraged to use the target language as often as possible in CLT sessions, which may affect how important they think the target language is in comparison to their L1 (Richards & Rodgers, 2001). Ellis (1994) asserts that classroom instruction can have a significant impact on students' opinions regarding the use of L1. Compared to students in a standard grammar-focused instruction group, Ellis observed that students in a CLT group had a more positive attitude towards using their L1 to clarify meanings and improve communication in the target language. This emphasizes how crucial it is to take instructional strategies into account when analyzing students' viewpoints regarding the usage of L1 in EFL training (Ellis, 1994). Additionally, the classroom setting, especially the teacher's attitude towards the usage of L1, may have an impact on students' opinions. According to Brown (2007), teachers' perceptions and actions surrounding the use of L1 can help or hinder language learners' growth. If teachers are in favor of using L1 as a teaching tool and foster an environment that supports its usage, learners are more likely to view its use positive (Brown, 2007).

According to Swain (1985), learners who believe that the resources available in the target language are insufficient for their needs are more likely to turn to their first language (L1). This suggests that in addition to teaching strategies and the physical classroom setting, learners' perceptions towards the usage of L1 can also be influenced by the availability of

resources and materials in the target language. To encourage the use of the target language in the classroom, it is vital to provide sufficient resources and materials in the language (Swain, 1985). Peer roles in the classroom can have an effect on learners' perceptions about using their L1. According to research by Gass and Varonis (1984), learners who see their peers speaking in their L1 may find it easier to do the same. They may adopt more positive perceptions towards L1 use in settings that promote peer interaction and provide them with opportunities to contribute in both their L1 and the target language (Gass & Varonis, 1984).

4. Cultural Factors

Cultural factors encompass societal norms, values, and practices that influence individuals' perceptions and behaviors. They have a considerable impact on learners' perceptions regarding the use of their native language (L1) in English as a Foreign Language (EFL) classes. Byram (2008) highlights the ways in which cultural identity influences perceptions towards language learning. Learners from cultures that value linguistic diversity and view language as a means of expressing identity may find it more acceptable to use L1. On the other hand, language learners from environments where proficiency in English is highly valued may see the use of L1 as a hindrance to language learning. This demonstrates how learners' cultural origins and perceptions of language development might affect perceptions towards L1 use in EFL classes (Byram, 2008). Kachru (2005) goes into further detail on how cultural context influences language perceptions. He believes that learners' perceptions of their L1 and its function in language acquisition are influenced by the dominant linguistic ideologies in a community. Learners are likely to use English more frequently than their native language when living in settings where English is viewed as a modern, popular symbol. On

the other hand, in societies where the preservation of regional languages is valued, learners might be more likely to use their L1 in an EFL classroom (Kachru, 2005).

The important role of teachers appreciating and respecting students' cultural and linguistic identities is emphasized by Cummins (2000). He adds that giving learners the chance to communicate in their mother tongue during class can cause them to feel excluded and alone. Cummins claims that incorporating learners' L1 into the learning process improves their understanding and English competence while affirming their cultural and linguistic heritage. This shows that accepting cultural diversity and permitting the usage of L1 may benefit learners' perceptions towards language learning (Cummins, 2000). Byram (2008) also addresses the idea of multicultural citizenship and how it relates to language teaching. He suggests that language learners should be encouraged to build a sense of belonging to numerous cultural communities, rather than being under pressure to choose a single cultural identity. He also argues that encouraging tolerance and intercultural awareness can foster a more welcoming and encouraging learning atmosphere where learners feel at ease using their own language to express their cultural identity (Byram, 2008).

Cultural factors impact learners' perceptions of the value of maintaining their native language. According to Cummins (2000), learners from backgrounds that are culturally diverse could be strongly connected to their L1 in order to preserve their cultural identity. In these situations, celebrating and validating their cultural background through the use of L1 in the EFL classroom could be considered appropriate. This suggests that permitting L1 use in EFL instruction can enhance the sense of pride and connection that culturally varied learners experience (Cummins, 2000). Furthermore, Byram (2008) talks on the idea of cultural capital and how it affects learning a language. He makes the case that learners who see their mother

tongue as a valuable resource could be more inclusive to engage in language learning programs. By embracing and recognizing their learners' cultural backgrounds, teachers can foster a more welcoming and encouraging learning atmosphere that promotes active engagement and participation (Byram, 2008). In addition to that, Kachru (2005) highlights how perceptions towards language have an impact on how learners perceive language use. He contends that perceptions of learners towards their L1 and its use in EFL lessons are influenced by societal norms and expectations. In cultures that encourage bilingualism, learners might see using their L1 more favorably, but in environments where English is viewed as more effective, they might feel under pressure to use it less (Kachru, 2005). Moreover, The value of acknowledging the linguistic and cultural variety of learners in EFL classes is another point made by Cummins (2000), in which he advises teachers to foster an atmosphere in the classroom that honors and respects the variety of backgrounds held by their learners, where teachers can create a more inclusive and culturally attentive learning environment that supports students' linguistic and cultural development by incorporating learners' L1 into the curriculum and instructional strategies (Cummins, 2000).

II. Benefits and Challenges of L1 Use According to Learners

1. Benefits

1.1. Improving Understanding

Using the first language (L1) for teaching and learning English as a foreign language (EFL) can significantly improve learners' understanding of difficult concepts and instructions. Cummins (2000) discusses the concept of cognitive academic language proficiency, or CALP for

short. The ability to understand and apply complex linguistic structures and academic material is known as CALP. He thinks that using L1 contributes to learners' knowledge development by providing relatable scenarios and explanations. For example, when learners can draw connections to their first language (L1), they will find it easier to understand new vocabulary or grammar rules (Cummins, 2000). Likewise, Byram (2008) emphasizes how language serves as a tool for meaning construction. He argues that learners construct meaning on top of earlier knowledge and experiences, which are frequently correspond to their L1. Allowing learners to voice their thoughts and opinions in their first language (L1) can help teachers help learners understand the content being taught more thoroughly. This suggests that using L1 can help learners in EFL classes comprehend and remember the content better (Byram, 2008).

In addition, Kachru (2005) discusses the importance of creating a welcoming educational setting that values the linguistic and cultural backgrounds of the learners. He argues that teaching in L1 can help learners make the connection between what they already know and the new concepts being taught. Deeper understanding of the subject matter and more rewarding learning opportunities could arise from this. Kachru asserts that by incorporating learners' L1 into the classroom, teachers can promote a more diverse and effective learning environment (Kachru, 2005). Also, bilingualism can enhance cognitive capacities such as critical thinking and problem-solving skills, according to Baker (2011). He claims that multilingual learners have a cognitive advantage since they can switch between languages and adopt different linguistic patterns. This suggests that in addition to improving learners' comprehension of the target language, allowing students to use their native language (L1) in an EFL classroom can also benefits their general cognitive development (Baker, 2011).

1.2. Promoting Confidence

Using the first language (L1) in an English as a Foreign Language (EFL) classroom can significantly boost learners' self-confidence in expressing themselves and participating in class activities. Cummins highlights that many learners, particularly those who might be unsure of their English ability, feel more comfortable and familiar when they can use their L1. This level of familiarity can lead to increased self-confidence to speak up, ask questions, and participate in class discussions (Cummins, 2000). On top of that, Byram discusses how giving learners a sense of authority and control over their education through the use of L1 can boost their motivation and overall classroom engagement, with building confidence and gaining a deeper understanding of complex concepts and instructions can both be facilitated by using L1 (Byram, 2008).

Kachru claims that language is not just a tool for communication but also a means of conveying contextual and cultural information, when they approach complex themes in their first language (L1), learners are better able to comprehend abstract ideas and details that would be challenging to understand in a second language. This enhanced comprehension can lead to more meaningful learning experiences and better overall learning results. An inclusive classroom where learners feel valued and respected can also be developed with the help of L1 instruction. Teachers acknowledge and encourage the linguistic diversity in their class by allowing learners to talk in their mother tongue (Kachru, 2005). Byram says that when learners' cultural and linguistic backgrounds are respected, they may feel more comfortable while expressing themselves and their opinions in a classroom context, this sense of community may also boost learners' self-esteem and motivation (Byram, 2008).

1.3. Fostering Cultural Connection

The importance of cultural identity in language learning is emphasized by Byram, who contends that learners who have a deep sense of connection to their cultural roots are more likely to engage actively in the learning process. He suggests that using the native language (L1) in English as a Foreign Language (EFL) classrooms can help learners feel more deeply rooted in their heritage and facilitate cultural exchange by fostering a familiar and comfortable environment that helps learners feel more connected to one another (Byram, 2008). Cummins also discusses the concept of cultural capital as well as how it relates to language learning. He argues that learners who have a strong cultural connection are more able to view their first language (L1) as a helpful tool. By introducing elements of their culture into language learning activities, teachers can help learners become more proficient speakers and gain a better understanding of their cultural background. This suggests that using L1 in EFL classes may promote cultural diversity and inclusivity, which will improve the learning process for all learners (Cummins, 2000).

Moreover, Kachru highlights the importance of cultural exchange in language learning and argues that language is both a tool for communication and a reflection of culture. Teachers can help break down cultural barriers and misconceptions by encouraging learners to use their first language (L1) in the classroom. This can facilitate cross-cultural communication and understanding and create a more inclusive and peaceful learning setting (Kachru, 2005). Byram also discusses the concept of multicultural citizenship and how language education fits into it. He feels that it is critical to assist language learners in assimilating into a various kinds of cultural contexts. Using L1 in the EFL classroom can help the learners to learn about different cultures while also maintaining their cultural identity. Learners from different cultural origins

may benefit from this by developing mutual respect and understanding, which will make the classroom more inclusive and culturally conscious (Byram, 2008).

2. Challenges

2.1. Overdependence

Overdependence refers to the excessive reliance or dependency on L1. When learners use overdependence on their first language (L1), they may find it more difficult to learn the target language. This is due to the fact that they may lose opportunities to interact with the target language, which could hinder their language development. Atkinson's research highlights the issue of "fossilization," which occurs when language learners reach an obstacle in their learning process because they continue to use L1 structures or techniques. This suggests that while L1 can be a helpful tool, learners may be limited in their ability to fully immerse themselves in the target language environment if they rely too much on it. Using L1 may also result in negative transfer or conflicts with the target language (Atkinson, 1987). Ellis argues that learners often make errors or inaccuracies when transferring linguistic aspects from their first language (L1) to the target language. This interference may be more noticeable apparent in those areas where the two languages' structures differ significantly. For example, learners of English whose first language (L1) does not use articles (e.g., Russian or Chinese) may find it challenging to appropriately use the English terms "a," "an," and "the," which could lead to errors in writing or speaking. Additionally, learners' capacity to communicate in the target language may be hampered by the excessive use of L1 in the classroom (Ellis, 1994).

Learning how to use a language effectively in social situations is just as important as learning vocabulary, according to Swain. If students rely too much on their mother language, they may not have the opportunity to practice speaking the target language in actual situations, which is essential for enhancing communicative competence. The use of L1 in the classroom may have an effect on students' motivation and perceptions towards language acquisition (Swain, 1985). The motivation of learners to learn is affected by their perceptions towards the language they want to learn and the learning environment, according to Gardner's socio-educational model of motivation. If they think that the use of L1 is acceptable or encouraged in place of the target language, they may lose interest in using the target language and fail to recognize its benefits (Gardner, 1985).

2.2. Interference

Interference refers to the influence of a learner's native language on their acquisition or use of a second language. It can provide significant challenges for second language learners, particularly in the areas of vocabulary, grammar, and pronunciation. Learners make errors when they try to use structures or rules from their native language (L1) in the target language. We refer to this phenomena as language transfer. For example, L1 sentence structures or word order may be used by English language learners, which could lead to incorrect grammar. Pronunciation issues may also occur from L1 interference, as learners may encounter difficulties producing sounds that do not exist in their mother tongue. Also, when learners use L1 terms that sound similar to target language phrases but have different meanings, they run the risk of making vocabulary errors (Ellis, 1994). Research has shown that the learner's age, exposure to the target language, and the degree of similarity between the L1 and the target language each impact the degree of L1 interference. Compared to learners whose L1 has

grammatical aspects with English, those whose L1 is linguistically different from English such as speakers of other Germanic languages may have less interference. Younger learners are also more susceptible to L1 interference because they are still developing their language acquisition mechanisms. Additionally, learners who have not had as much exposure to the target language may rely more on their L1, increasing the likelihood of interference (Odlin, 1989). L1 interference in the classroom requires careful planning and instruction. Teachers can help learners overcome interference by helping them understand the differences between their native language (L1) and the target language. By being clearly taught the linguistic structures that are different between the two languages, learners can avoid common errors. Encouragement to write and speak in the target language may also help learners develop new language habits and become less reliant on their L1. By recognizing and addressing L1 interference, teachers can help learners improve their accuracy and general language proficiency in the target language (Odlin, 1989).

2.3. Classroom Management

Classroom management involves strategies and techniques used by educators to create and maintain a productive learning environment. Controlling the use of the first language (L1) presents a considerable difficulty for English as a Foreign Language (EFL) teachers, especially when it comes to creating a balance between its use and the target language. This complexity is highlighted by the requirement to establish a setting that is supportive of language acquisition while taking into account the linguistic and cultural variety of the learners. Teachers need to be proficient at managing language use so that L1 can be used as a teaching tool. This calls for thorough preparation and the application of techniques that encourage significant student participation and learning opportunities (Brown, 2007). Finding a balance between

promoting the use of the target language for language development and using L1 to improve learning is one of the main issues in controlling L1 use. Although L1 can help explain difficult concepts, reliance excessively on it can hinder learners' acquisition of the target language. Thus, teachers should gradually stop using L1 as learners become more proficient in the target language (Ellis, 2008). Taking the possibility of L1 interference into account is another part of controlling L1 use. Errors may arise when learners unconsciously transfer vocabulary, grammatical structures, and pronunciation from their L1 to the target language. Teachers need to be on the lookout for these mistakes and take prompt action to fix them while also making sure that learners can use their L1 without worrying about negative consequences. Error correction and preserving a welcoming classroom atmosphere that values students' linguistic diversity must be carefully balanced in order to achieve this (Richards & Rodgers, 2001). Besides that, when controlling L1 use in the classroom, teachers need to consider the cultural consequences of language use. Due to the intimate relationship between language and culture, learners may express thoughts or concepts in their L1 that cannot be translated directly into the target language. Therefore, Teachers must be aware of these cultural quirks and foster an environment in the classroom where learners' cultural identities are respected and celebrated. In addition to improving learning overall, this can help learners feel engaged and like they belong (Holliday, 2010).

III. Learners' Preferred Strategies for L1 Integration in EFL Learning

The viewpoints held by learners have a significant impact on language learning processes, particularly when teaching and learning English as a foreign language (EFL) and

first language (L1). Developing effective language teaching practices can greatly benefit from an understanding of learners' preferred L1 integration strategies (Brown, 2007).

1. Code-Switching

Studies have shown that code-switching, which allows learners to use their entire linguistic repertoire to transfer meaning, and can improve communication and understanding.

It is a common strategy used by EFL learners to close knowledge gaps and improve their capacities to share ideas (Grosjean, 2008). Code-switching, in Grosjean's opinion, does not indicate a lack of ability or competency in either language. Rather, it is a natural and strategic use of language to successfully communicate meaning. It enables bilingual speakers to communicate more precisely and nuanced by using elements from both languages. When there are linguistic gaps in one language, code-switching is frequently employed strategically to replace such words or ideas with ones from another that may be more appropriate or accessible. He emphasizes the complicated linguistic phenomena of code-switching, is a reflection of the bilingual speaker's profound comprehension and command of the two languages, also for bilinguals, it is an invaluable tool for navigating communication in many circumstances and improving their language expression (Grosjean, 2008).

2. Translation

Another tactic used by learners to integrate their L1 instruction in EFL is translation. They can translate concepts or phrases from their L1 to the target language or the reverse to assist in understanding or to clarify meaning. While translation can be a helpful tool, especially for learners who are just starting out, it can also lead to an excessive dependence on the first

language and hamper the development of fluency in the target language (Cook, 2010). He also talks about using translation as a method for language learning. He admits that translation has its limitations even if it can be a helpful tool, especially for beginners or those who have problems comprehending. One significant issue is that excessive reliance on translation may impede the process of becoming fluent in the target language. This is due to the possibility that students will grow excessively depending on their native language (L1) and find it difficult to think and communicate in the target language. While translation can be a useful tool, Cook proposes that teachers be aware when using it and make sure that learners are encouraged to think and speak in the target language as much as possible in order to foster fluency and development of the target language (Cook, 2010) .

3. Cognitive Strategies

When using the target language in cognitive methods, L1 must be used for processing information or understanding (O'Malley & Chamot, 1990). While cognitive strategies can help learners understand challenging language topics, learners must ultimately transfer their comprehension to the target language in order to become competent speakers. O'Malley and Chamot assert that cognitive processes are essential to language learning, particularly when the first language (L1) is being used for comprehension or knowledge. They draw attention to a number of cognitive strategies that students might use, including mental translations from the first language (L1) to the target language, examining L1 grammar rules or sentence structures, and practicing or going over material in L1 before utilizing the target language. These methods are thought of as instruments that learners can employ to better understand challenging language ideas and raise their general language competency. Despite the fact that cognitive techniques might be helpful, O'Malley and Chamot also stress that in order for

learners to become proficient, they must eventually translate their comprehension to the target language. The ultimate goal, according to this, should be for learners to internalize the structures and patterns of the target language so they can think and communicate in it without having to translate or analyses it through L1, even though using L1 for cognitive processing can be a helpful starting point (O'Malley & Chamot, 1990).

Conclusion

In conclusion, a variety of factors influence the perceptions of students regarding the use of their first language (L1) in English as a Foreign Language (EFL) education. It is essential to comprehend all of these factors as well as the benefits and challenges of using L1 in order to develop integration strategies that work in the classroom.

Section Two: Teachers' Perceptions on L1 Use in Teaching EFL

In the field of language teaching, there is a constant debate and conflict about teachers' use of their students' native languages (L1) in EFL classes. Several factors, such as a teacher's language proficiency, experience, and personal beliefs, as well as his cultural and educational background, and the learners' characteristics and needs, all play a role in the choice about using L1 in the classroom. These aspects are examined in detail in this section. Additionally, the following section introduces how the integration of L1 can benefit the teachers in various classroom situations as well as how it can be a challenge for them. Furthermore, it discusses also the contexts where teachers prefer to utilize L1.

I. Factors Influencing Teachers perceptions on L1 Use

1. Cultural and Educational Background

As it is concluded from a study conducted by Turnbull (2018) , for the aim of investigating the relationship between the cultural and educational backgrounds of tertiary-level FL teachers and the usage of the students' L1 in the classroom at all three levels (beginner, intermediate, and advanced) in five FL courses (Chinese, French, German, Japanese, and Spanish) , that the cultural and the educational backgrounds of EFL teachers are considered among the factors influencing teachers use of the learners' native language (L1) in teaching EFL and their choice of pedagogical approach . Teachers' beliefs about language teaching are significantly shaped by their cultural and educational background and training (Turnbull, 2018; Borg, 2015; Hinkel, 1999). In some cultures, particularly those of traditional grammar-based

pedagogies, where there is a more traditional or conservative approach to language teaching, in which the use of the L1 is generally high (Bell, 2005). There may be greater acceptance of using the native language (L1) as a means of explanation or clarification. Teachers may believe that using the L1 can help students better understand complex concepts or instructions, especially for beginners or those struggling with language comprehension. Additionally, incorporating the L1 in the classroom may be seen as a way to validate students' linguistic and cultural identities (Brown, 2007). Conversely, in other modern cultures with a more interactive and communicative approach like in the Communicative Language Teaching (CLT) where the use of the L1 is low or non-existent. Teachers in such contexts may adhere strictly to the target language policy and encourage students to communicate primarily in English during class activities to provide more exposure to the language and promote faster language acquisition (Harmer, 1983). To sum up, it is crucial that foreign language instructors (FL) understand how to use the native language (L1) of their students effectively and that their own cultural and educational backgrounds may have an influence on the manner in which they teach. For FL students, this insight may improve methods of teaching and provide a more welcoming and productive learning atmosphere (Turnbull, 2018).

