# University Students' Attitude Towards Using L1 in L2 Classes

**Dr. Ramadan Moh. S. Ahmad**

**A lecturer at Abu-Issa Faculty of Education, University of Al-Zawia**

## ملخص

في الأدب، يوجد نهجان متعارضان رئيسيان فيما يتعلق بتأثير استخدام اللغة الأم (L1 ) في تعلم اللغة الإنجليزية كلغة ثانية او أجنبية. بينما يذكر بعض البحاث أنه يجب استبعاد L1 من فصول تعلم اللغة الإنجليزية، يؤكد آخرون أن استخدامها يسهل عملية تعلم اللغة المستهدفة. لذلك، تهدف هذه الدراسة إلى التحقيق في مواقف المتعلمين تجاه استخدام L1 في فصول اللغة الإنجليزية. أجريت هذه الدراسة على طلاب الفصل الدراسي الأول والثامن في كلية التربية أبو عيسى. لجمع البيانات المطلوبة تم إجراء مقابلات مع ثمان طلاب من فصلين دراسيين الأول والثامن. ولتحليل البيانات المتحصل عليها، تم استخدام طريقة التحليل الموضوعي. كشفت نتائج البحث أن الطلاب المشاركين أظهروا اتجاهات مختلفة تجاه استخدام L1 في فصول تعلم اللغة الإنجليزية. في حين عارض طلاب الفصل الثامن جزئيًا استخدام اللغة الأم L1 لأنها في نظرهم قد تعيق سرعة تعلم اللغة المستهدفة أظهر طلاب الفصل الدراسي الأول اهتمامًا كبيرًا باستخدامها لأنها توفر الوقت وتمهد الطريق لتحقيق فهم واستيعاب أفضل.

**Abstract**

In literature, two main opposing approaches exist regarding the impact of first-language (L1) use in learning English as a second/foreign language. While some researchers stated that students'

L1 should be banished from their English classes, others affirmed that it might facilitate the process of learning the target language. Therefore, this study aimed to investigate university students' attitude towards the use of L1 in their English classes. This study was carried out with 1st and 8th semester students at Abu-Issa Faculty of Education. To collect the data required, eight students from the two semesters in equal balance were interviewed in a semi-structured way. The Thematic Analysis Method was utilised to analyse the data collected. The findings obtained revealed that the research participants showed different attitudes towards using L1 in their L2 classes. Eight semester students were partially against the use of L1, as it might obstacle the way of being fluent speakers in L2. On the other hand, their counterpart showed high interest in its usage in L2 classes, as it could save their time and pave the way to achieve better understanding.

Key words: First language second language, language learning

## Introduction

English language plays a significant role in almost every aspect of modern life, therefore, the interest of learning English as a second/foreign language has dramatically grown for the last few decades (Hasman, 2000; Hidayati, 2012). Furthermore, the enormous spread of media enables people with different cultures and linguistic backgrounds communicate for many purposes through English. However, the increasing need for learning a second/foreign language has brought significant attention to the teaching methods and strategies, therefore, the medium of instruction and the role of L1 has become one of the most significant issues that should be taken into consideration. In this respect, two main opposing approaches, namely monolingual and bilingual exist regarding the impact of L1 use in the teaching and learning of English as a foreign or second language. Experts in the realm of second language acquisition such as (Ellis, 1994; Krashen, 1982; Yaphantides, 2009) consider the use of L1 as a hindrance in the target language (TL) learning process. While others like (Deller & Rinvolucri, 2002; Swain & Lapkin, 2000; Vanderheijden, 2010) view learners' L1 as a facilitating tool in learning the TL.