2. Language Proficiency

A teacher's proficiency in the target language, such as English in this case, significantly shapes their classroom language use approach. Highly proficient teachers tend to favor predominantly English instruction (Masduki et al., 2022), believing that it fosters an immersive environment that enhances students' English competence and usage of the language (Meiring & Norman, 2002). They often minimize the integration of the first language (L1) to avoid

hindering English acquisition (Littlewood & Yu, 2009). Otherwise , teachers with lower proficiency in English , especially those who lack speaking ability , could mainly rely on L1 (Lee, 2016) , believing that it aids comprehension and communication , seeing it as vital for explaining and clarifying complex concepts and ensuring students' understanding (Şevik, 2007) . Both approaches possess merits and drawbacks, it is critical to understand when, how, and how much to integrate L1, as well as the necessity to strike the right balance between TL and L1 (Hall, 2018). Additionally, according to what is previously cited: “L2 should be taught in L2 90% of the time, and in L1 10% of the time” (Shin et al., 2019, p. 9). This is because using the learners' native tongue excessively might restrict their opportunity to practice the target language , as stated by Chavez (2016, p. 131) who argued that “ the most persistent reservation about L1 use in FL (L2) instruction is the worry that L1 use would proportionally reduce L2 use”.

3. Teachers' Experiences and Personal Beliefs

The experience where teachers work and their personal beliefs definitely shape and influence their beliefs and perceptions regarding the role of L1 use in L2 courses (Gallagher, 2020). First, considering the impact of teachers' experiences, Taner & Balıkcı (2022) conducted a study that found that the more experienced teachers are the more tolerant towards using L1 in their classrooms .Teachers in Kayaoğlu's (2012) study reported that during their initial years of teaching, they rejected the use of L1, however, as they gained experience, they saw “no need to insist on using L2” (p. 32). Despite the positive impact of teaching experience on L1 use, Taşkın (2011) found that teachers at tertiary levels were still required to speak Turkish despite their distaste for the language in their classrooms because of “some concerns related to curriculum, testing, and learner proficiency” (p. 150). While, İstifçi (2019) found in

another tertiary setting that teachers, regardless of experience level, avoided or limited the usage of Turkish in English classes. These studies demonstrate that perceptions toward the usage of L1 may vary even among teachers with similar or dissimilar level of experiences. Carrying on to the second idea, teachers hold various beliefs and perceptions about integrating the learners' native tongue in teaching EFL. Bruhlmann (2012) reports that certain research indicates that instructors' main argument of not using L1 is the maximization of L2 in classrooms, "the target language is the language of the classroom" (Richards and Rodgers 2002, page 39). They warn against the misuse and the overuse of L1, believing that the classroom is the only setting in which students are exposed to the target language (Cook, 2001; Ellis, 2008). This is due to their belief that learners have no other source from which to obtain L2 input. In accordance with Nation (2003), some teachers argue that an excessive amount of L1 use could demotivate students to use L2. Conversely, some teachers hold opposing perceptions and argue for the use of L1 in various contexts while teaching L2 at the right times and in the right ways (Atkinson, 1987). Teachers may find that incorporating students' native tongues in the classroom can help to avoid the misunderstanding of complex instructions and can facilitate the acquisition and the comprehension of new complex structures (Swan, 1985).

4. Learners' Characteristics and Needs

Teachers' professed preferences on the usage of L1s and the realities of their classrooms frequently conflict (Copland & Neokleous, 2010), there are a number of various aspects of the learners' needs and characteristics which allow to take advantage of L1, even if the teacher is against the concept. Subsequently while teaching classes of learners at lower proficiency levels, teachers utilize the L1 much more frequently. Low-level L2 learners might need an appropriate usage of L1 in L2 classes (Pan & Pan, 2011), such as when explaining complex

instructions and ideas (Littlewood & Yu, 2011b). Incorporating the learners' mother tongue while teaching them the target language can increase motivation, reduce anxiety, and ease frustration (Swain and Lapkin; 2000. Macaro, 2000).

II. Benefits and Challenges of L1 Use According to Teachers

1. Benefits

1.1 Saving Time

Teachers commonly opt to use their students' native language (L1) in the classroom for both social and educational contexts in order to speed up activities and keep the lesson moving (Harbord, 1992: 351). According to Macaro (2005), this choice is frequently made in an effort to simplify tasks and make sure the session goes well. According to Harbord (1992), teachers can gain more valuable time to make more productive and successful learning activities by dealing with difficulties quickly with the usage of the L1. In addition to improving comprehension, this strategic use of the native tongue maximizes the effectiveness of classroom education and increases the range of potential appropriate educational opportunities.

1.2. Clarification of Instructions and Explanation of Complex Concepts

The benefit is to give and provide learners with instructions in their mother tongue in order to promote comprehension and reduce and minimize misunderstandings (Atkinson, 1987). While providing instructions to students in a language they are comfortable with ensures that they understand what is required of them quickly which makes both teachers and learners continue learning tasks without any misinformation (Cook, 2001). This method allows students

to make connections between the new material and ideas they already know in their mother tongue, which speeds up and enhances their knowledge (Atkinson, 1987). Also, one advantage of this approach is that it makes learners feel comfortable, it reduces their anxiety of failure and it creates for them a more relaxing learning atmosphere (Auerbach, 1993; Burden, 2000).

1.3. Assessment and Feedback

It is simpler and easier to understand feedback and assessments in the mother language, which helps learners to identify their strengths and areas for improvement. When the feedback is given in the learner's native tongue, it guarantees clarity and comprehension and removes the possibility of misunderstanding or confusion owing to language difficulties, here the learners are better able to focus on the areas they need to develop (Macaro, 1997).

2. Challenges

2.1. Maintaining Language Balance

Even though it exists various scholars that support the usage of L1 in EFL classes and find it beneficial for explaining, clarifying and offering feedback (Greggio and Gil, 2007), many other researchers are against this concept for the fact that some teachers may challenge the inability to maintain the appropriate balance between L1 and L2 (Salı & Keçik, 2018; Taner, 2022), here teachers will feel lazy by using L1 or showing a lack of power to control students (Burden, 2000). Thus, when a teacher cannot balance between the two languages, an overuse of the learners' native language (L1) will be predominant in the classroom setting. This fact has a quite number of disadvantages. According to Howatt (2004), combining two languages won't help students achieve their aim of fluency. Also, L1 overuse can lead to an

over dependence on it (Polio, 1994) which consequently will result in a failure to effectively use English (Atkinson, 1987).

2.2. Policy and Curriculum Constraints

A school where English is the primary language of teaching and communication is known as an English-medium school (Gibbons, 2007). These schools generally outline in their policies or curriculum guidelines the importance of emphasizing and using the only English in their educational system. And that is for different reasons, as a disadvantage of not maximizing English, learners will not be proficient in the language and this can affect their future careers, for instance, in a secondary or a high school environment, the fact of not being able to master English can lead to demotivate and discourage the less proficient students who are given a future value based on their current foreign language proficiency, competence, and level (Cummins, 2000). And for a beneficial reason, several institutions and universities implement and encourage a restrictive language policies with the purpose of achieving academic success. Many supporters of the Only-English instruction believe that students with high proficiency in the English language will be able to become more compete for jobs and admissions to universities (Cummins, 2000; Vavrus, 2002). Consequently, even if this system can benefit both teachers and students (Cook, 2001), there are situations where the integration of L1 may be a challenge that faces teachers. And the reason for this is that many teachers choose to use L1 in these situations because it is recognized as an effective means of clarifying complex ideas, introducing unfamiliar material, or scaffolding comprehension (Cook, 2001). This helps to prevent learners from misinterpreting what is being taught (Atkinson, 1987) and preserves time (Harbord, 1992). Furthermore, it is not permitted in these schools for teachers

to convert to L1 when their level of English proficiency is insufficient (Lee, 2016). Thus, the instructor needs to be able to meet this challenge and deal with these situations.

III. Teachers Preferred Strategies for L1 Integration in EFL Teaching

1. Classroom Management

Franklin (1990) found that 45% of teachers in his research preferred to use the L1 for discipline when a student misbehaved, and that is for two reasons: to show that threat is real rather than it is imagined, and to enhance understanding efficiency. Furthermore, Edstrom (2006) notes that in addition to praising children, teachers should build a relationship of trust and unity with their students. Edstrom suggests that when a student perform well, you tell them so in L1, since this helps to establish the truthfulness of your compliments. Also, In terms of improving the teacher-student relationship, reducing student anxiety and building a strong rapport between the two are desirable objectives that need to be strongly encouraged. To help students feel less anxious, Harbord (1992) recommends that teachers chat and make jokes in L1 before class begins the thing that can create a warm learning environment. So, using L1 in classroom for management can be very beneficial (Macaro, 1997; Çelik, 2008).

2. Clarification of Grammar Rules and New Vocabulary

Atkinson (1987) proposes that teachers should explain and demonstrate grammatical rules in L1 and vocabulary clarification is among the most common purpose of L1 use (Kjøstvedt, 2020). First , to start with the advantage of incorporating L1 in explaining and clarifying grammar structures , through the use of the learners knowledge and experience with

L1 structures, they may more easily understand complicated FL concepts . This method makes explanations simpler and easier to understand by allowing teachers to show the similarities and contrasts between L1 and FL grammar. Overall, employing L1 to clarify FL grammatical rules improves understanding, encourages participation, and speeds up language learning and acquisition for students (Şevik, 2007; (İnal & Turhanli, 2019; Hall & Cook, 2013). Moving to vocabulary, In order to introduce new vocabulary to learners in the target language (TL), it is beneficial to systematically demonstrate and clarify the foreign terms to them within the context of their mother tongue. This method uses the language basis that students already have in their linguistic thoughts to improve understanding and retention (Alshehri, 2017).

3. Code-Switching

According to Puspawati (2018), code-switching can be used by teachers in different classroom contexts. Based on the information presented in his paper, code switching serves three primary purposes. The study's primary finding was that when teachers explain difficult concepts to their students—such as grammar, new vocabulary, and textbook material—they frequently revert to their own tongue. Instructors reportedly used computer science in this setting to aid pupils in comprehending the idea and the English text more fully. Teachers believed that it was crucial to create and disseminate knowledge in a language that pupils could understand, and they looked for ways to accomplish this goal, one of which was the use of CS. Second, CS is used by teachers to manage the classroom. They can use it to issue directions, control student behavior, and keep the class moving. To make sure that every student understands the lesson correctly and completes the intended task accurately, teachers typically offer instructions to the class using L1 (Mugla, 2005). In order to make sure all students have comprehended and applied the lessons correctly, teachers usually provide L2 instruction first,

followed by an L1 translation (Mugla, 2005). The regulation of students' conduct is the next role of computer science in classroom management. Finally, code swapping is used by teachers to accomplish affective tasks like fostering interpersonal relationships with their students. By fostering a more encouraging language environment in the classroom, the usage of CS may help teachers foster a sense of community and close relationships with their pupils (Qing, 2010). Teachers frequently employ CS to establish a laid-back and informal learning environment, which may motivate students to engage in class activities (Sakaria & Priyana, 2018). Tien's (2009) study also showed that teachers will switch to L1 during casual talks with students. Raschka et al. (2009) stress that in order to build a stronger rapport with their pupils, teachers frequently utilize L1 prior to the official session.

Conclusion

In summary, there is a lot of discussion on whether or not to employ students' native tongues (L1) in EFL classes. A lot of different elements and factors have an impact on this issue, including learner characteristics, teacher's experience, and beliefs and his cultural and educational background. Although integrating L1 can be advantageous in some teaching settings, there are drawbacks as well. Navigating this difficult topic effectively requires an understanding of the settings in which instructors choose to use L1 to facilitate and enhance teaching outcomes.

Section Three: Language Teaching Methods and the Role of L1

Over time, approaches to teaching languages have changed, reflecting many ideologies and concepts related to teaching and learning languages. Among the most popular approaches in language learning are the Grammar Translation Method (GTM), the Direct Method, the Audio-Lingual Method, and Communicative Language Teaching (CLT) (Richards & Rodgers, 2014). The ways in which these approaches employ the learners' first language (L1) in the classroom differ. Some approaches support learners using the target language exclusively, while others allow for greater flexibility, even allowing learners to use their L1 on occasion. To effectively build learning environments for language learners and make informed judgments about their teaching approaches, teachers must have a thorough understanding of the function of the L1 in these methods.

1. The Grammar-Translation Method

Up until the late 19th century, the Grammar-Translation Method (GTM) dominated foreign language teaching (Song & Andrews, 2009). In GTM, learners were encouraged to determine the meaning of L2 utterances by systematically translating them into L1, with a primary focus on mastering grammar rules and translating phrases from the target language (L2) into the native language (L1) (Omar, 2019). Simensen (2007, p. 27) notes that the L1 is used in this traditional method as “a positive and comparable system of reference in the learning of a new language”. In other words, the native language was considered a positive reference point for learning the new language. Furthermore, L1 was widely utilized as the medium of teaching in the grammar-Translation Method to introduce new vocabulary words and explain grammatical principles (Song & Andrews, 2009, p. 37). That is to say, when it

came to learning new vocabulary, students typically find it helpful to rely on bilingual dictionaries or word lists to find L1 equivalents in order to facilitate acquisition. Apart from this, they often memorized grammar rules through repetition and rote memorization (Rodgers, 2009, p. 345). Additionally, while GTM provided significant importance to the comprehension of written content and the improvement of writing skills, it gave speech and interaction in the target language little attention (Larsen-Freeman, 2000, p. 16). So, it has been argued that because GTM students did not spend much time communicating in the L2, they were only taught the basics of the target language but not how to use it actively (Simensen, 2007, p. 28).

2. The Direct Method

In the late 19th century, the Grammar-Translation Method (GTM) gave rise to the Direct Method (DM), which developed popularity as a more communicative method of teaching languages (Benati, 2018). The DM placed more emphasis on speaking and listening skills improvement than the GTM did, with the main objective of language acquisition being communication, as opposed to translation and grammar rules (Larsen-Freeman, 2000). The DM was distinguished by its belief on employing the target language (L2) as the teaching material (Song & Andrews, 2009). It was discouraged for teachers to translate into their native language (L1) since it was thought that this would hamper the development of fluency (Rodgers, 2009). Rather, reality, visuals, gestures, and demonstrations were used to clarify new language and concepts (Benati, 2018). By minimizing the need for translation, this method tried to establish a more immersive learning environment where learners could immediately connect L2 utterances with their associated meanings (Simensen, 2007). The direct method's

basic idea was that language instruction needed to reflect the natural process of learning L1 (Song & Andrews, 2009). Instead of receiving explicit teaching, learners were encouraged to deduce the meaning of words and structures from context and observation (Benati, 2018). Instead of learners just translating from their L1, this method attempted to improve learners' capacity for thought and communication in the target language (Larsen-Freeman, 2000). In short, the Direct Method marked an important change in the approach to teaching languages by placing a strong emphasis on communication and immersion in the target language. Its ideas have impacted contemporary communicative approaches to language teaching, despite criticism that it ignores writing and reading abilities (Rodgers, 2009).

3. The Audio Lingual Method

The behaviorist-based Audio-Lingual Method evolved in the mid-20th century and planned the acquisition of the second language (L2) as the development of habits (Larsen Freeman, 2000, p. 43). This approach held that in order for learners to employ the L2 in communication automatically, they had to “overlearn” it (Larsen-Freeman, 2000, p. 42). Proponents of the Audio-Lingual Method avoided using the first language (L1) as much as possible in instruction because they thought that learners' habits in the L1 would hinder them from learning the L2 (Mitchell & Myles, 1998). In fact, the emphasis was on developing new habits and reactions for L2 communicative contexts (Mitchell & Myles, 1998). The main focus of the Audio-Lingual Method's lessons was spoken language structure drills, which allowed learners to develop L2 habits by repetition and imitation, and in order to enable learners to respond instinctively in L2 conversation, the focus was on forming new linguistic habits through practical practice (Drew & Sørheim, 2009). The Audio-Lingual Method's ignoring of

the L1 is notable when considering the points of view of teachers and learners regarding the usage of the L1 in instruction. As well as this method implies a notion that direct translation and dependence on the L1 will impede the development of new language habits required for successful communication of L2 (Mitchell & Myles, 1998) .

4. The Communicative Language Teaching Method (CLT)

CLT is an approach that became prominent in the 1970s within language teaching methodology (Kjøstvedt, 2020). The idea of communicative competence, first introduced by Dell Hymes (1971), was the base of CLT. This refers the ability to utilize the target language (L2) for meaningful communication. Significantly , CLT emphasized the importance of providing learners with opportunities to express and produce language creatively and use it in real communication situations (Drew & Sørheim, 2009, p. 26) , as well as that It was thought to be crucial to allow students chances to negotiate meaning and develop their communication abilities using the L2 (Kjøstvedt, 2020) . Now regarding the role of the learners' native language (L1) in CLT, Comparing to the earlier teaching methods, there is less clarity on the precise role of L1 in CLT (Cook, 2008, p. 256). Though Larsen-Freeman (2000) acknowledges that some L1 usage is allowed and that L2 is still necessary as the medium of teaching, Song and Andrews (2009) argue that CLT preferably supports minimizing L1 use.

To conclude, the debate about the role of learners' native language in second language acquisition highlights the variety of the methods used in language instruction. The Grammar Translation Method (GTM) and the Audio-Lingual Method place more emphasis on immersion

in the target language (L2) than on using the learners' native language (L1) in language classes. However, Communicative Language Teaching (CLT) and the Direct Method allow certain flexibility in the use of L1. In other words, the Direct Method and CLT are slightly more in support of L1 use but they generally favor its minimization. Whereas, GTM and the Audio-Lingual Method are against it.

In summary, there is a lot of discussion on whether or not to employ students' native tongues (L1) in EFL classes. A lot of different elements and factors have an impact on this issue, including learner characteristics, teacher's experience, and beliefs and his cultural and educational background. Although integrating L1 can be advantageous in some teaching settings, there are drawbacks as well. Navigating this difficult topic effectively requires an understanding of the settings in which instructors choose to use L1 to facilitate and enhance teaching outcomes.

Conclusion

The literature review explores perceptions on the use of the first language (L1) in English as a Foreign Language (EFL) learning and teaching. The classroom atmosphere, attitude, and level of proficiency all have an impact on the opinions held by learners. While identifying positives like enhanced comprehension and confidence, they also point out drawbacks including excessive reliance and interference. The integration of L1 in contexts of translation and code-switching are preferred by learners. Teachers' viewpoints in the other hand, are influenced by their personal beliefs, language proficiency, and cultural background. They appreciate the advantages of clarity and time savings, but they struggle to keep language balance and adhere to

guidelines. Overall, instructors and students agree that there are benefits of integrating L1 in EFL classes; nevertheless, in order that the integration could be successful, both benefits and drawbacks must be managed and balanced.

Chapter two

Research design and Methodological Procedure, Results and Discussion of Results

Introduction

This study investigates teachers' and students' perceptions on the use of the first language (L1) in English as a Foreign Language (EFL) classrooms. The purpose of this descriptive study is to investigate their perceptions, practices, and beliefs about L1 integration. There are three primary sections in this chapter. The first section outlines the procedures, materials, and tools applied to acquire the data, which came from first year English students in the University of Bejaia. The interpretation and analysis of the information obtained from the data gathering procedure, and the three research questions' discussion are covered in the second section. The final section is about implications, limitations, and suggestion for further studies.

Section one: Research Design and Methodological Procedure

A detailed overview of the research design and the methodological procedure used in this study can be found in this section. It describes the steps taken to gather and examine data and provides justification for the strategies selected. The section also includes a description of the research participants and the ethical concerns that were made.

I. Research Design

To obtain a more profound understanding of a research subject, we have opted to use a mixed-methods approach in our study's conduction and data analysis. This methodology combines qualitative and quantitative research methodologies into a single inquiry (Wilson & Creswell, 1996). We get qualitative data through observation and gain quantitative data through the use of questionnaires, mixing aspects from both methodologies. In addition to improving our comprehension of the study topic, this mix makes specific, contextualized material accessible and makes it easier to conduct a more thorough investigation of the issue.

1. Mixed Method

The process of gathering, evaluating, and combining qualitative and quantitative data in a single study or over the course of several stages of a project is known as mixed methods research. This method gives researchers the opportunity to investigate research problems from several perceptions, leading to a more thorough comprehension of the phenomena being studied. Using techniques like observations, interviews, and content analysis, qualitative approaches aim to comprehend the significance and context of human experiences. However, in order to spot patterns, connections, and trends, quantitative approaches place a strong emphasis on numerical data and statistical analysis. By integrating these two methods, researchers may better grasp challenging research topics while simultaneously validating findings through data triangulation. Study using mixed methods is especially useful in areas where solving the study topic requires both qualitative and quantitative viewpoints (Creswell & Plano Clark, 2011).

II. Sample and Population

The term “population” in research refers to the whole set of individuals, objects, or events that are the subject of the study and have a shared characteristic. It stands for the entire set of elements that the researcher intends to examine and draw findings about (Garg, 2016).

A sample in research is a subset of the population chosen specifically for study purposes and analysis. Researchers use the sample, which is a smaller, more controllable group, to infer and draw conclusions about the population as a whole.

1. The Students’ Population

Our investigation comprises a diverse groups of participants which focuses mainly on the groups of first-year students of English of the University of Abderrahmane Mira, Bejaia. Our population includes four groups which represents a total of 114 students.

2. The Students’ Sample

In the process of selecting participants, convenience sampling was employed to ensure practicality and accessibility. Out of the four groups, we have chosen one to continue our investigation and gather concrete data. The chosen group contains 27 students. Therefore, our sample size is a total of 27 out of 114 students. As a result, 23.68% of the overall student population in our research is represented by the sample. This class contains 27 learners, of both females and males, whose ages range from 17 to 24 years old, providing a broad perception on the educational experience at this crucial stage of their academic journey. We have chosen this sample because at this level, students are typically still developing their language skills, which may include the strategic use of L1 to aid in understanding and learning English.

3. The Teachers' Population

In the case of teachers, the population consists of 11 English teachers from various modules within the selected learning group who are specifically chosen.

4. The Teachers' Sample

Our sample notably includes three out of ten English teachers of the selected class. Therefore, the percentage of our sample is 27.27%. We have specifically chosen the teachers of this group in order to fulfill our research objectives and provide valuable insights regarding the content of our theoretical section. In this case, the type of sample is the convenience sampling, which will allow for a more focused examination of the teachers' use of L1 in the classroom, and their related perceptions.

III. The Purpose of the Study

The purpose of this study is to look into the effects of using students' native language in English as a Foreign Language (EFL) classes. It seeks to investigate the extent to which the first language (L1) is really used in EFL education as well as the perceptions of instructors and students on this subject matter.

IV. Research Questions

1. What is the role of using the mother tongue in EFL classes?
2. To what extent do teachers use their L1 in teaching EFL?

3. What are the teachers' and the students' opinions about using the native language in teaching/learning EFL?

V. Data Collection Instrument and Procedures

To investigate teachers' and students' perceptions on the use of L1 in EFL learning and teaching, this study employed a mixed of data collection methods; Questionnaire and observation. A questionnaire is a flexible research instrument which is made up of a series of questions intended to collect information from respondents (Creswell & Creswell, 2018). In a questionnaire or evaluation, participants are required to choose one or more right answers from a list of options in multiple-choice questions, or MCQs. Because multiple-choice questions (MCQs) are an effective way to evaluate participants' knowledge, comprehension, and opinions on a broad range of issues, they are frequently employed in surveys, evaluations, and assessments related to education. They may be swiftly and impartially rated, and they are especially helpful for assessing facts (Smith & Johnson, 2018).

In order to obtain important information about the viewpoints, experiences, and perceptions of the teacher and the students on the implementation of L1 in EFL instruction, questionnaires are used in research with both of them. With the use of questionnaires, researchers can gather standardized answers from a significant number of people, giving them a quantitative and qualitative insight of the opinions they hold. Questionnaires can be completed by students to better understand their preferences, difficulties, and approaches to using L1 in EFL instruction. Questionnaires are a useful tool for teachers to share their ideas, methods, and difficulties when it comes to using L1 in EFL instruction. Researchers can obtain an in-depth knowledge of the subject from the viewpoints of teachers as well as students by employing

questionnaires; this knowledge can then be used to shape future procedures and rules related to education (Brown & Lee, 2017).

In the context of research, observation is systematic investigation and reporting of actions and occurrences as they take place in nature (Angrosino, 2007). In a controlled observation study, certain factors are under the researcher's control, and modifications can be made to see what happens (Mackey & Gass, 2015). In this study, controlled observations are used to objectively evaluate how students and teachers interact when using L1 in the classroom.

VI. Description of the Data Collection Instruments

The University of Bejaia's first-year English students answered 27 questionnaires intended to investigate their linguistic backgrounds and the factors influencing how they use their first language (L1) when studying English as a foreign language (EFL). The questionnaires included questions on demographic data, languages spoken at home, age of exposure to foreign languages, and enjoyment of learning English. It consisted of thirteen multiple-choice (MCQ) questions plus two open ended questions, organized into four sections. It also explored elements including classroom environment, cultural factors, perceptions towards L1 usage, and English competence that affect L1 use. It also asked about the perceived advantages and difficulties of using L1 in EFL instruction, as well as the recommended approaches such as the frequency of code-switching, vocabulary explanation preferences, the value of translation, and the function of L1 in maintaining motivation and consistency in language learning.

In a related investigation, three first-year English teachers at the University of Bejaia answered for three questionnaires designed to learn more about their linguistic background and

teaching methods. The questionnaires examined the circumstances in which teachers taught a second language (L2) using the first language (L1), the benefits of using L1 in the classroom, and the influence of teachers' backgrounds on their methods for teaching L1 use in L2 instruction. It consisted of nineteen questions, a combination of open ended questions and multiple-choice questions (MCQs) divided into four sections. To get sufficient data on the instructors' opinions about the integration of L1 in EFL instruction. After being examined by the academic supervisor for relevance and clarity, the questionnaires were given during a planned class to guarantee participation and answer accuracy.

Additionally, one observation session will be carried out in the first year English students class. In this session, Classroom Language Mapping is applied as the main tool to observe and analyze the language used by the teacher in the classroom (Richards & Farrell, 2011) and this study will be accomplished in a grammar course. We will observe and note whether the teacher integrate L1 and if it occurs in contexts it of instructions, explanations, clarification, or classroom management. This classroom language mapping will be achieved with the help of a checklist in a form of a grid to illustrate the types and frequency of L1 usage throughout the lesson. The grid is divided into key instructional instances, such as classroom management, translation, code-switching, and the explanation of new vocabulary and grammar rules. In these categories, we can systematically record instances such as 'Code Switching' the practice of the teacher switching between languages without providing direct translations or direct translations from the FL to the L1. Data also includes cases in which the L1 is used to manage the classroom, clarify grammar, or teach unfamiliar terms. To identify any use of L1 that does not fall into one of the pre-established categories, an additional 'Other' category is provided.

1. Piloting

Questionnaires were given to the teachers and students in the study's pilot phase to assess their clarity and relevance. It seemed from observations made throughout the distribution that most participants understood the majority of the questions because they completed the questionnaires without any apparent hesitation or confusion. Upon completion, participants were expressly requested to provide input on the surveys' relevancy and ease of use. Participants confirmed that the questionnaires were understandable and that they could answer almost all of the questions, and the replies were overwhelmingly positive. This feedback demonstrates how well our questionnaire design worked and offers a solid basis for the next stages of our study.

Conclusion

To sum up, this section has provided a thorough review of the study's methodological approaches and research methodology. It has provided rationale for the selected methodologies by elaborating on the particular procedures used for data collecting and analysis. In addition, comprehensive details regarding the study subjects' demographics, eligibility requirements, and participation have been presented. The section has attempted to ensure the validity and reliability of the study's findings by providing a full explanation of these factors. In order to ensure that the research is credible and that it can be replicated by other researchers, a comprehensive explanation of the process is essential. This thorough explanation of the methods and research design highlights the meticulous approach used in the study's execution, which increases the reliability of the findings

Section two: Analysis of the Results and the Discussion of

The Findings

This section presents an interpretation and analysis of the findings derived from the observation of the tea and questionnaires completed by the students and the teacher.

I. The Data Analysis

1. Analysis of the Students' Questionnaire Results

Question 1: What is your age?

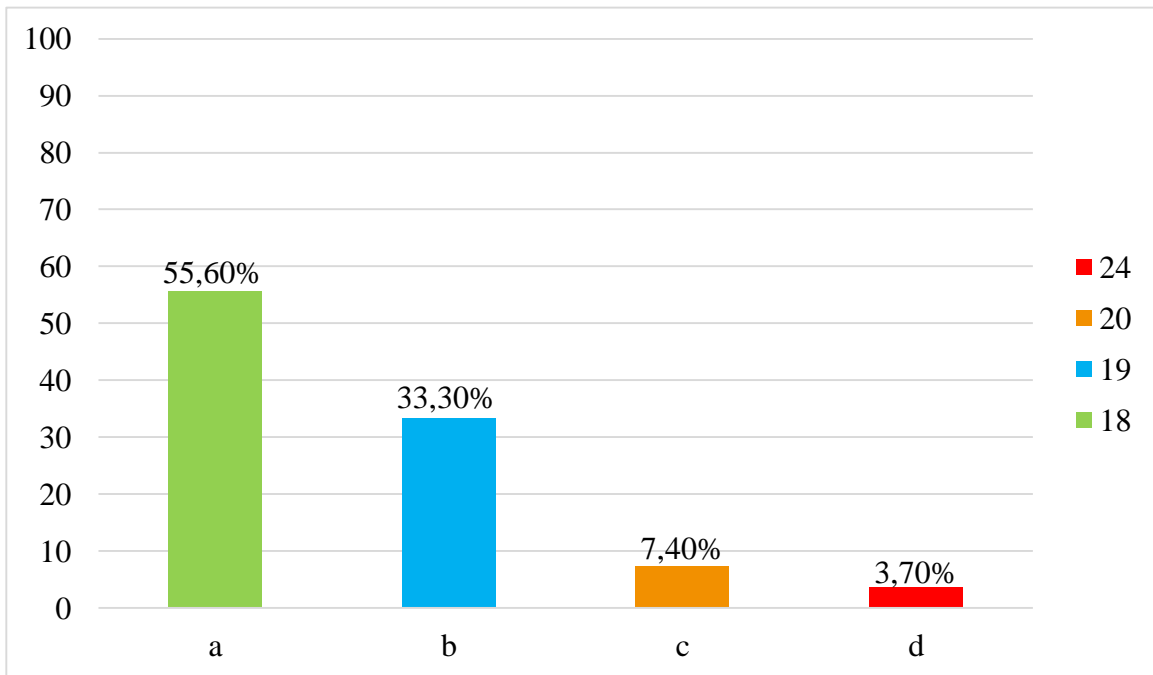


Figure 1. The Age of the Learners

According to the evaluation of the university's first-year English students' questionnaires about the use of L1 in EFL classes, (55.60%) of the respondents were 18 years old, which is the predominant age group. This distribution of ages is in line with the usual range of ages for first year students in higher education. Furthermore, the sample is composed of (33.30%) 19-year-olds and (7.40%) 20-year-olds. Remarkably, the age group of 24 years old is underrepresented, making up only (3.70%) of the total respondents. These results point to a significant younger student representation in the study, with most students being in the 18–19 age group.

Question 2: What is your gender?

a. Male

b. Female

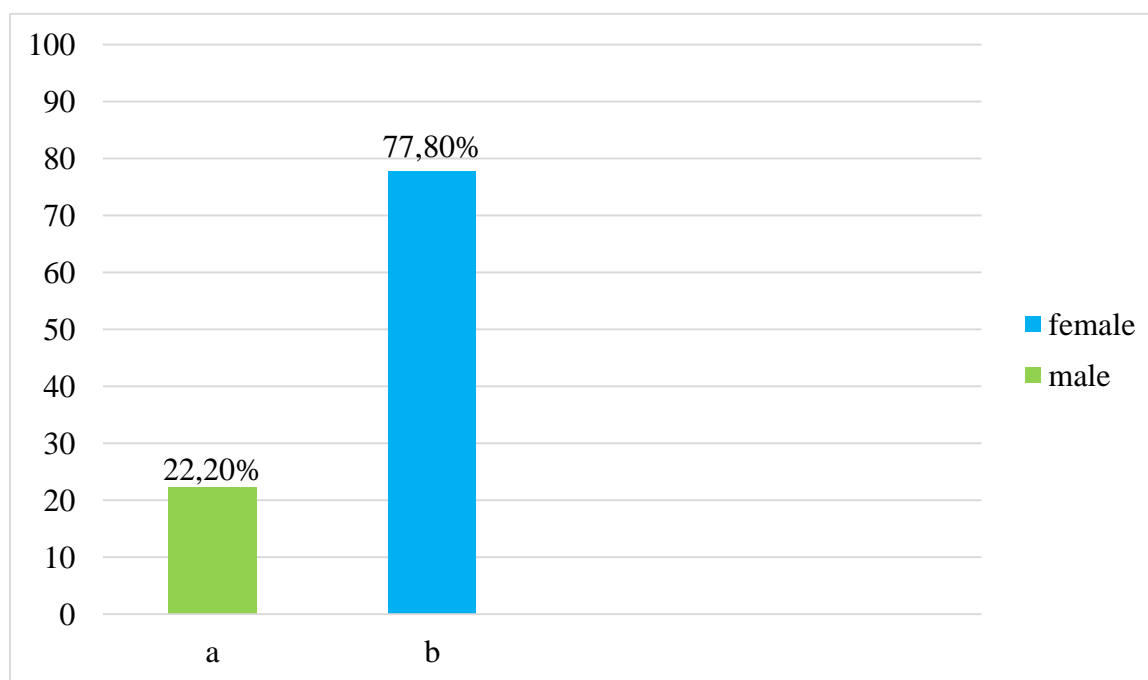


Figure 2. Gender of the Learners

First-year English students taking part in this study, were divided by gender, with 77.80% of the sample being female. This indicates a strong majority of female responses. On the other hand, only 22.20% of respondents are men. The imbalance in gender indicates a higher percentage of female study participants.

Question 3: What language(s) do you speak at home?

- a. Berber
- b. Arabic
- c. French
- d. Other

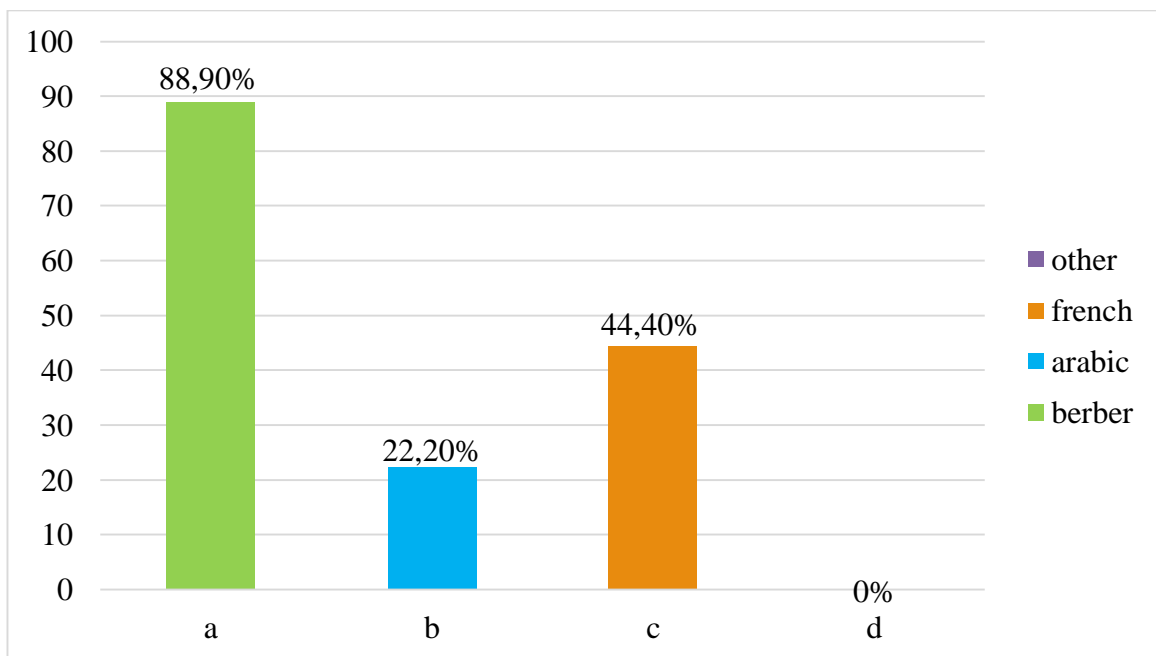


Figure 3. Language(s) Spoken at Home by the Learners

The figure above clearly shows a varied tapestry of linguistic diversity when looking at the respondents' language distribution. The multilingual environment is reflected in the graph, where people speak French, Arabic, Berber, and other languages at home. We have normalized the percentages to appropriately reflect the facts, taking into consideration that respondents could choose more than one language. By using this method, the overall percentage is guaranteed to represent the percentage of each language choice in relation to the entire number of language selections made, not the total number of respondents. Respondents were able to select more than one language spoken at home based on the available data, reaching percentages higher than (100%). Berber was the most commonly reported language with (88.90%) of respondents choosing it. (22.20%) of the respondents chose Arabic, while (44.40%) chose French.

Question 4: How much do you enjoy learning English?