Journal of the Faculty of Arts
ISSUE No.38      22      September 2022
(Part 2)

## The significance of the study

Using L1 in SL/FL classes was discouraged by advocates of the TL-only position (Chaudron, 1988; Krashen, 1982; Macdonald, 1993; Yaphantides, 2009). Those people confirmed that L2 learners must be exposed to a significant amount of TL input if they want to develop better TL proficiency, so using L1 in L2 classes might deprive L2 learners of that valuable input. However, maximizing the TL use does not mean that it is harmful for teachers to use L1 in L2 classes (Turnbull, 2001). Furthermore, Macaro (2005) argued that the avoidance of L1 results in increased usage of input modifications (e.g. repetition, speaking more slowly, substituting basic words for more complex ones, simplifying syntax, and so on.). This in turn might bring about negative effects in any interaction, making the discourse less realistic, reducing the lexical diversity, and eliminating exposure to L2. According to Macaro, input modification might facilitate communication, but it does not assist students in their acquisition of complex linguistic knowledge (e.g. vocabulary, phrases, and grammar). Similarly, Gunn (2003) stated that the use of L1 for adult students particularly those with lower proficiency level must be kept simple to ensure that the instructions are understandable.

The use of L1 may assist L2 learners in reducing affective barriers and increasing their confidence in their ability to successfully comprehend the TL (Atkinson, 1987; Auerbach, 1993; Cook, 2001; Harbord, 1992; Kang, 2008; Kern, 1989; Vanderheijden, 2010). More to the point, Seng and Hashim (2006) indicate that lower proficiency students usually have difficulty in expressing or verbalizing their thoughts with confidence and accuracy, so they should be allowed to fall back on L1 to understand the TL. Being on the same track, Liao (2006) argued that when the TL is the only medium allowed in discussions, students might remain passive and silent due to their anxiety or lack of English competence.

## The research aim

This study is specifically designed to unearth learners' attitude towards the use of L1 in EFL classes. It was also aimed to examine the impact of students' L1 on their performance in class.

## The research question

The research question to be answered is:

1. What attitudes (reasons and opinions) do EFL students have towards the use of L1 in their English classes at Abu-Issa faculty of Education?

## Literature review

The review of literature concerning L1 use in EFL classrooms is basically divided into two phases. While the first phase provides a historical background of the issue under investigation, the second one emphasizes the necessity of acknowledging learners' attitudes towards the use of L1 in their L2 classes.

## Historical Survey of the Issue

According to Auerbach (1998), the use of L1 in EFL classes has regularly shifted among scholars. In the past, L1 use was a nearly universal issue and was widely accepted in the domain of second language acquisition. Bilingual teaching methods employ L1 and prioritize written communication over verbal, for example grammar translation method. However, later during the 19th century, emphasis shifted toward spoken language as monolingual teaching became prevalent (Hawks, 2001). Consequently, for many teachers the medium of teaching became the target language (TL).

Long time ago, the monolingual approach was supported by many researchers, for example Philipson (1992) believed that the TL should be the only means of communication in the classroom to increase TL exposure for students. Four key "policies" of successful language teaching were suggested by Philipson (1992: 185) which are summarized and presented as follows:

1. English must be taught in a monolingual classroom.
2. The earlier English is taught, the better the results.
3. The more English used in the classroom, the better the results.
4. If other languages are used, English standards will drop.

## Learners' Attitude Towards Using L1

Learners' attitude regarding the use of L1 is valuable, as they are directly involved in learning the target language. Nevertheless, their views have not been sufficiently examined in many contexts. L2 learners usually are not considered alone, but rather in connection with their teachers' attitude. For example, Satio and Ebsworth (2004)

conducted a study of L1 use among Japanese students. The students preferred teachers who know their native language because they found L1 use to be helpful. They wanted their teachers to explain ideas and present new vocabularies in their native language. Their study also indicated that the students were shocked while being taught by native English speakers who did not allow them to use their L1 in class.