- a. Extremely
- b. Very much
- c. Moderately
- d. A little
- e. Not at all

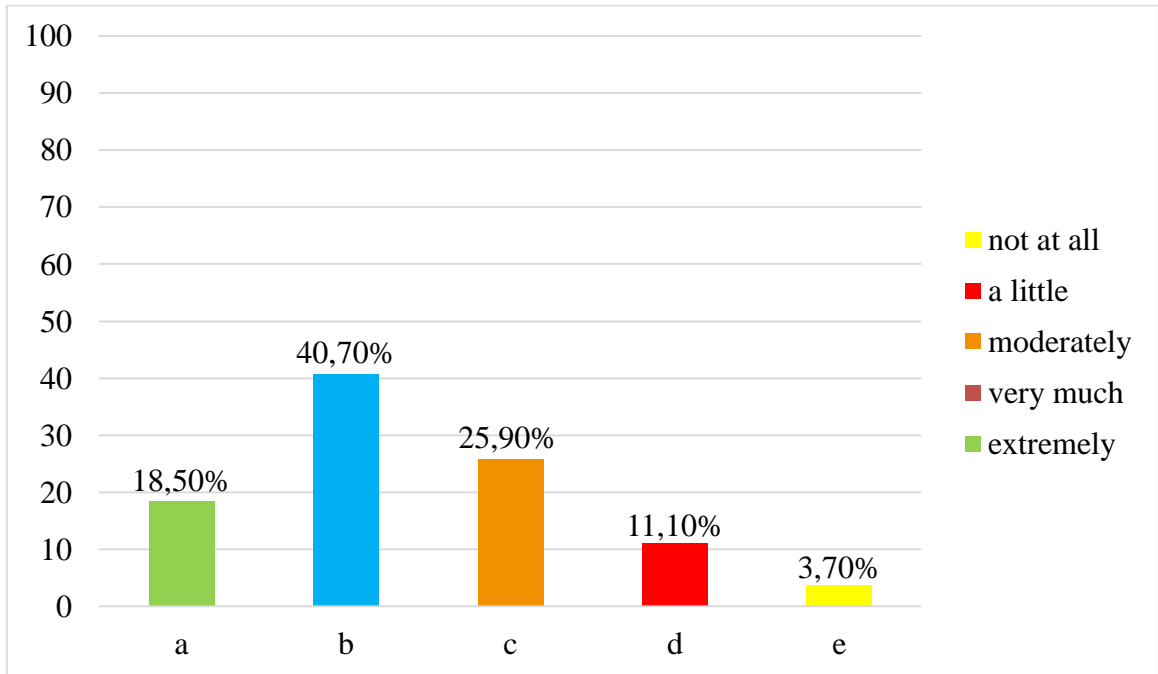


Figure 4. Level of Enjoyment of Learning English

There are many degrees of excitement shown in the analysis of students' enjoyment of learning English. With (18.50%) finding it extremely pleasurable and (40.70%) finding it very enjoyable, a sizable portion, (59.20%), reported high degrees of enjoyment. Furthermore, moderate enjoyment was indicated by (25.90%) of respondents, and smaller enjoyment was recorded by (11.10%). Just (3.70%) of respondents said they didn't enjoy learning English at all. Overall, it appears that most students find learning English to be at least somewhat enjoyable.

Question 5: How does your English proficiency influence your choice to use your first language (L1) in English lessons?

a. It influences a lot

- b. It influences somewhat
- c. Neutral
- d. It does not influence much
- e. It does not influence at all

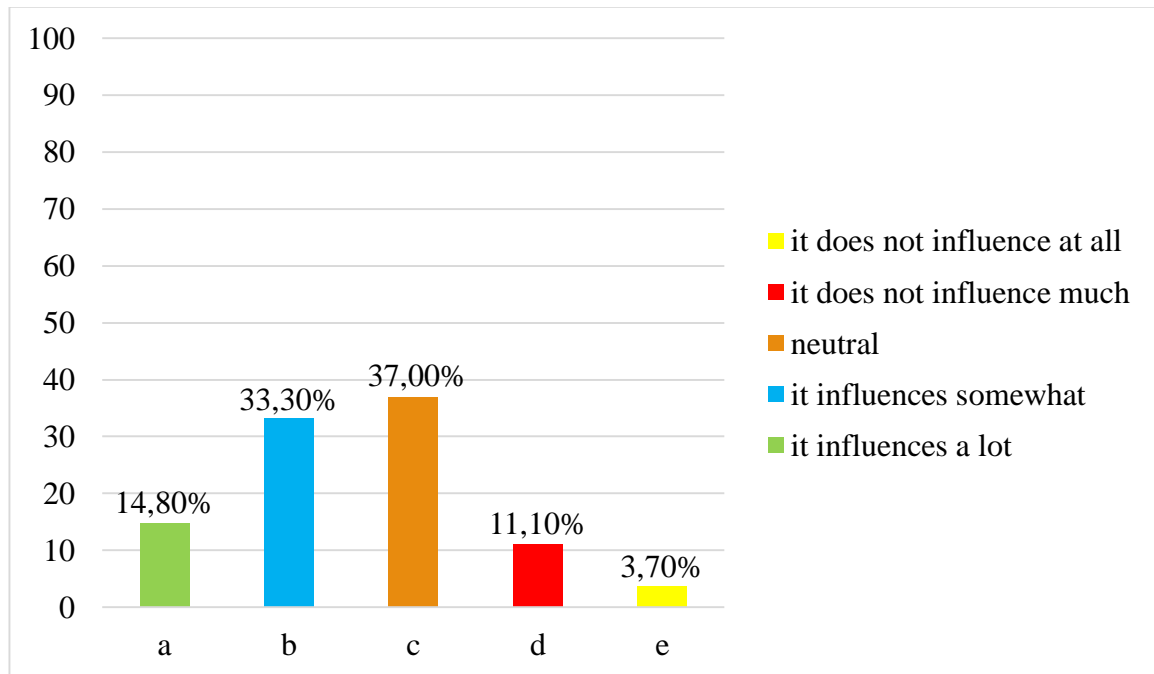


Figure 5. The Influence of the Learners’ English Proficiency in Using First Language (L1) in English Lessons

Proficiency in English affects their learning. (48.10%) of respondents strongly feel that their ability to speak and understand English has some influence on their ability to learn, with (14.80%) saying it influences a lot and (33.30%) saying it influence somewhat. On the other hand, (14.80%) have no strong opinions, meaning they are impartial. Less than half, or (14.80%), believe that their ability to speak and understand English has little to no impact on their education; (11.10%) believe that it does not influence much, and (3.70%) believe it has no influence at all. These results imply that although many students admit that their learning has been impacted by their English ability, there are differing opinions about how important it is.

Question 6: How would you rate the importance of your attitudes towards using your first language (L1) in English lessons?

- a. Very important
- b. Important
- c. Neutral
- d. Not important
- e. Not important at all

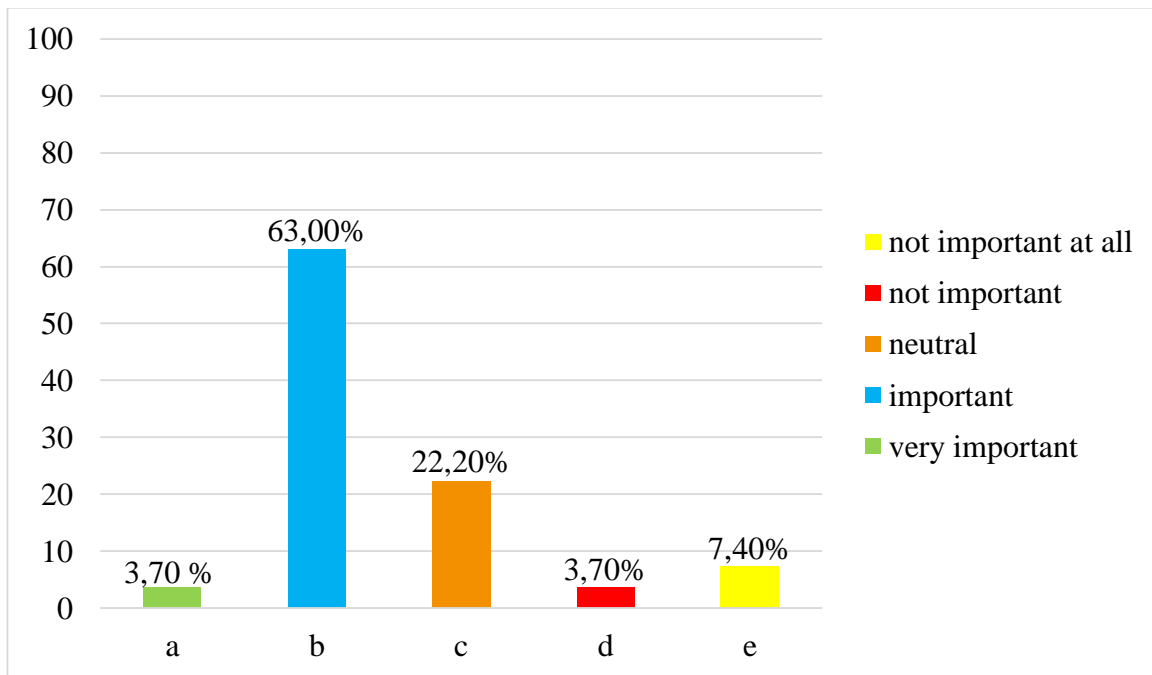


Figure 6. Assessing the Importance of Attitudes towards Using L1 in English Lessons

The data gathered on respondents' attitudes about the use of L1 in English teaching reveals a range of viewpoints. (63.00%) of participants said they thought these attitudes were important, while (22.20%) said they were neutral. Just (3.70%) of respondents think they are extremely important or very important, and (7.40%) think they are not important at all. This implies that

although a sizeable proportion of respondents place value on certain attitudes, a sizeable number either stays neutral or gives them less weight.

Question 7: How does the classroom environment affect your decision to use your first language (L1) in English lessons?

- a. A great deal
- b. To some extent
- c. Neutral
- d. Not much
- e. Not at all

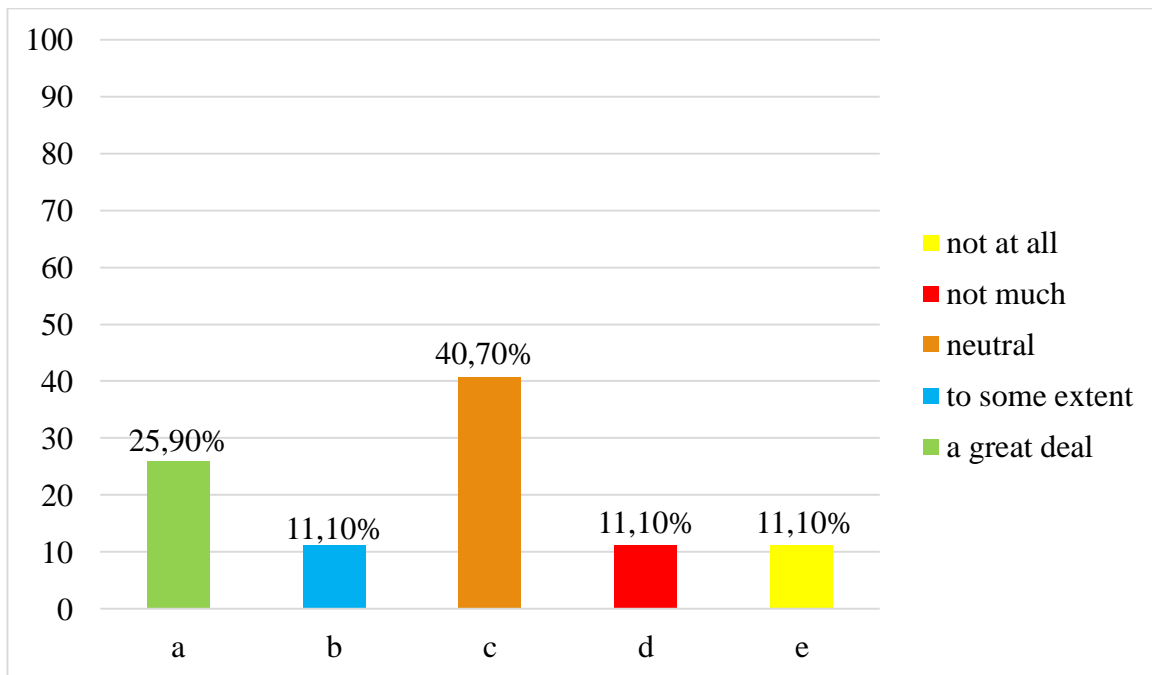


Figure 7. The Impact of Classroom Environment on the Use of L1 in English Lessons

The data shows that respondents' opinions on how the classroom environment affects the usage of L1 in English classes are not all the same. A sizeable percentage, (25.90%), think that the classroom atmosphere has a considerable impact on L1 use, while (11.10%) think it has a moderate impact. Furthermore, (40.70%) have no opinion on the matter. Just (11.1%) of respondents think that the classroom environment has little to no impact on L1 use, and another (11.10%) disagree.

Question 8: How do cultural factors impact your views on using your first language (L1) In English lessons?

- a. They have a significant impact
- b. They have some impact
- c. They have little impact
- d. They have no impact

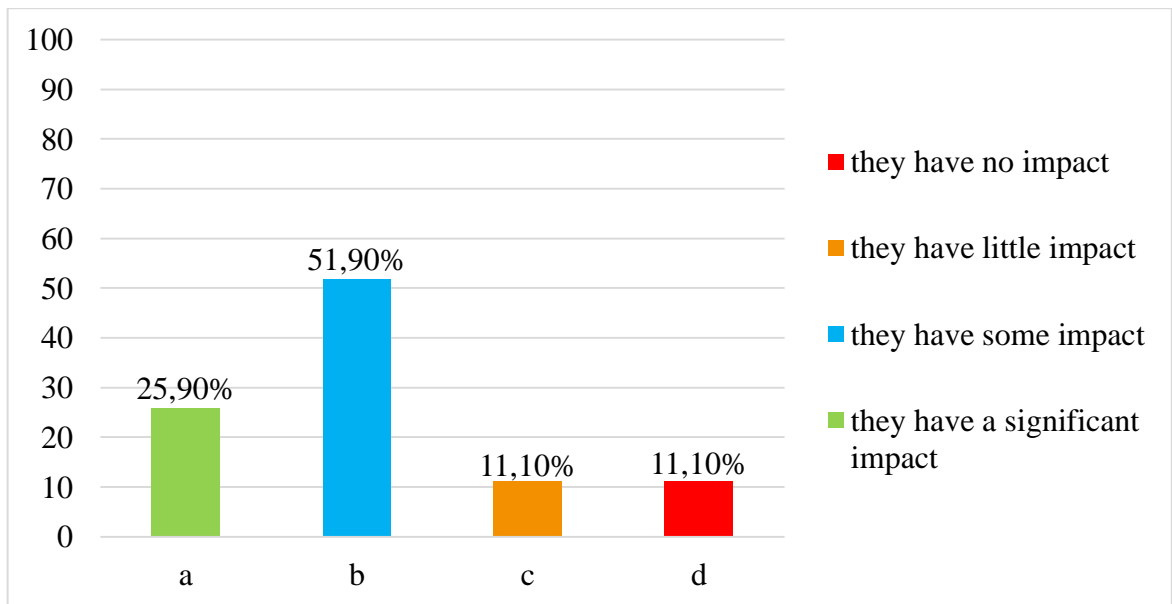


Figure 8. The Influence of Cultural Factors on Perceptions Regarding L1 Use in English Lessons.

According to the findings, respondents' perceptions of how culture affects the usage of L1 in English instruction vary. The majority, (51.90%), think that culture has some influence on L1 use, whilst a noteworthy portion, (25.90%), think that it has a big impact. Furthermore, (11.10%) of respondents think culture has little effect on L1 use, and another (11.10%) disagree. This shows that perceptions about the degree of cultural influence on L1 use in English learning differ, even though many acknowledge it to some extent.

Question 9: Do you believe that using your first language (L1) can aid in learning English?

- a. yes
- b. no

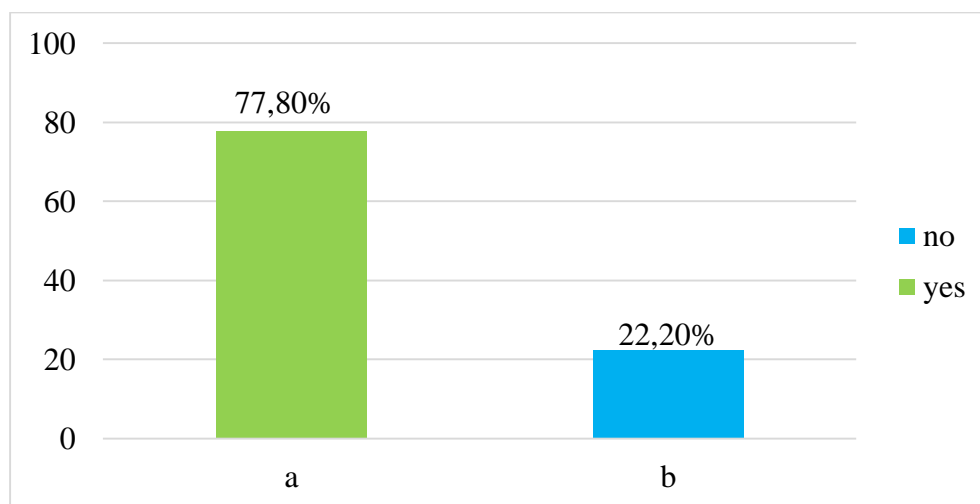


Figure 9. Beliefs about Using L1 to Aid English Learning

According to the findings, respondents had a high propensity towards believing that L1 aids in English acquisition. L1 does help with English acquisition, according to a sizable majority (77.80%). Yet, (22.20%) of people do not hold this opinion. This implies that a significant number of participants view the utilization of L1 as advantageous for acquiring English language skills.

Question 10: What benefits do you associate with using your first language (L1) in learning English?

- a. Improving comprehension
- b. Enhancing confidence
- c. Connecting with cultural identity
- d. Others (Specify)

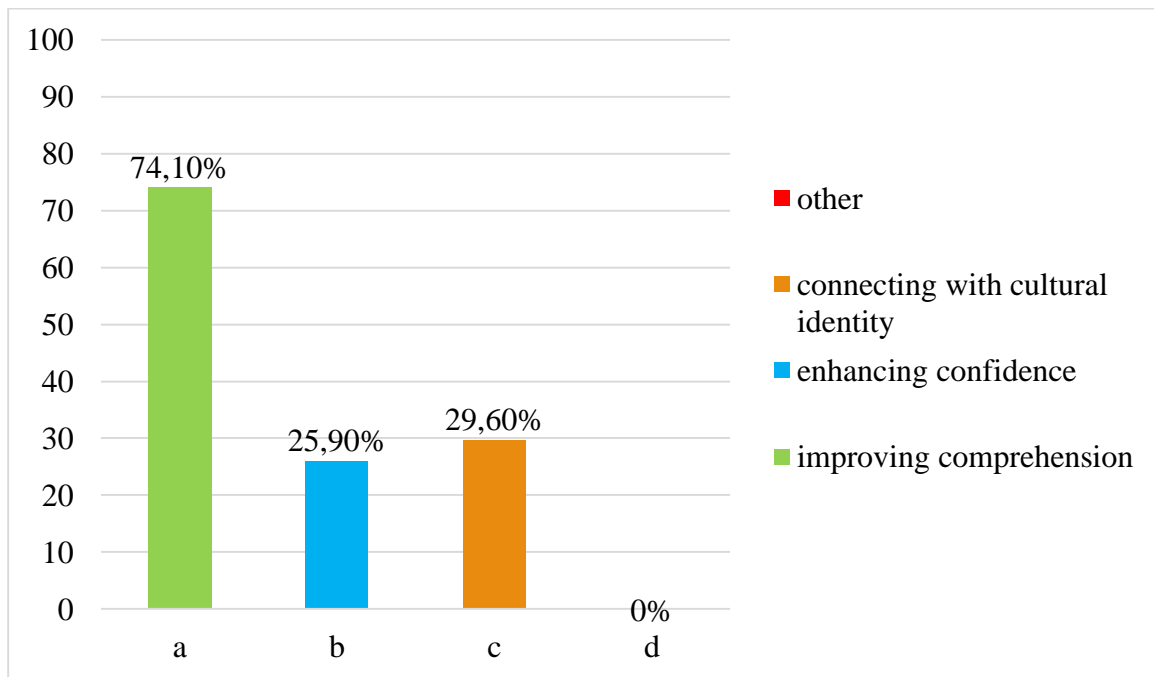


Figure 10. Perceived Benefits of Using L1 in Learning English

Participants of the survey on the benefits of using the first language (L1) in EFL classroom were allowed to choose more than one benefit, which is why the percentages initially added up to more than (100%). Normalization was used to produce a logical representation of the data. A complete comprehension of the benefits of L1 usage in EFL contexts is revealed by the data gathered on the subject. With 20 responses (74.10%), improving comprehension is the most often mentioned advantage, demonstrating its critical function in supporting students' grasp of the target language. Another important advantage is enhancing confidence. Seven respondents, or (25.90%), indicated that L1 can make language learners feel more assured of their language skills. 8 of the responses (29.60%) confirmed connecting with cultural identity, indicating the significance of L1 in preserving cultural connections. Since respondents were able to select multiple benefits, the percentages are higher than 100%. In order to fix this, the data was normalized in order to ensure that the overall percentage accurately represents the relative importance every single benefit, enabling more precise analysis and comparison.

Question 11: What challenges do you associate with using your first language (L1) in learning English?

- a. Overdependence
- b. Expressing language interference
- c. Facing classroom management difficulties
- d. Others (Specify)

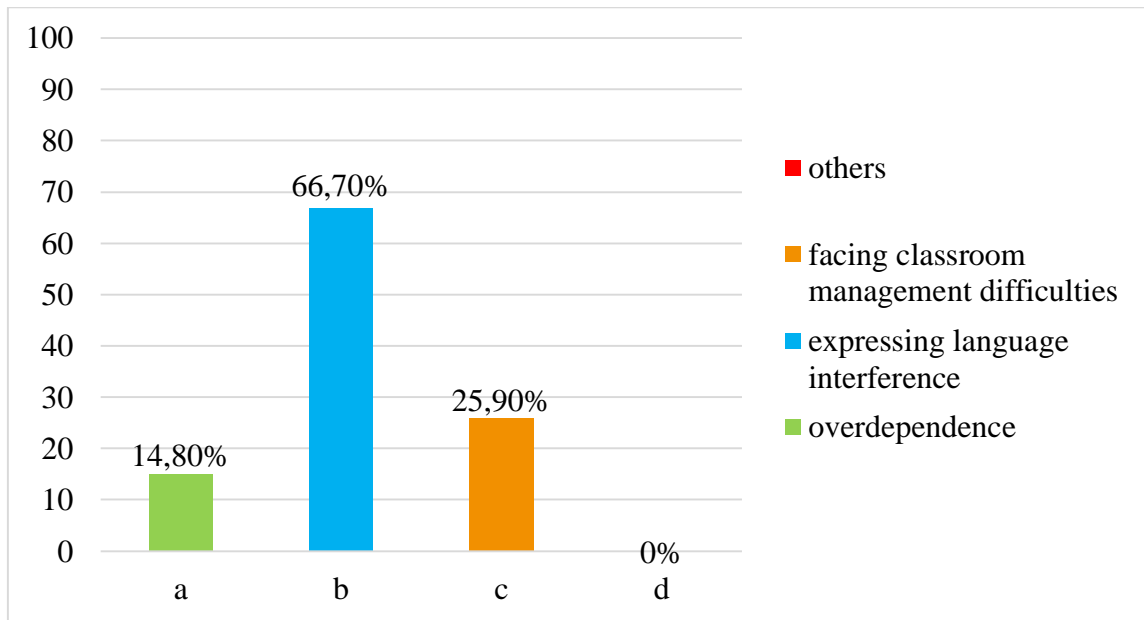


Figure 11. Perceived Challenges of Using L1 in Learning English.

The results of the questionnaire provide insight into the challenges involved in using the first language (L1) in EFL classes. With 18 replies (66.70%), expressing linguistic interference is the most frequently stated issue. This suggests that acquiring the L1 can occasionally be more difficult. Four respondents (14.80%) raised the issue of overdependence on L1, indicating a potential that learners may become overly dependent on their home tongue. Seven replies, or (25.90%), mentioned having trouble with classroom management, which highlights the challenges of balancing L1 use without upsetting the dynamics of the class. There were no other challenges mentioned, as shown by the 0 responses (0.0%). Since participants could select multiple challenges, the initial percentages were more than (100%). In order to ensure a balanced perception within a (100%) framework, the data was normalized to represent the proportionate impact of each difficulty in order to correct this for a cohesive analysis.

Question 12: How frequently do you engage in code-switching between your first language (L1) and English in class?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

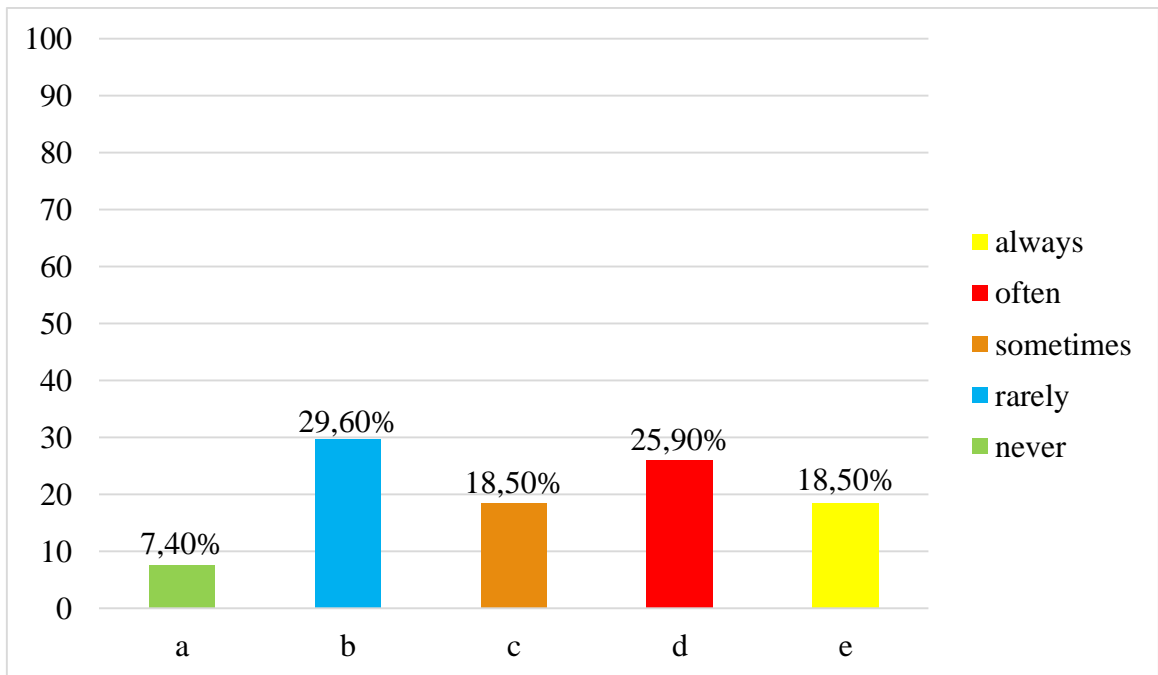


Figure 12. Frequency of Code-Switching Between L1 and English in Class.

Different levels of prevalence and frequency of code-switching are reported by respondents. (7.40%) of respondents said they never switched codes, while (29.60%) said they did it infrequently. Furthermore, (18.50%) of respondents reported occasionally code-switching,

and the same proportion reported code-switching frequently. Remarkably, (18.50%) said they switched codes all the time. This indicates that respondents exhibited a variety of code-switching behaviors; some engaged in the technique infrequently or never, while others did so more regularly.

Question 13: Which language do you prefer for explaining new English vocabulary?

- a. First language (L1) exclusively
- b. Both first language (L1) and English (L2) simultaneously
- c. English (L2) exclusively
- d. Visual aids or gestures without relying on any language

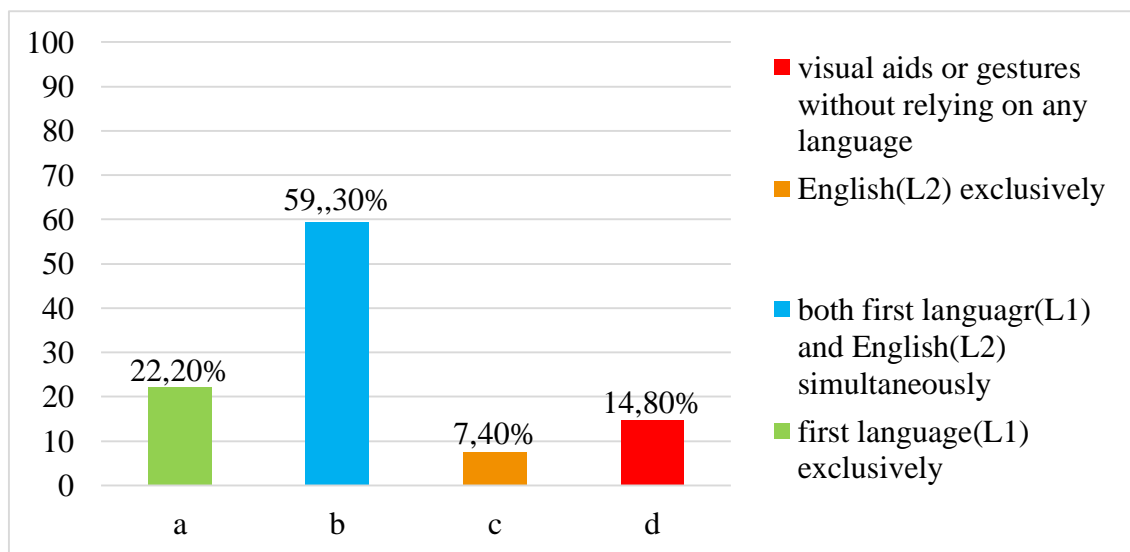


Figure 13. Language Preference for Explaining New English Vocabulary.

The results from the questionnaire on vocabulary explanation methods in EFL classes indicate that a bilingual approach is preferred. 16 respondents (59.30%) support combining

English (L2) and the first language (L1) at the same time, proposing an integrated approach that makes use of L1's familiarity while teaching L2. Six respondents (22.20%) only use L1, indicating that they believe it to be helpful in explaining unfamiliar vocabulary. On the other hand, 2 respondents (7.40%) would rather speak in English exclusively (L2), which could indicate a more immersive approach. Furthermore, 4 responders (14.80%) use gestures or visual aids, which is a cross-linguistic technique. These percentages are higher than (100%) since several selections are permitted. Each method's percentage is updated to reflect its share of the total number of methods selected in order to normalize the data and provide a proportionate representation within a (100%) framework.

Question 14: How helpful do you find using translation from your first language (L1) to English for your learning?

- a. Very helpful
- b. Somewhat helpful
- c. Neutral
- d. Not very helpful
- e. Not at all helpful

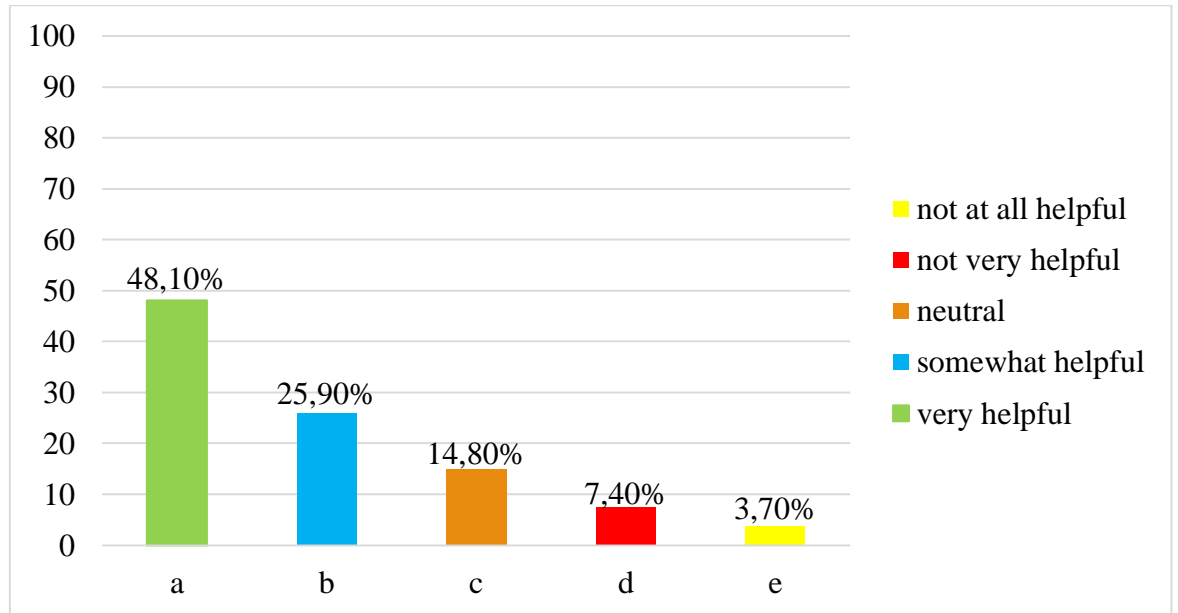


Figure 14. Perceived Effectiveness of Using Translation from L1 to English for Learning.

Responses to the question of whether translation is helpful for learning English show a range of opinions. (48.10%) of respondents regard translation to be extremely beneficial, compared to (25.90%) who find it to be somewhat helpful. Furthermore, (14.80%) have no opinion, (7.40%) think translation is not very beneficial, and (3.70%) think it is not helpful at all. This shows that although a large number of respondents appreciate translation as a learning aid, perceptions vary, with a significant amount expressing indifferent or unfavorable views.

Question 15: How does using your first language (L1) in English learning help you stay motivated and consistent in your language learning journey?

Students should go back on their own experiences and learnings while answering this question regarding how learning English in their mother tongue keeps them motivated and consistent. Here are some possible responses could include:

- L1 can provide a foundation for understanding complex English concepts, making learning easier and more enjoyable.
- Using L1 can boost confidence in using English, as learners can clarify doubts and express themselves more comfortably.
- L1 use can keep learners interested in learning English by making the process more relatable and accessible.
- Translating from L1 to English can aid in comprehension, especially when encountering challenging material.
- Regularly using L1 in English learning can help establish a consistent learning habit, leading to better retention and progress.
- L1 can serve as a source of emotional support, especially when English learning becomes challenging or intimidating.

2. Analysis of the Teacher's Questionnaire Results:

Question 1: What is your native language?

- a) Berber
- b) Arabic

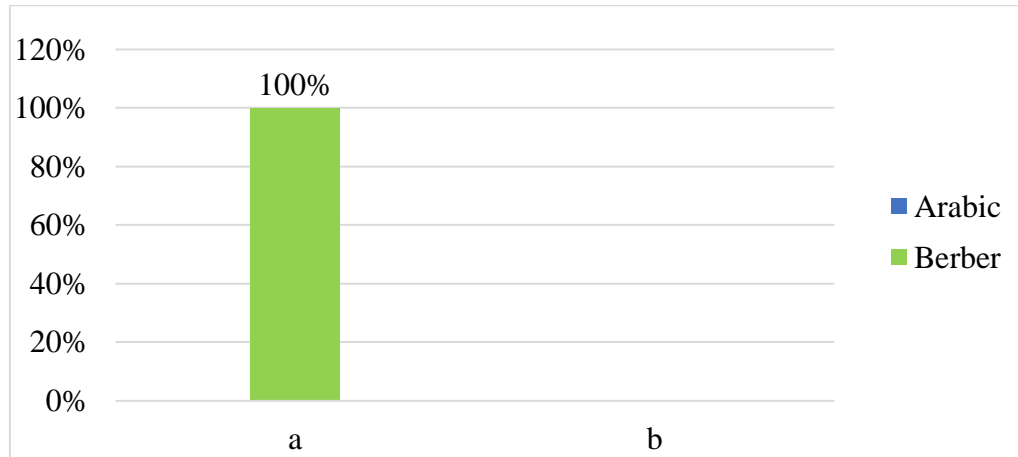


Figure 15. The Teachers' First Language

After analyzing the data collected from our sample, which represents three teachers of first-year English students who's teaching English experiences are around five to nine years, we reached out to this graph that shows two bars of languages Berber and Arabic. The bar of Berber represents a value of 3, however the one of Arabic is empty and represents the value of 0. This implies that rather than Arabic, the teachers 'first language is Berber.

Question 2: How proficient are you in the English language?

- a) Advanced
- b) Intermediate
- c) Beginner

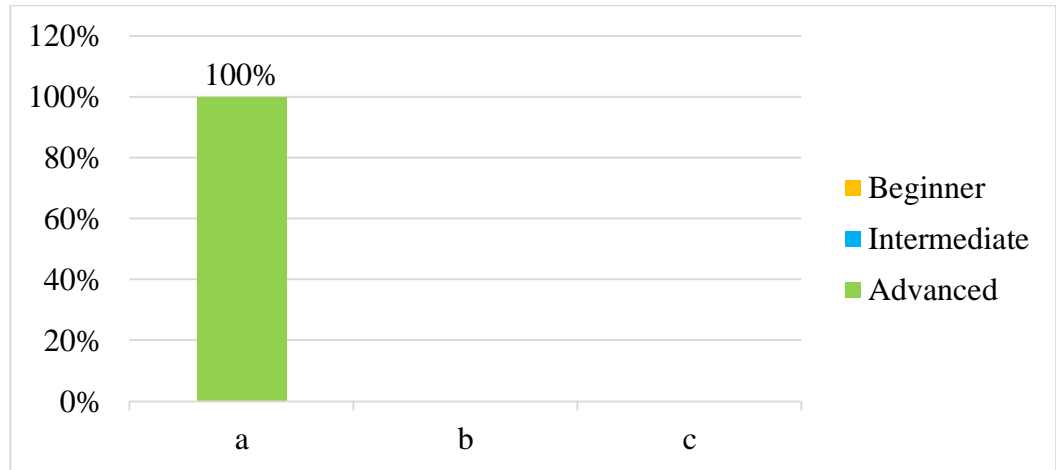


Figure 16. The Teachers' Proficiency in English

As we can see in the presented graph, the teachers rate their English proficiency at the level “advanced”.

Question 3: Which of the following factors do you believe has the most influence on your decision to use the learners' native language in classroom?

- a) Educational and Cultural Factors
- b) Teacher's Language Proficiency
- c) Personal Beliefs and Experiences

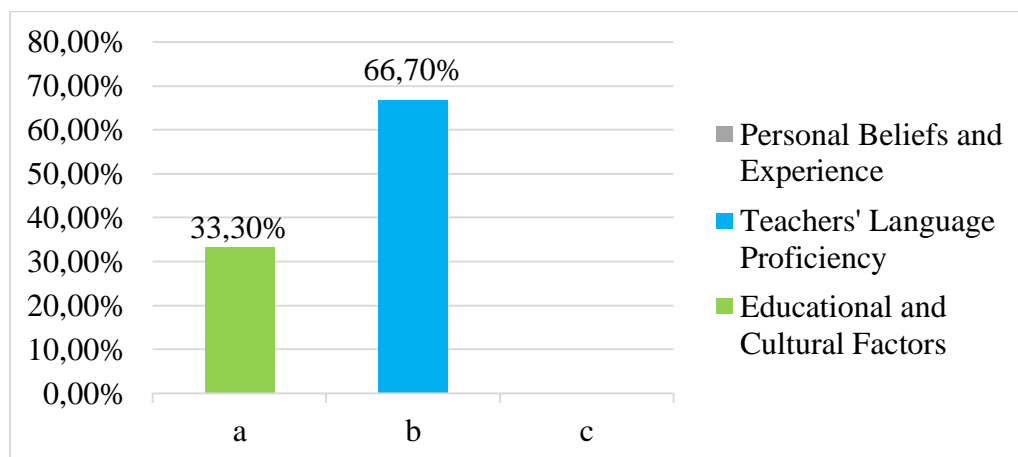


Figure 17. Factors Influencing the Teachers L1 Use

The factors that have the most impact on teachers' usage of L1 in EFL classrooms. This is demonstrated by the highest point on the graph (66, 70%) which indicates the teacher's language proficiency, then the educational and cultural factors which come at the second place (33, 30%). From the teachers' perceptions, it seems that the teacher's personal experiences and opinions might not influence their use of L1.