Al-Hadrhami (as cited in Borg, 2008) conducted a study on the use of Arabic in English classes and how it affected the learning process. He held interviews with EFL teachers and observed their classes. The study demonstrated that teachers utilized the L1 in translating new ideas, concepts, and vocabulary terms as well as for classroom management and instructional purposes. Similarly,

Even though maximal use of the target language has been promoted in second/foreign language education (Savignon, 1983; Widdowson, 1978; Golonka, 2010; Hidayati (2012), classroom-based research has revealed that teachers alternate between using L1 and TL in L2 classes (Chang, 2009; Tien, 2004; Turnbull & Arnett, 2002). Due to the fact that teacher code switching is evident in SL/FL contexts, many researchers such as Cook (2001), Kang (2008), Rolin-Ianziti & Brownlie (2002), Storch & Wigglesworth (2003) and Turnbull (2001) have re-examined the TL-only position. More importantly, these researchers launched a warning against the excessive use of L1 in L2 classes, but they do advocate using it judiciously in occasions such as eliciting implied meaning, assessing comprehension, giving instructions, and explaining or discussing grammatical issues. The principled use of L1 in conjunction with TL has been proposed for an interesting number of pedagogical reasons, namely (1) providing appropriate scaffold for tasks (Anton & Dicamilla, 1998); (2) promoting suitable transition from L1 to TL use (Shamash, 1990); (3) improving the skill of negotiation and discussion (Swain & Lapkin, 2000); (4) enhancing TL comprehension (Turnbull, 2001).

Al-Hadrhami (as cited in Borg, 2008) conducted a study on the use of Arabic in English classes and how it affected the learning process. He held interviews with EFL teachers and observing their classes. The study demonstrated that teachers utilized the L1 in translating new ideas, concepts, and vocabulary terms as well as for classroom management and instructional purposes. Similarly, Al-

Buraiki (2008) conducted a study on teachers' perceptions of their L1 use in English classes. The results were similar to those of previous studies, as giving instructions and explaining new concepts and vocabularies were the main reasons behind L1 use. Most participants (teachers) believed that L1 use can aid students in acquiring fluency, and it can facilitate English language acquisition. They also thought that L1 use is a time-saving technique, as it takes a longer time to clarify concepts in the TL.

Mahmoudi and Amirkhiz (2011) implemented a study in Iran which examined the amount of L1 use in EFL classes. The research investigated two teachers using two different ELT methodologies. The first teacher based his teaching on GTM, relying on translation from the TL to the students' L1. Therefore, L1 use was quite high. The other teacher utilized CLT, and L1 use was remarkably lower than with the first teacher. The teachers stated that the students' parents gave priority to obtaining high grades over language acquisition itself. In this case, the teachers were forced to use the L1 rather than the TL.

Sharma (2006) conducted a study of the use of the Nepali language in Nepal's secondary schools. The study concentrated on the frequency of L1 use and the attitudes of teachers and students regarding L1 use. The study showed that students employed their L1 more frequently than teachers did (ranging from 52-64%). Only one percent of the students wished their teachers to use their L1 frequently during class. The research exhibited some contradictory results among students due to various points of view. About 46% of the learners thought that the L1 should be used in about 5% of class time. Nevertheless, the study indicated a negative correlation between their wishes and their deeds, as the learners tended to use their native language more frequently than they had wished.

Huang's (2006) study of students' attitudes towards L1 use in a writing class at a university in Taiwan found that the learners believed their teachers should use the L1 to explain grammatical points, brainstorm ideas and explain difficult concepts. The learners also believed that the use of L1 should not comprise more than 25% of class time. They thought that if teachers were to use the L1 frequently in their writing classes, their attention to the teachers would be less.

Nazary (2008) conducted a study of students' attitudes towards L1 use among Iranian University students. The study indicated that

the learners did not prefer to use their L1 in English classes. Moreover, learners with various proficiency levels had different perceptions towards the use of L1. On the other hand, about 72% of the learners preferred to have a teacher who could speak their native language. Mahmoudi and Amirkhiz's (2011) study of L1 use in EFL classes involved low- and high- level students of English. Both levels of students agreed that the interactions should be in English and not in their native language.

Another study conducted by Afzal (2012) on the effect of L1 on active and passive vocabularies indicated opposite results. The study indicated that when Persian equivalents are provided in addition to English definitions, the vocabularies became more active.