Question 4: How do you perceive the role of educational and cultural factors in determining the use of L1 in your classroom?

- a) They play a significant role in shaping my language use decision
- b) They have some influence , but other factors are more important
- c) They are not significant factors in my decision-making process
- d) I am unsure of their use

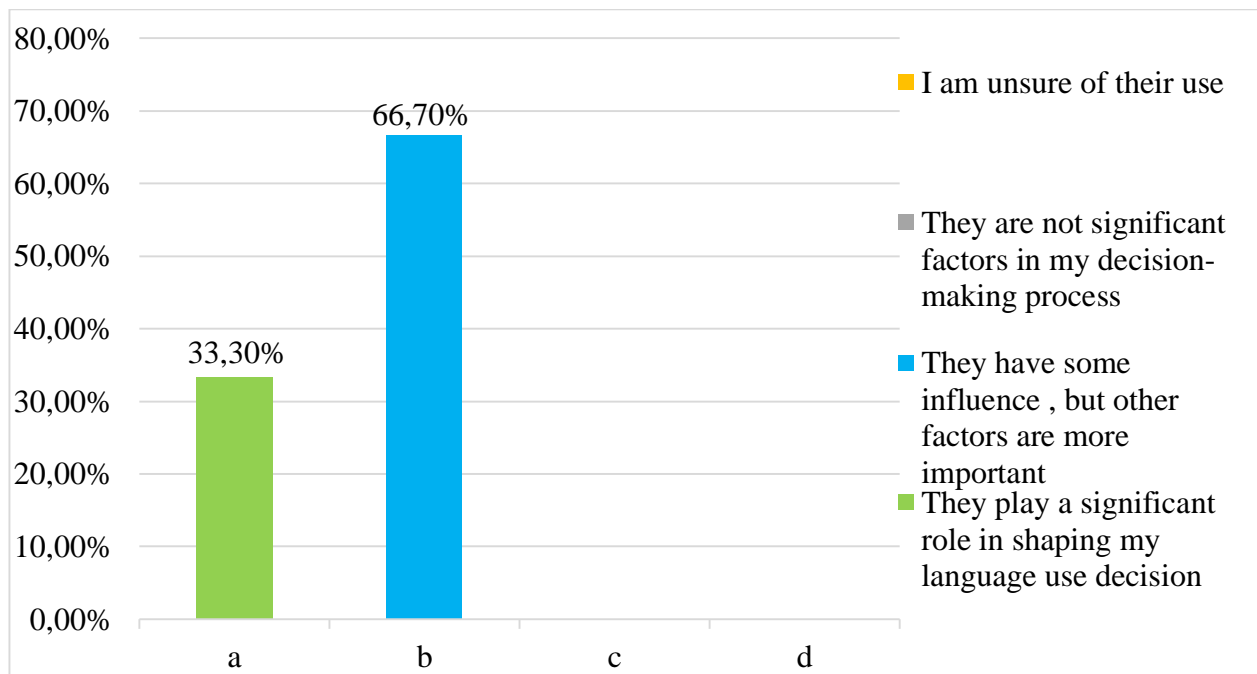


Figure 18. The Extent of Educational and Cultural factors' Influence on Teachers L1 Use

Although the teachers informants determined that the teacher's language proficiency and the cultural and educational elements would have more impact in integrating L1, they also believe that other aspects may exist which are more significant in terms of their role and impact. In other words, the teachers consider the teachers' language proficiency and the cultural and educational factors have some, but does not exert significant influence.

Question 5: How do you determine whether to employ L1 in instruction based on the needs and the characteristics of the learners?

As an answer to the question cited before, the surveyed teachers puts the students' proficiency first of all, recognizing that explaining topics and ideas to them in a language they do not comprehend will not effectively work and the message will not be clear. This shows that teachers are conscious of their students' knowledge levels. One teacher also emphasizes on the

cultural aspect and makes the case that, in some circumstances, expressing in one's native language (L1) can help to clarify concepts and save time. This emphasizes the benefits and effectiveness of using L1 when needed.

Question 6: How can your English language proficiency affect your integration of L1 in the classroom?

As a reply to the given question, the teachers assert that a teacher who is not competent and proficient in English may unintentionally employ L1 more often and rely to it during interactions with students. In other words, they think that teachers cannot share a knowledge in a language they are not skilled in successfully and sees that teachers who are not fluent in English may find themselves using frequently their native tongue to convey the message. Here one of the questioned teachers adds that this reliance on L1 can hinder the students' language learning process and emphasizes the aim to minimize the utilization of L1 in the classroom and support effective language instruction for an effective knowledge of English.

Question 7: Do you think that the usage of L1 can be beneficial? If yes, name some advantages?

Here the instructors agree that there are advantages in using the students' first language (L1) when needed, particularly when discussing cultural topics and providing translations that offers a clearer comprehension and aid understanding to the learners with a low level of English. Allowing the use of students' L1 in these situations can help them understand nuances of culture and ideas that would be difficult and more complicated to express in the target language only. Additionally, to lower confusion and promote comprehension, translations may benefit students

in overcoming the gap between the language they are learning and their native tongue. Overall, depending on the situation, the appropriate and careful use of L1 may enhance learning outcomes.

Question 8: Do you think that explaining grammar rules using L1 is advantageous?

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

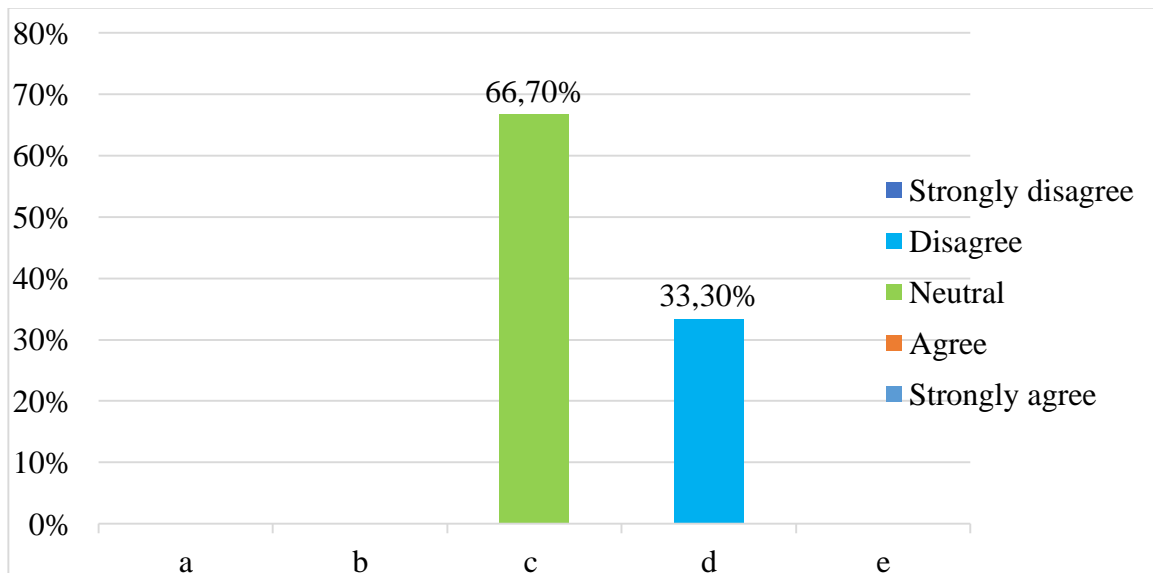


Figure 19. The Explanation of Grammar Rules Using L1

The graph that is presented suggests that the teacher's perception is primarily neutral when it comes to explaining grammar rules in L1. It implies that using the learners' first language to clarify grammar rules may be helpful in certain situations, particularly if the rules being taught are complex. The teacher may then rely on L1 to guarantee that all of the students have comprehended and avoid misunderstandings. On the other hand, L1 integration during explication is not necessary in circumstances where the grammar course is easy to understand and approachable. Overall, this indicates that most teachers are neither agree nor disagree with the utilization of L1 while explaining grammar principles.

Question 9: Do you think that you can save time while explaining the learners' misunderstandings in their native language? Explain

The response given by two instructors in this question acknowledges that explaining complicated concepts in the student's native tongue (L1) can help them grasp ideas better and easily and avoid misconceptions, which makes the course move on without wasting a lot of time. The other teacher answered that the structure of English and L1 are not the same, so it is better to focus only on using English.

Question 10: How can L1 be utilized for effective assessment and feedback in the classroom?

- a) Enhancing teacher-student rapport
- b) Providing clear evaluation and feedback
- c) Reduce learners' anxiety

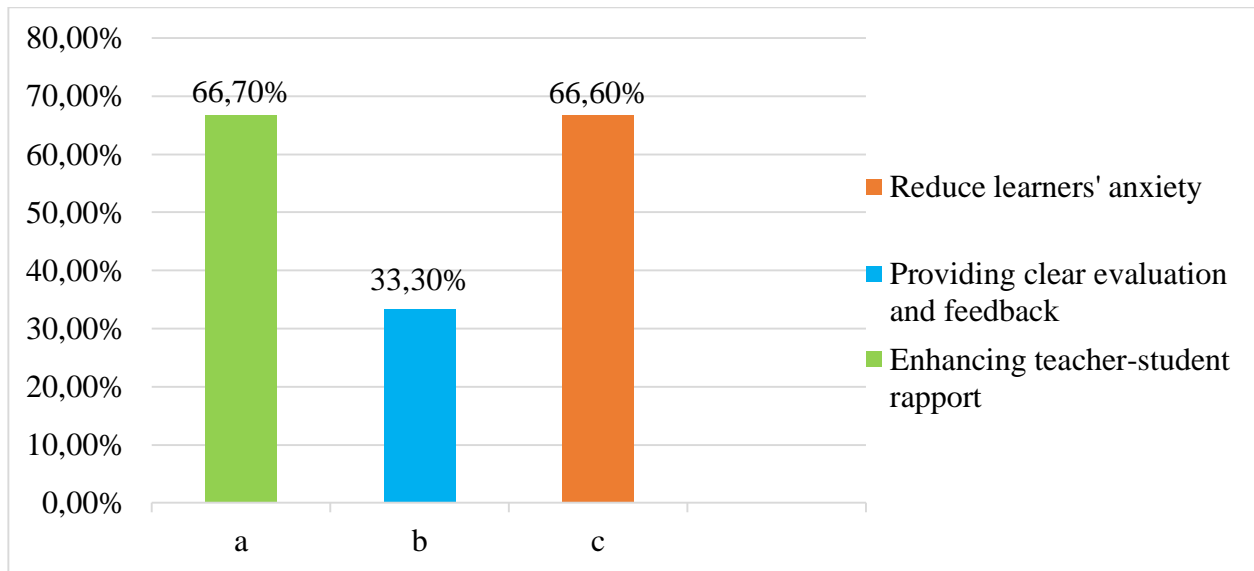


Figure 20. L1 for Effective Assessment and Feedback

Regarding the teachers' choice of the first and third options that states for enhancing teacher-students rapport and reducing Learners' anxiety are chosen twice by two different teachers, we can notice that they strongly believe that L1 may be in some cases beneficial in creating a comfortable learning environment. That is because allowing students sometimes to express themselves in their native language can improve the connection between them and their teachers as well as fostering a mutual respect between them which will eventually reduce their anxiety levels. However, according to the graph, we can see that the teacher selects the option that says that L1 provides a clear evaluation and feedback only once.

Question 11: Do you think that any teacher can control the amount of L1 use in classroom? Explain

One teacher notes that not every teacher can control the amount of L1 use and not any teacher can handle the perfect balance between the target language and the L1. He recognizes

the complexity of managing language use among students and believes that is such a challenge for teachers. He also mentioned that the overuse of L1 by the learners makes them over dependent which will eventually hinder their language learning progress, so he advised to encourage students to rely more on English. However, the other instructors admit that there can still be a balance, because the focus is on English, so even if there are cases where L1 occur, the emphasis is still on the target language.

Question 12: Are you for or against the Only-English system that is outlined in different schools' policies or curriculum guidelines around the word? Explain

In the response of this question, all the three the teachers support the Only-English system in schools, finding this system as an encouragement for students to master the English language which will be beneficial for their future and will help them in various fields.

Question 13: In which contexts do you find yourself using L1 the most during your teaching sessions?

- a) Translation
- b) Code-Switching
- c) Grammar Explanation
- d) Classroom Management
- e) Vocabulary Explanation
- f) Other

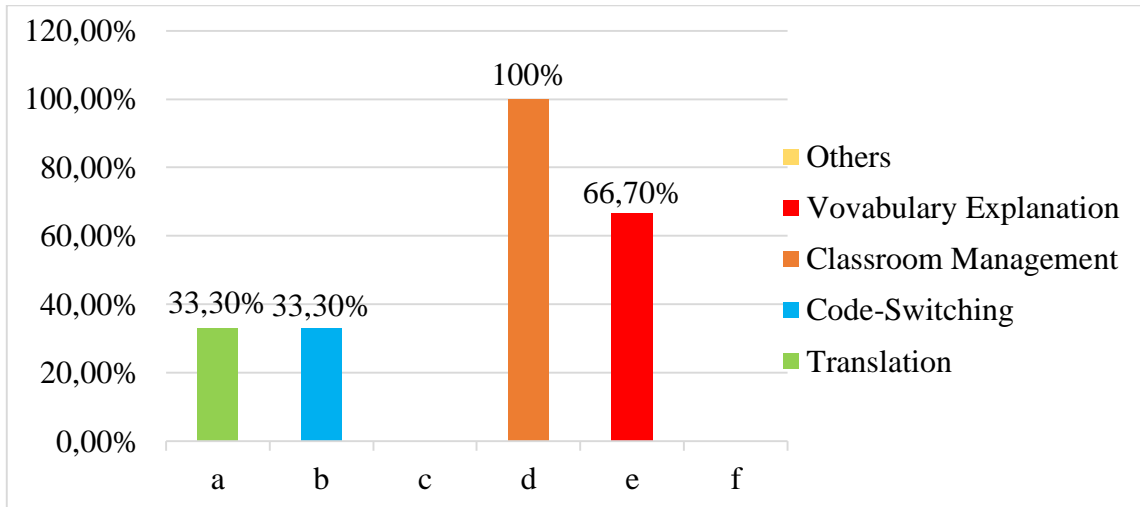


Figure 21. The Teachers' Contexts of Integrating L1

In accordance with the instructors who was questioned, the following graph illustrates how they typically integrates L1 into his lessons for classroom management, translation, vocabulary explanations, and occasionally code-switching. However, they categorically opposes using L1 while instructing grammar classes.

Question 14: When explaining complex grammar concepts to your students, how often do you resort to using L1?

- a) Always
- b) Often
- c) Sometimes
- d) Occasionally
- e) Rarely or never

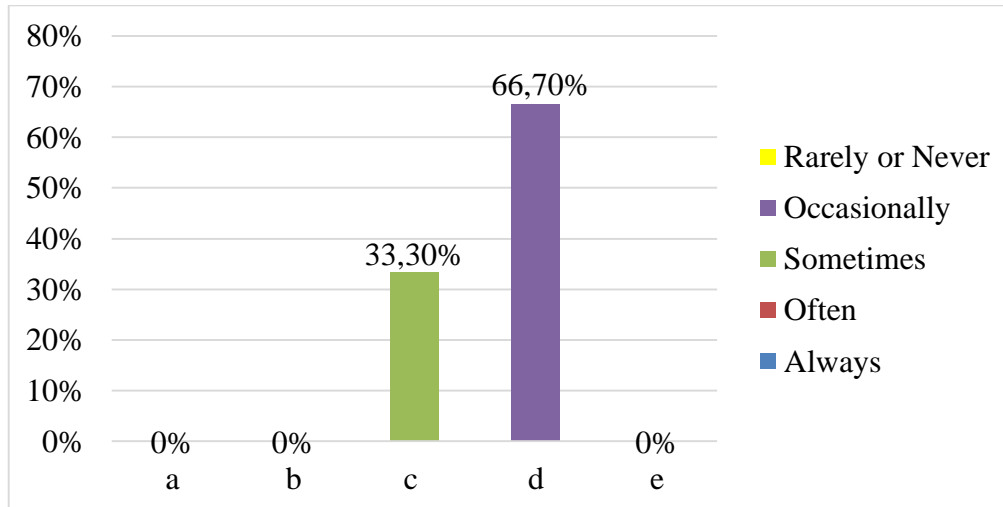


Figure 22. Explanation of Complex Grammar Using L1

Based on the analysis of the following graph which shows the frequency of code-switching among three teachers in EFL classrooms, it can be concluded that most of them do it "sometimes." This implies that none of the teachers code-switch "always" or "often," they also don't avoid it completely, indicating a more nuanced approach to integrating language in the classroom.

Question 15: Which situation best describes your use of L1 for classroom management purposes?

- a) Giving instructions and directions
- b) Disciplining students
- c) Clarifying misunderstandings
- d) Building rapport with Students

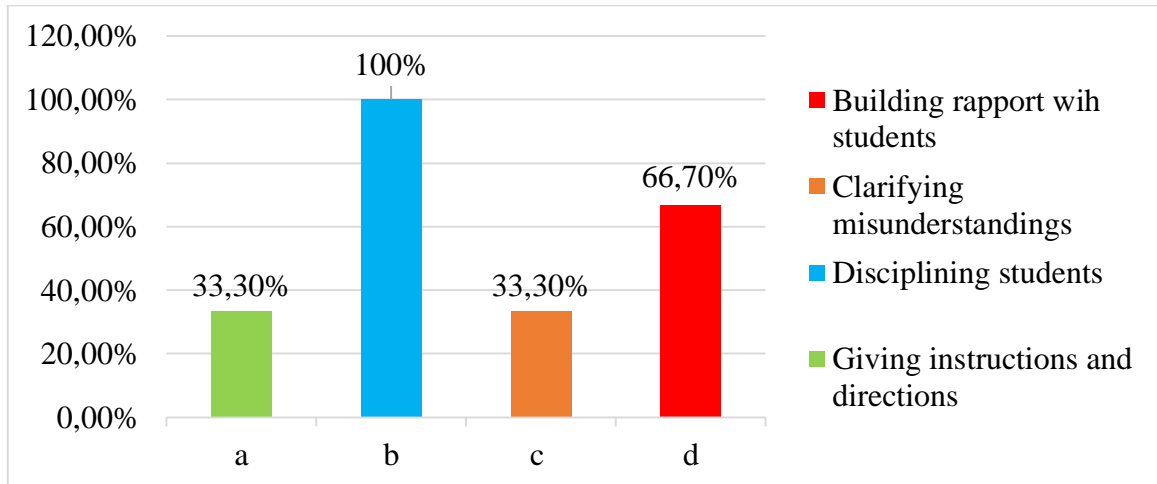


Figure 23. L1 for Classroom Management Purposes

Here the teachers describe the situations in which they use L1 for classroom management, including: using it to clarify misunderstandings, to build rapport with learners, to discipline them, and to provide them with instructions and directions in L1.