Alshammari (2011) conducted a study concerning the use of Arabic among university-level EFL learners. The results showed that approximately 61% of the learners thought that Arabic should be used in their EFL classes. Moreover, nearly 69% of the teachers had the same idea. Nearly 54% of the students thought that L1 use is beneficial in terms of explaining new vocabularies, while 5% thought that the L1 is useful when giving instructions. Most of the teachers shared the belief that L1 use is time-saving. An interesting point is that 21% of the participants (both teachers and students) thought that the L1 should always be used in EFL classes.

In a different foreign language context, Campa and Nasaji (2009) conducted a study concerning the teaching of German as a foreign language in Canada. Two classes of two different teachers were videotaped and audio-recorded. The aim of the recordings was to identify situations in which the L1 (English) was used by the two teachers. The most common situation was translation from German to English. Checking the meaning of new words was also another situation, as was the comparison between the two languages. Giving instructions, classroom management and interactions between the students and the teachers took place in the L1. The study showed that L1 use was also influenced by students' culture. When discussing something related to the students' culture, the teachers used the learners' L1. The research also showed that an experienced teacher used the L1 less frequently than did the novice teacher. Classroom management and interactions between the students and the teachers took place in the L1. The study showed that L1 use was also

influenced by students' culture. When discussing something related to the students' culture, the teachers used the learners' L1. The research also showed that an experienced teacher used the L1 less frequently than did the novice teacher.

## Research Methodology

According to Leedy (1997:3), "our knowledge is incomplete and problems are waiting to be solved ... the role of the research is to provide a method for obtaining those answers by inquiringly studying the evidence within the parameters of the scientific method." Research methodology, therefore, includes a number of actions or procedures used by the researcher to construct an organised and systematic plan to achieve a set of predetermined research goals (Chohen et al., 2007; Sarantakos, 2005). The methodology adopted in the current study includes the following steps.

The current research is purely qualitative. Therefore, a number of semi-structured interviews were utilised to collect the data required. Semi-structured interviews are practical for undertaking in-depth conversation. Usually, the researcher can critically scrutinise the conversations and varied initially superficial responses during the interviews to arrive at multi-layered conclusions. A researcher can further follow up most of the times, all verbal and non-verbal responses, such as hunches, laugher and silence, to reveal hidden information that may turn out to be helpful in the final data analysis of different themes extracted from the conversation (Ritchie & Lewis, 2003). To collect the data required, eight semi-structured interviews were conducted. The participants were informed to use their L1, L2 or even both. This decision was taken on the basis of offering the participants more flexibility and more effectiveness in their participation.

## Research Population

The research in hand was carried out at Abu-Issa faculty of Education. Eight students were selected in equal balance from two semesters, namely the first and the eighth semester. Purposive sampling technique was employed to obtain a wide spread sample. The suitability of sampling strategy is an essential and crucial step in any research as much as the appropriate choice of methodology and data collection tools (Cohen, et al., 2007). Purposive sampling is

appropriate to select the sample on the basis of knowledge of a population, its elements, and the purpose of the study (Babbie, 2004).

## Sampling process

The researcher decided on the purposeful sampling technique to select the research sample from the first and eighth semester at Abu-Issa faculty of Education. The students in both semesters were subdivided into groups that included respectively, students who had got higher marks, and students who had got lower marks in their mid-term exam. This procedure was adopted not to look for the students' proficiency but rather to have a wide spread sample that represents all the characteristics of the target population to take part in the interviews and consequently obtain deep and rich data to answer my research question. In purposive sampling, researchers select their subjects on the basis of their possession of the particular characteristics being sought (Cohen et al., 2007:115).

## Analysing the data

As the study was purely qualitative, 8 students were interviewed in a semi-structured way. After transcribing the data, the Thematic Analysis Method was utilised to analyse the data collected. The process of data analysis identified a number of interesting themes which are presented in table 1 below.