Question 16: How do you typically handle the explanation of new vocabulary items?

- a) Use L1 exclusively
- b) Use L1 and L2 simultaneously
- c) Use L2 exclusively
- d) Use visual aids or gestures without relying on L1 or L2

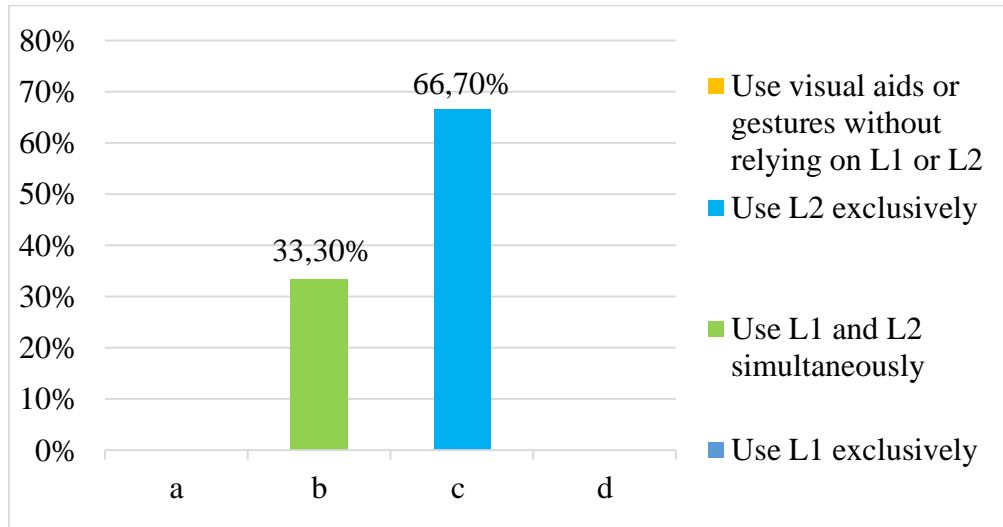


Figure 24. Explanation of New Vocabulary Items

Regarding the answer provided by the questioned teachers, we can notice that their way of explaining new vocabulary items is to keep defining and using L2 exclusively or sometimes by using L1 and L2 simultaneously .

Question 17: How often do you code-switch between the two languages?

- a) Always
- b) Often
- c) Sometimes
- d) Occasionally
- e) Never

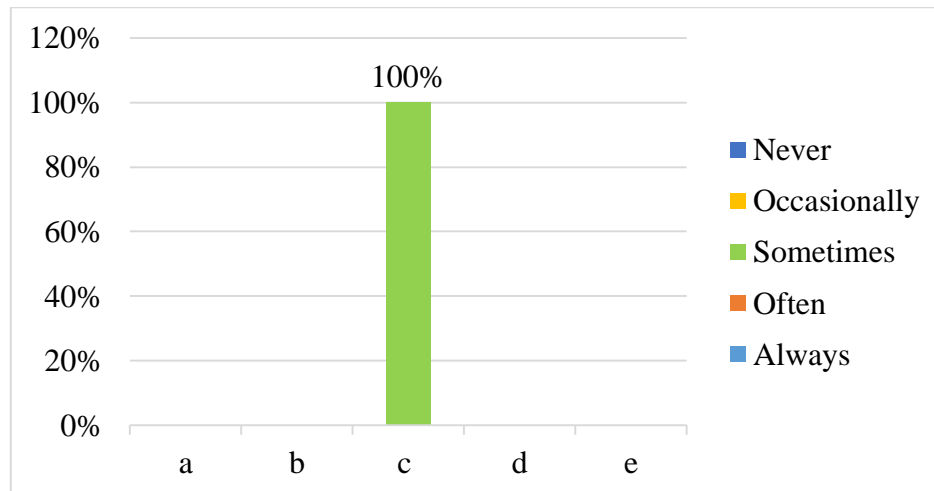


Figure 25. Teachers Frequency of Using Code-Switching

As figure 25 clearly shows, the teachers informants mentioned that they code-switch neither always nor never, but only sometimes depending on the circumstances. This reveals that the teachers resort to code switching from time to time.

Question 18: What is your own opinion about the use of L1 in EFL classrooms?

According to our teachers' informants, the use of L1 is carried out in a balanced manner. They promote the use of the first language (L1) in a balanced manner. They admit that there are situations in which using L1 can be helpful, but in a minimized way. The teachers mentioned that they are against the excessive use of the students' native language because it hinders English language improvement and leads to dependency on the native language.

3. Analysis of The Teacher's L1 Use Observation Chart Results

The first language (L1) was used in the classroom settings in a variety of ways, as the results of The Teacher's Observation Chart results show.

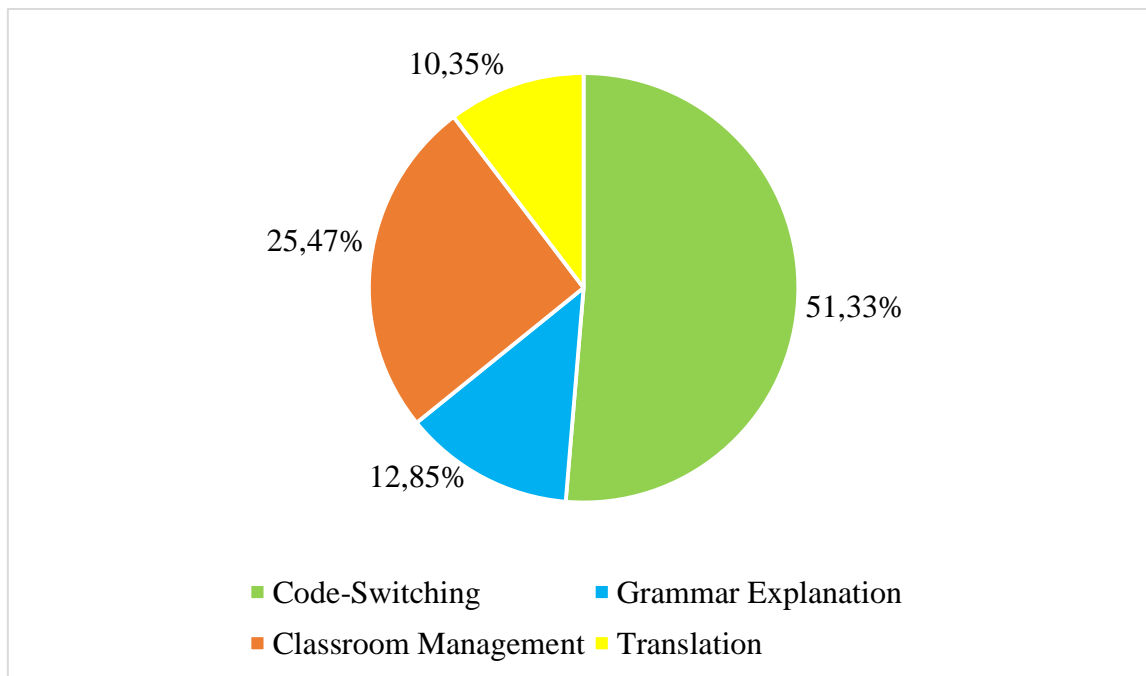


Figure 26. Teachers' L1 Use Observation

We can draw a couple of conclusions from the teacher observation's outcomes on the usage of L1 (first language) in various contexts. Based to our observational session, code-switching was the most often utilized method, with a frequency of 20 times which is equivalent to (51.33%) out of (100%) form the teacher's integration of L1. This implies that in order to communicate ideas and provide clearer expression when needed, teachers frequently switch between L1 and the target language. L1 was used 5 times in the grammar explanation rules section, with the percentage of (12.85%). It may imply that learners may find it difficult to fully understand specific grammatical structures solely through the target language. Therefore, teachers may find that the students' native language can rarely be effective to clarify some complex grammar

concepts. Additionally, a frequency of ten times in employing L1 was noticed for classroom management purposes, corresponding to (25.87%) from the total teacher's use of L1. And that was for managing behavior, maintaining classroom order, and building rapport between the teacher and the students. This implies that teachers could unintentionally employ their native tongue for a better classroom management. Moreover, 4 cases of translation were observed in the classroom compatible with (10.35%), showing that there are times when direct translation from the first language to the target language is thought to be needed for understanding or clarification. However, concerning the new vocabulary explanations, the teacher mostly relied on the target language to introduce and clarify vocabulary. As previously highlighted, our checklist provided a last case for any further circumstances in which L1 is used in the classroom; nevertheless, no additional occurrences were observed.

II. Discussion of the Findings

In this section, the results which were obtained by analyzing both quantitative and qualitative data, are thoroughly discussed. In order to better understand how the first language (L1) is used in English as a foreign language (EFL) courses, the study explored the perceptions of the teacher and the students. We will first go through the main research questions that this study is addressing in order to put our discussion in context. With regard to L1 use in EFL learning environment, these questions were intended to look into perceptions, practices, and perceptions. The questionnaires and the observation were used to get the data. This study and comparison with the body of current literature in the topic is made possible by the way the discussion is organized around these fundamental questions.

1. First Research Question

To what extent do teachers use L1 in teaching EFL?

The use of the native language (L1) in the EFL classroom is a topic of continuous debate and interest for teachers. It is crucial to maintain them in balance, and every instructor should be able to achieve that. This section will deal with the extent of L1 use in classroom settings by teachers in the context of the research findings.

While some teachers believe that integrating L1 into EFL classes could at times be helpful and beneficial, others are strongly against this notion. And for those who are in support, they have some situations in which they think that incorporating L1 may aid the process of teaching. Starting with code-switching, which is utilized by teachers in a variety of classroom settings, such as the exchange of ideas between teachers and their learners. Some teachers think that they may keep their learners more motivated to share their ideas and opinions while allowing them to code-switch when needed, since it enables them to speak and express themselves clearly and fluidly, which promotes a successful conversations and discussions (Grosjean, 2008). Additionally, teachers utilize CS to help the clarification of complicated concepts. Teachers may struggle to express precisely what they mean effectively, which can lead to misunderstandings among students. Therefore , in order to facilitate comprehension and guarantee that every student gets what is being taught , instructors may integrate the students' native tongue when needed to explain challenging topics (Puspawati, 2018 ; Mugla, 2005) and save time and make the course moving on (Liu et al, 2004). Moreover, Code-switching may occur for managing classroom. It can help teachers to maintain discipline, order and promote effective classroom management (Puspawati, 2018;

Turnbull and Arnett, 2002; Polio and Duff, 1994). Furthermore, one of the objectives that teachers must fulfill in order to accomplish an effective learning and teaching process is to create a pleasant, secure and comfortable learning environment where students feel free to express their opinions, ask questions freely, and remain motivated to learn the target language. Some studies show that code-switching could lead to the achievement of this goal (Sakaria & Priyana, 2018). Likewise, code-switching is essential for fostering a positive relationship between teachers and students and building rapport between them. As a result, it provides a more welcoming environment and students feel appreciated, valued and understood (Qing, 2010; Tien's, 2009; Raschka et al, 2009). Using L1 (first language) in EFL (English as a Foreign Language) classrooms, can also occur in the context of translation. Another strategy that teachers use to integrate their L1 in EFL is translation. Cook (2010) acknowledges that although translation can be a useful tool for language learners, particularly for the beginners who struggle with comprehension, but it has some limitations. To put it another way, translation into L1 should be limited even though it could aid students' learning. Cook (2010) also mentioned that in order to promote fluency and improvement in the target language, teachers need to be aware of their frequency of L1 use and ensure that students are motivated to think and speak in English as much as possible. For using L1 as a tool to explain new and unfamiliar vocabulary in EFL classes. Many researchers view this as an advantage, arguing that it is helpful to systematically explain and illustrate the foreign terms to them in the context of their native tongue. For better comprehension and retention, this approach makes benefit of the linguistic basis that students already possess in their linguistic thoughts (Alshehri, 2017; Shabir 2007; Debreli 2016).

Coming to our observation of the teacher participants' L1 use, which provided us with valuable insights into the usage of the first language (L1) in various educational contexts. In what follows we discuss frequency and the amount of the teacher's L1 use. First, starting with code-switching between L1 and the target language, the most prominent finding which was used more frequently for different purposes. Code-switching occurred on average, 20 times during the observation session by the observed teacher, and that occurred in two ways; consciously and unintentionally. Regarding our findings, it indicates that CS may really be effective for communicating ideas, ensure clearer expression, manage classrooms, and other different purposes. The management of classroom comes then in the second position as the most notable application of L1 after code-switching. For 10 times, L1 was employed in order to aid with managing the classroom. Including behavior management, maintaining order, and building rapport between the teacher and students. This implies that teachers may unconsciously resort to their native tongue for more effective classroom management. And this could be due to the ease of conveying instructions or addressing issues in a language familiar to both the teacher and the students. Throughout the entire session, L1 was applied 5 times for the grammar explanation. This implies that teachers should only utilize L1 when absolutely necessary to convey grammar concepts, such as when learners are having difficulties in comprehending and getting the specific meaning of complex grammar rules being taught. There were only 4 instances where the translation from the target language to L1 was noted. This implies that there are situations in which it is thought that direct translation may be required for comprehension or clarity, especially when conveying concepts or nuanced meanings that might not have clear translations in the target language. However, we did not observe any vocabulary explanations in the L1 being used in the classroom. In one instance, the teacher dealt with this by using the English definition of the term rather than L1.

The findings point to the need for a sophisticated method of teaching languages. Even if in certain situations , such as grammatical clarification and classroom management , there are evident advantages to integrating L1 , Instructors must be careful to strike a balance between encouraging students to use the target language and using L1 only when it is needed for understanding and that should be kept at minimum .

2. Second Research Question

What are the teachers' and the students' opinions about using the native language in Teaching/learning EFL?

There has been ongoing debate on the use of the first language (L1) in English as a Foreign Language (EFL) instruction and learning. Some contend that it might impede the process of learning the English language, while others claim that it can be an effective tool. The opinions of the teacher and the students about the use of L1 in EFL courses are examined in this study. The literature review highlights the importance of L1, giving a thorough overview of the historical context and different approaches employed in EFL instruction. The findings of the questionnaire analysis show that teachers and students have different opinions on how L1 affects learning outcomes. This talk will contrast these results, emphasizing the advantages and difficulties of using L1 in EFL situations. It will also address the implications for future research areas and teaching techniques.

Several factors that contribute are shown by the previous studies on teachers' opinions on teaching English as a foreign language (EFL) in the native language (L1). Turnbull (2018)

discovered that instructors' educational and cultural backgrounds have a big impact on how they use their students' first language (L1) in the classroom. Teachers using more communicative techniques, such as Communicative Language Teaching (CLT), tend to use less or no L1 for explanation and clarification than teachers from countries with traditional grammar-based pedagogies (Harmer, 1983). Teachers' language use is greatly influenced by their level of proficiency in the language. In order to create an immersive English environment, highly skilled instructors choose to teach primarily in English (Masduki et al., 2022). Teachers who are less proficient in English, on the other hand, could rely more on L1 to help with communication and comprehension (Lee, 2016). Furthermore, instructors' perceptions on L1 usage are shaped by their individual experiences and ideas. While their ideas about maximizing L2 in the classroom may lead to decreased L1 usage, more experienced teachers tend to be more tolerant of utilizing L1 in the classroom (Taner & Balıkcı, 2022). (Richards & Rodgers, 2002). Additionally, the demands and characteristics of the learners affect how much L1 is used; for example, when instructing low-level L2 learners to explain difficult ideas, teachers may use more L1 (Pan & Pan, 2011).

However, students' perceptions on the use of L1 in EFL instruction differ. According to Cook's (2001) results, there appears to be a correlation between students' perceptions and their skill in English and their capacity to study. A significant number of students hold this belief. Additionally, students appreciate perceptions on the usage of L1 in the classroom, demonstrating the necessity of comprehending and addressing their viewpoints (Harbord, 1992). Students' perceptions are also influenced by cultural and educational variables; some believe that these elements have an impact on the usage of L1 in English lessons (Burden, 2000).

Findings of our investigation show that most teachers had a neutral position on using L1 to explain grammatical rules, suggesting that they would be willing to do so when needed, particularly for more difficult topics. To preserve an English-speaking atmosphere, they were, however, typically against the use of L1 in grammar education. This points to a practical strategy that preserves the immersive element of EFL learning while occasionally employing L1 to support comprehension. The significance of cultural and educational aspects in integrating L1 was also underlined by teachers, emphasizing the necessity of a balanced strategy that takes into account a range of influences. Aside from this, results also show that students have a wide range of perceptions on how their English ability affects their ability to study. Many admitted that it had some influence, whereas others were indifferent or thought it had none at all. This variation shows that students have a sophisticated view of the subject, appreciating both the importance of English competence and its limitations in relation to overall learning results. Students also had differing opinions on how important it is to have perceptions regarding the usage of L1 in EFL instruction, with a sizable percentage of them appreciating these sentiments. This emphasizes how important it is for teachers to recognize and respond to students' perceptions towards L1 use in order to foster a positive learning environment.

Prior research has shown a number of elements, such as cultural, pedagogical, and linguistic concerns, that impact instructors' and students' perceptions regarding the usage of L1. (Turnbull, 2018; Cook, 2001). These aspects are consistent with the findings, which show that students understand the significance of perceptions towards L1 use, while instructors view cultural and educational components as important factors in integrating L1 (Harbord, 1992; Burden, 2000). Additionally, earlier studies highlighted the potential benefits and challenges of use L1 in EFL instruction, pointing out advantages like preserving cultural identity and

enhancing comprehension, as well as difficulties like linguistic interference and an excessive reliance on L1 (Richards & Rodgers, 2002; Masduki et al., 2022). The findings are consistent with the study, which showed that teachers and students saw comparable advantages and difficulties. For instance, students recognized the significance of cultural impact on L1 use and the difficulties of language interference, while teachers saw the advantages of using L1 to explain complicated grammar principles (Lee, 2016; Pan & Pan, 2011).

Although these similarities, there are also significant variations between the results and the earlier studies. A more comprehensive and theoretical viewpoint on the application of L1 in EFL education is often offered by a literature review, which also highlights broad patterns and principles (Harmer, 1983; Taner & Balıkçı, 2022). On the other hand, the results provide a more nuanced view of instructors' and students' perceptions by offering more detailed insights into their real thoughts and experiences.

In simple terms, the integration of research and literature indicates a diverse interplay of factors impacting teachers' and learners' perceptions on using their first language (L1) during English as a Foreign Language (EFL) teaching. These ideas are shaped not just by linguistic, cultural, and educational factors but also by real-world experiences and classroom dynamics. While they want to retain an English-speaking atmosphere, teachers are largely indifferent when it comes to utilizing L1 for grammar explanations. However, they are willing to use L1 when necessary for understanding and classroom managing. Conversely, students show a complex grasp of how their English ability affects their learning and value perceptions on the usage of L1 in the classroom. In order to develop more efficient and culturally aware EFL teaching methods, it is important to weigh various points of view and take the practical consequences into account.

3. Third Research Question

What is the role of using the mother tongue in EFL classes?

In the field of language education, the use of the mother tongue, or native language, in English as a Foreign Language (EFL) classrooms has long been a subject of debate and investigation. This method, which is also known as translanguaging or code-switching, entails teaching English to students in their native tongue. The mother tongue has a complicated function in EFL classrooms, and there are differing perceptions on its usefulness and influence on language acquisition. Knowing how mother language use might impact EFL learners' proficiency, perceptions, and overall learning experience has received more attention in recent years. By investigating the opinions of both instructors and students about the function of the mother language in EFL training, this research seeks to further this debate.

There is a wealth of information on this subject in a variety of research that offer different points of view. According to some academics, speaking in one's mother tongue can improve learning outcomes, make topics easier to comprehend, and ease understanding. On the other hand, others argue that an over-reliance on the mother tongue might impede students' progress in learning English and instead cause them to become more reliant on their mother tongue. In order to better understand how students and teachers view the mother tongue's role in EFL lessons, this study will examine the subtleties of these claims. We aim to obtain a clearer understanding of the mother tongue's role in EFL instruction and how it affects language acquisition by looking at their perceptions, beliefs, and actions. The overall goal of this study is to provide insights that can improve conversation over the mother tongue's place in EFL classrooms.

There has been much discussion and interest in language teaching practice over the place of the mother tongue, or native language, in English as a Foreign Language (EFL) classes. Over time, a variety of methodologies and teaching strategies have been developed, each with a unique viewpoint on the use of mother tongue in language training.

For instance, translation from the target language to the native language was crucial to the Grammar Translation Method (GTM), which dominated language instruction until the late 19th century (Omar, 2019). This approach frequently employed the mother tongue as the teaching medium, especially when introducing new vocabulary and clarifying grammatical concepts, viewing it as a helpful reference point for learning the new language (Simensen, 2007; Song & Andrews, 2009). As a reaction to the limitations of the GTM, the Direct Method, on the other hand, discouraged translation into the native tongue and placed more emphasis on using the target language as the teaching material (Larsen-Freeman, 2000; Song & Andrews, 2009). Through the use of translation, this approach sought to provide an immersive learning environment in which students could make the direct connection between L2 utterances and their meanings (Benati, 2018).

The Audio Lingual Method, which was founded on behaviorist concepts, likewise promoted a minimum use of the mother tongue in instruction since its proponents thought that learners' habits in the L1 would impede their acquisition of the L2 (Mitchell & Myles, 1998). With a major emphasis on spoken language exercises, this approach aimed to create new language habits through imitation and repetition (Larsen-Freeman, 2000). The emphasis has shifted from grammar and translation to meaningful conversation in Communicative Language Teaching (CLT), which has been increasingly popular in recent years (Kjøstvedt, 2020). Although CLT places a strong emphasis on giving students the chance to express themselves

freely and employ the target language in authentic communication contexts, its position towards the use of the mother tongue is less evident (Cook, 2008).

These different strategies draw attention to the continuous discussion over the place of mother language in EFL instruction. While some approaches support using the mother tongue as little as possible to encourage immersion and the use of the target language, others see the potential advantages of doing so, especially when it comes to concept understanding and clarification. A number of benefits can result from using the mother language sparingly in an EFL classroom, according to research on the subject. For instance, speaking in one's mother tongue might make it easier for learners to comprehend intricate grammatical rules or abstract ideas that are hard to convey in the target language (Larsen-Freeman, 2000). Furthermore, speaking in one's mother language can make beginners feel more at ease and comfortable, which can lower anxiety and promote learning (Kramsch, 1998).

However, there are difficulties associated with using the mother tongue in an EFL classroom. Some who oppose it contend that overusing one's mother tongue might impede language learning and cause a person to become dependent on it (Mitchell & Myles, 1998). According to their theory, learners could lose interest in using the target language if they are aware that they can still converse in their mother tongue. All things considered, the mother tongue's function in EFL classes is a complicated, multidimensional topic that has to be carefully considered. While there are good reasons for using and avoid one's mother tongue, language instructors and scholars alike continue to face a significant difficulty in striking the correct balance between meeting the needs of language learners and fostering language acquisition.

The analysis of The Teacher and Student Questionnaires offers insightful information about the function of mother tongues (L1) in English as a Foreign Language (EFL) classrooms. There is variation in the way that students view their level of English proficiency and how it affects their learning. There are differences in perceptions on the significance of English proficiency, even if a sizable portion of students admit that it affects their learning in some way. This implies that although many students are aware of the influence of their English proficiency, different people are affected differently by it in terms of how much it influences their learning. The majority of students think that perceptions about using L1 in English instruction are significant, which shows that they understand the value of L1 in the classroom. Still, a sizable fraction of students maintain a neutral stance or give these opinions less weight, indicating a variety of viewpoints on the subject.

The majority of students have a good opinion of L1's value in assisting with English language acquisition, suggesting that L1 can be helpful in improving language proficiency. This implies that a large number of students view L1 as an important tool for learning English.

Overall, the analysis of the student surveys reveals how complex the students' understanding of the L1's function in EFL classes is. Although many students are aware of the possible advantages of employing L1, there are differing perceptions on its significance and effect, suggesting a complex understanding of L1's function in language acquisition. Regarding the function of L1 in EFL courses, a similar trend shows up when the teacher surveys are analysed. Teachers' opinions on L1 integration are well-rounded, acknowledging the possible advantages of L1 use but cautioning against overuse. Instructors are aware that there are times when speaking in L1 can be beneficial, especially when explaining difficult ideas or having a conversation about cultural subjects. They do, however, also stress how crucial it is to minimize

L1 use in order to prevent undermining efforts to enhance English and reducing reliance on the mother tongue.

The results of our study may be compared with those of other investigations to gain a thorough grasp of the function of mother tongues (L1) in English as a Foreign Language (EFL) classrooms. The understanding of the role that L1 plays in supporting English language learning is one of the main points of similarity. According to our research findings and Smith's (2018), a lot of instructors and students think that L1 is a useful tool for enhancing language ability. This is consistent with research by Song and Andrews (2009), who emphasized the importance of L1 as a point of reference while learning a new language.

However, divergent viewpoints exist as well. The findings show a variety of opinions about the use of L1, with the teacher and the students supporting its sparing use to encourage immersion and target language practice. In contrast, translation from L2 to L1 was found to be beneficial in language education by Simensen (2007) and Song & Andrews (2009). Also, according to our investigation, when it comes to L1's influence on classroom management, both instructors and students are aware of its possible advantages. This is consistent with research by Brown (2019), who found that perceptions regarding L1 usage might be influenced by the classroom setting. Beyond that, there are conflicting opinions regarding the appropriate use of L1, despite the fact that both our study and those of earlier scholars indicate that it can be helpful in promoting understanding and communication in the EFL classroom. For example, although some studies stress the need of using L1 sparingly to encourage immersion in the target language (Larsen-Freeman, 2000), others point out the advantages of permitting more extensive use of L1 in specific situations, like when talking about difficult or delicate cultural subjects (Kramsch, 1998).

In short, the first language (L1) plays various roles in EFL classes, with some arguing low usage is beneficial for immersion and target language acquisition, while others emphasize its importance for elucidating complex ideas and creating a nurturing learning environment. The research highlights the ongoing debate and the need for a balanced strategy.

Conclusion

In conclusion, this part has included the examination of the results obtained from observations made with the teacher and from the teacher and student questionnaires. The discussion on perceptions, behaviors, and beliefs surrounding L1 integration is informed by the thorough analysis of these elements, which provides insightful information about the dynamics of L1 use in EFL classroom.

Section Three:

Implications, Limitations, and Suggestion for Further Research

This section offers for the readers an examination of the implications, limitations, and suggestions for further research regarding the current study.

I. Implications

1. Using the first language (L1) in English as a Foreign Language (EFL) classes helps improve students' understanding of difficult ideas and directions.
2. Increases students' self-confidence and comfort in communicating and engaging in class.
3. Breaks barriers and misconceptions, fostering cultural exchange and understanding.
4. L1 is frequently used by teachers to speed up tasks and guarantee an easy and enjoyable session, freeing up more time for effective learning.
5. Giving instructions in the first language (L1) lowers misconceptions and fosters a relaxed learning atmosphere, reducing anxiety.
6. Giving feedback in L1 provides clarity and aids students in concentrating on their areas of strength and growth.
7. Excessive reliance on L1 can impede the acquisition of the second language (L2) by limiting exposure to the target language.
8. Causes fossilization, where learners make persistent mistakes and experience negative transfer.
9. Overuse of L1 can adversely affect learners' motivation and communication skills, causing difficulties with vocabulary, grammar, and pronunciation.

10. Teachers may struggle to create the right balance between L1 and L2 due to lack of control, and the strict English-only approach can be challenging, especially when L1 could facilitate understanding of complex concepts.

II. Limitations

This study is expected to have certain limitations. First of all, the limited amount of time available for data collection and analysis could affect the accuracy and depth of the study's findings. It could be difficult to do a comprehensive analysis of the study problem given the time restrictions. Further restrictions may come from limited access to resources, such as particular documents or data. The investigation's scope or depth may be constrained by the limited availability of these materials, which might have an effect on the study's overall quality and conclusions made from it.

This study is further limited by the fact that there was only one observation session. An in-depth knowledge of the dynamics of the classroom and the usage of L1 in English instruction would not be possible from a single session. A single observation session may also make it more difficult to record changes in language use and instructional techniques over time.

III. Suggestions for Further Research

Based on the anticipated limitations of this study, several suggestions for further research can be proposed to enhance the depth and scope of future investigations. To begin with, more

time should be established for data collection and analysis in future research. This may involve conducting several observation sessions in order to get a more thorough grasp of classroom dynamics and the application of L1 in English instruction. Furthermore, a longer study duration would enable researchers to observe shifts in language usage and instructional methods over time, offering a more complex perception on the topic.

In order to get around time constraints, researchers should also think about using a wider variety of data collection methods. This could provide deeper understanding of participants' viewpoints and experiences. Furthermore, using audio or video recordings of student interactions in the classroom may provide a more thorough examination of language use and instructional strategies.

Another suggestion for future research is to enhance accessibility to resources. Researchers may choose to associate with establishments or groups that can provide them access to the resources or data they need. Furthermore, investigating more accessible materials or alternate sources may aid in enlarging the investigation's scope.

All things considered, resolving these issues and putting these recommendations into practice may result in deeper and accurate research on the use of L1 in English language instruction. Future research can overcome these constraints and provide significant insights to the subject by giving time and resources a higher priority and using a wider variety of data gathering strategies.

Conclusion

This chapter thoroughly explains the methodological considerations of the research and presents the results of the field study, including analysis and discussion. The findings, derived from students' and teachers' questionnaires, as well as observation, suggest that both teachers and students view the integration of the first language (L1) in EFL classrooms as beneficial for language learning and teaching.

General Conclusion

The current research delves into the complex dynamics related to the employment of the mother language in English as a Foreign Language (EFL) classes. We have developed a thorough grasp of the subtleties, difficulties, and benefits related to integrating the native language into EFL training by looking at the viewpoints of both teachers and students.

According to our research, there are a lot of benefits to using the mother tongue in EFL classes. It can act as a link to improve understanding, make difficult English subjects easier to understand, and help with classroom management. Additionally, it may reduce the anxiety that sometimes accompanies learning a foreign language, fostering a more encouraging and welcoming classroom atmosphere.

However our study has also shown that using the mother tongue in EFL education is not without its difficulties. One of these is the possibility of an excessive dependence on the student's mother tongue, which might impede their progress in learning English. Furthermore, rather than promoting English-language thinking and communication among students, there is a chance that translation will become a source of reliance.

Our study highlights that, in spite of these obstacles, the overall learning process in EFL courses may be improved by strategic use of the mother language. Teachers must have a comprehensive strategy in which learning in the mother tongue is intentionally utilised to supplement English language acquisition rather than to replace it.

Furthermore, our research emphasizes how crucial professional development is for EFL instructors, giving them the tools and techniques they need to successfully include the mother language into their lesson plans. We can guarantee that teachers are more capable of meeting the varied requirements of students by giving them continuous assistance and training.

All things considered, this study adds to the corpus of knowledge already available on mother tongue instruction in EFL contexts and provides insightful information to researchers, teachers, and policymakers. It is our goal that this study encourages more research in this field, which will ultimately improve EFL instruction all throughout the world.

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Appendix 1.

The Students' Questionnaire

As students from the English Department completing our thesis, we respectfully request your participation in this questionnaire. Your answers are very important to our study on first language (L1) use in teaching and learning English as a foreign language (EFL). We will be better able to comprehend learners' viewpoints and preferences about the use of L1 in EFL classrooms due to your input. We guarantee that all information you submit will be kept anonymous and used exclusively for academic research. We appreciate your time and contribution greatly.

Thank you in advance for your cooperation.

Section one: Linguistic background

1. What is your age?

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2. What is your gender?

- a. Male
- b. Female

3. What language(s) do you speak at home? (Select all that apply).

- a. Berber
- b. Arabic
- c. French
- d. Other

4. How much do you enjoy learning English?
 - a. Extremely
 - b. Very much
 - c. Moderately
 - d. A little
 - e. Not at all

Section two: Factors influencing learners' L1 use

5. How does your English proficiency influence your choice to use your first language (L1) in English lessons?
 - a. It influences a lot
 - b. It influences somewhat
 - c. Neutral
 - d. It does not influence much
 - e. It does not influence at all

6. How would you rate the importance of your attitudes towards using your first language (L1) in English lessons?
 - a. Very important
 - b. Important
 - c. Neutral
 - d. Not important
 - e. Not important at all

7. How does the classroom environment affect your decision to use your first language (L1) in English lessons?
 - a. A great deal

- b. To some extent
 - c. Neutral
 - d. Not much
 - e. Not at all
8. How do cultural factors impact your views on using your first language (L1) In English lessons?
- a. They have a significant impact
 - b. They have some impact
 - c. They have little impact
 - d. They have no impact

Section three: benefits and challenges of using L1 in EFL learning

9. Do you believe that using your first language (L1) can aid in learning English?

- a. Yes
- b. No

10. What benefits do you associate with using your first language (L1) in learning English?

- a. Improving comprehension
 - b. Enhancing confidence
 - c. Connecting with cultural identity
 - d. Others (Specify)
-

11. What challenges do you associate with using your first language (L1) in learning English?
- a. Overdependence
 - b. Expressing language interference
 - c. Facing classroom management difficulties
 - d. Others(Specify)

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Section four: preferred strategies

12. How frequently do you engage in code-switching between your first language (L1) and English in class?
- a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always

13. Which language do you prefer for explaining new English vocabulary?
- a. First language (L1) exclusively
 - b. Both first language (L1) and English (L2) simultaneously
 - c. English (L2) exclusively
 - d. Visual aids or gestures without relying on any language

14. How helpful do you find using translation from your first language (L1) to English for your learning? a. Very helpful

b. Somewhat helpful

c. Neutral

d. Not very helpful

e. Not at all helpful

15. How does using your first language (L1) in English learning help you stay motivated and consistent in your language learning journey?

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Appendix 2.

The Teacher's Questionnaire

We kindly request a few minutes of your time to complete this questionnaire, which is a part of our investigation that seeks to understand teachers' and learners' perceptions on using their first language in classroom. Your responses are invaluable and will be used solely for academic research purposes. Please rest assured that all information provided will be treated with the utmost confidentiality and respect, Thank you in advance.

I. Section One: Linguistic Background

1. What is your native language (L1)?

- a) Berber
- b) Arabic
- c) Other (please specify)

2. How long have you been teaching English?

.....

3. How proficient are you in the English language?

- a) Advanced
- b) Intermediate
- c) Beginner

II. Section Two : Factors Influencing Teacher's L1 Use

4. Which of the following factors do you believe has the most influence on your decision to use the learners' native language (L1) in the classroom?

- a) Educational and cultural factors
- b) Teacher's language proficiency
- c) Personal beliefs and experiences

5. How do you perceive the role of educational and cultural factors in determining the use of L1 in your classroom?

- a) They play a significant role in shaping my language use decisions.
- b) They have some influence, but other factors are more important.
- c) Are not significant factors in my decision-making process
- d) I am unsure of their impact.

6. How do you determine whether to employ L1 in instruction based on the needs and them characteristics of the learners?

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7. How can your English language proficiency affect your integration of L1 in the Classroom?

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III. Section Three: Benefits and Challenges of Using L1 in Classroom

8. Do you think that the usage of L1 can be beneficial?

If yes, name three advantages?

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9. Do you think that explaining grammar rules using L1 is advantageous?

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

10. Do you think that you can save time while explaining the learners' misunderstandings in their native language? Explain

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.....

11. How can L1 be utilized for effective assessment and feedback in the classroom?

- a) Enhancing teacher-student rapport
- b) Providing clear evaluation and feedback

c) Reduce learners' anxiety

12. While the integration of the learners' native language in teaching can be this much beneficial, it may exist some factors that challenge the teacher's use of L1. One of this challenges is the inability of the teacher to maintain a balance between L1 and the target language.

a) Do you think that any teacher can control the amount of L1 use in classroom?

Explain

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13. Are you for or against the Only-English system that is outlined in different schools' policies or curriculum guidelines around the word? Explain

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IV. Section Four : Contexts where Teachers Prefer to Use L1

14. In which contexts do you find yourself using L1 the most during your teaching sessions?

- b) Translation
- c) Code-switching
- d) Grammar rules explanations
- e) Classroom management
- f) Vocabulary explanation
- g) Others

Specify:

15. When explaining complex grammar concepts to your students, how often do you resort to using L1?

- a) Always
- b) Often
- c) Sometimes
- d) Occasionally
- e) Rarely or never

16. Which situation best describes your use of L1 for classroom management purposes?

- a) Giving instructions and directions
- b) Disciplining students
- c) Clarifying misunderstandings
- d) Building rapport with students

17. How do you typically handle the explanation of new vocabulary items?

- a) Use L1 exclusively
- b) Use L1 and L2 (target language) simultaneously
- c) Use L2 exclusively
- d) Use visual aids or gestures without relying on L1 or L2

18. How often do you code-switch between the two languages?

- a) Always
- b) Often
- c) Sometimes
- d) Occasionally
- e) Never

19. What is your own opinion about L1 use in EFL classroom?

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Appendix 3.

Teacher's Use of L1 Observation Chart

Time:

Location:

Learners' level/group:

Contexts of using L1	Translation	Code switching	Grammar rules explanation	Classroom management	New vocabulary explanation	Others (Specify)
Teachers' use of L1						

Other contexts of using L1 by the teacher:

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Résumé

Cette étude exploratoire examine les perceptions des enseignants et des étudiants en EFL concernant l'utilisation de la L1 dans les salles de classe d'EFL. L'objectif de l'étude est de comprendre les attitudes, les pratiques et les croyances concernant l'inclusion de la L1 dans l'enseignement et l'apprentissage de l'EFL. Bien qu'il y ait une tendance générale à favoriser l'utilisation de la langue cible uniquement dans l'enseignement et l'apprentissage de l'EFL, certaines études indiquent que la L1 peut jouer des rôles positifs dans les salles de classe d'EFL. En conséquence, cette étude exploratoire examine les points de vue et les perceptions des étudiants de première année et des enseignants sur l'utilisation de la L1 dans les salles de classe d'EFL, au département d'anglais de l'université de Bejaia. Pour atteindre l'objectif de cette étude, un design de recherche mixte a été adopté, impliquant la collecte de données qualitatives et quantitatives à travers les questionnaires des étudiants, les questionnaires des enseignants et la grille d'observation de l'utilisation de la L1 par les enseignants. Les données obtenues ont été analysées à l'aide de statistiques descriptives et d'une analyse de contenu.

Mots-clés : Première langue, Anglais comme langue étrangère, Points de vue des enseignants, Points de vue des étudiants.