### Table 1: Themes Identified

| First Semester | Eight Semester |
|---|---|
| Using L1 is necessitated in class | Using only TL is necessitated in class |
| Using L1 to achieve comprehension | Using only L2 to improve fluency |
| L1 is given priority in L2 classes | Using L1 as a last resort in L2 classes |
| L1 and feeling secure | L1 and feeling secure |
| L1 and study anxiety | L1 and study anxiety |
| L1 and students' motivation | L1 and students' motivation |
| L1 and classroom interaction | L1 and classroom interaction |
| Bilingual dictionary needs to be used | Monolingual dictionary needs to be used |

As it has been stated earlier, this study was aimed to investigate students' attitude towards the use of L1 in EFL classes. To comprehensively achieve that purpose, the process of data analysis is presented as follows.

The research question to be answered.

What attitudes (reasons and opinions) do EFL students have towards the use of L1 in English classes at Abu-Issa faculty of Education?

To analyse the research data, the Thematic Analysis Method was utilised. The process of data analysis came up with a number of interesting themes which are presented in table one. In their contributions, first semester students showed high interest in using L1 in their English classes. They notably agreed that L1 is one of the necessities that could not neglected. In this regard, one of the participants said *"yes, L1 cannot be ignored in class, it is very important and very necessary."* Interestingly, eighth semester students expressed a different attitude. They stated that the use of L1 should be banned in English classes. They went further and recommended teachers before students to avoid using L1 in their EFL classes. As an example, one of the interviewees argued, *"I am completely against the use of L1 in an English class ... teachers and students should use the target language all the class time"*.

Another significant difference appeared between first and eighth semester students in their attitude towards the use of L1 as a teaching and learning strategy in class. First semester students showed a remarkable consensus that L1 is usually used to facilitate the learning task and achieve the desired comprehension. As an example, one of the interviewees argued, *"to attain better understanding, all students usually expect their teacher to introduce the translation to new items, such as grammatical rules or vocabulary."* On the other hand, eighth semester students expressed an opposed attitude. They believe that using only the target language in class can accelerate the speed towards being a fluent speaker in L2 as more exposure to the target language is provided which means more practice and engagement. In this regard, one students said, *"L2 should be used all the class time to offer students more time to practise the target language ... teacher should stop using L1 in class."*

One more interesting theme is that all first semester interviewees agreed to give priority to L1 to be utilised by their teachers as a strategy in class. According to their responses, this particular strategy helps them a lot in understanding. As an example, one of the participants confirmed, *"yes, I like ... I prefer L1 like ... I prefer L1 to be used by the teacher to explain new and complex things*

*in class ... of course that helps us a lot to understand."* Not far away from that, eight semester students accepted L1 to be used in their class but as a last resort. When students failed to understand their teacher in L2, L1 might be accepted to solve the problem. Regarding this, one of the participants argued *"L1 should be avoided to the last minute ... when we fail to understand because of ambiguity or .... I do not know ... for any reason, no harm if the teacher or students use their L1 to convey their message."*

During the interviews, first semester students argued that the use of L1 by teachers may help them to achieve better understanding, and more importantly make them feel secure. In this regard, one them said, *"I do not feel safe in class until I understand and of course that attained by the use of L1."* On the contrary, eight semester students argued that understanding can be well obtained by depending solely on L2 in class. They believe that this strategy could help them to gradually improve their proficiency level in the target language. This argument is evidenced by one of the participants by saying, *"It is better for L2 classes to use L2 all the time ... I think what makes students feel secure is their progress in learning L2."*

According to the analysed data, first semester students confirmed a strong relationship between the use of L1 and lowering study anxiety. Being more explicit, when L1 is appropriately utilised during the class time, students not only attain better understanding but also their anxiety can be remarkably lowered. In this respect, one of the participants said, *"when the keep using L2 in class all the time, I cannot follow and understand ... I also feel worried."* Looking carefully at eighth semester students' contributions indicated an interesting attitude. Those students did not see any relationship between L1 and understanding or study anxiety. They believe that sticking to only L2 during the class time can make them understand better and be in safe from any type of anxiety. As an example, one of them argued, *"we prefer only L2 to be used in our class ... you know this strategy helps use to improve our target language and we do not feel anxious at all."*

In their contributions during the interviews, first semester students acknowledged that the use of L1 helps them to be intrinsically motivated which is the stage that every student wish to embark. Regarding this, one of the interviewees said, *"the use of L1 in*

*L2 classes is very beneficial ... students can achieve deep understanding ... the students will be motivated."* However, eighth semester students expressed a completely different idea. Those students are deeply convinced that the use of L2 in class has many advantages in the long term of learning, i.e., their proficiency level will be improved. They will also be highly motivated both intrinsically and extrinsically. During the interviews, one of the students stated, *"yes, using L2 makes the class environment more beneficial and motivating ... every student will be stimulated to do his best."*

Analysing the data showed that first semester students viewed the use of L1 in L2 classes as a motive for more interaction either with the teacher or colleagues. According to their responses, the possibility to use L1 usually inspires and stimulates them to contribute in classroom activities more effectively. For instance, one of the participants said, *"class interaction ... I like this activity ... but if I am allowed to mix between L1 and L2, I will be more active to willingly participate in any classroom activity."* Again, eighth semester students opposed this idea. They stated that the main purpose of doing classroom interaction is to practise the target language, and if L1 is permitted to be used in such an activity, the whole teaching and learning process might be violated. As an example, one participant said, *"Let us be logic, we do classroom interaction activities to practise the target language ... L1 must be avoided or the interaction will be meaningless."*

The process of data analysis showed a clear discrepancy between first and eighth semester students in their attitude towards using dictionaries. First semester students showed much interest in using bilingual dictionary, as it provides the meaning of the new item in their L1. In this respect, one of the participants argued, *"I like ... love using bilingual dictionary because it gives what I need in my L1 and saves my time and effort."* On the other side, their counterparts expressed high interest in using monolingual dictionaries. According to their contributions, this type of dictionaries shows the correct pronunciation of the new items, and more importantly helps them to enlarge their repertoire of vocabulary in L2. To evidence this, one of the participants argued, *"using monolingual has many advantages*

*such as increasing my words in L2 and also helps to improve my pronunciation."*

## Discussion of data

The process of data analysis came up with a number of findings; however, this section discusses only the most impressive and interesting ones in relation to the existing literature. The findings attained indicated a notable discrepancy among the participants in their attitude towards the role that L1 could play to accelerate students' progression in learning the target language (Campa & Nasaji, 2009; Hidayati, 2012).

First students advocated the use of L1 in L2 classes; however, eighth semester students did not. This difference in their attitude could be attributed to the difference in their stage of learning. Eighth semester students have more experience in learning the target language than their counterparts. This gives the implication that experience plays a significant role in language learning. In this regard, Golonka (2010) argued that past experience has a direct impact on L2 learning. Furthermore, the finding obtained supports the decision of teaching English in an early stage of students' life, as it provides more experience in L2 learning.

Interestingly, despite the opposing attitudes among the participants towards using L1 in L2 classes, there is a consensus among the participants that the use of L1 may contribute in lowering study anxiety. Being more precise and explicit, it helps students to attain better understanding and feel secure in their study. This conclusion agrees with Bruen and Kelly's (2014) argument in which they stated that the use of L1 in L2 classrooms reduces students' anxiety level.

Classroom interaction is an essential component in language learning, as it could compensate the lack of exposure to the target language (Seedhouse, 2006). The research findings showed different attitudes towards this particular issue, i.e. first year students supported the idea of using L1 during classroom interactive activities to promote self-confidence and enhance fluency in the target language. However, eighth semester students showed a high interest in using only L2 during the implementation of classroom interactive activities. They believe that this technique compensates the lack of exposure to the

target language, and more importantly paves their way to be autonomous language users.

Using L1 may facilitate the TL classroom activities due to the fact that the use of L1 provides a beneficial scaffolding that assists learners in understanding tasks and solving problems of ambiguity. Scholars such as (Cook, 2001; Turnbull, 2001; Turnbull & Arnett, 2002) agreed that L1 could be a valuable resource in foreign language classrooms, however, they cautioned that educators should not rely upon it to any significant degree.

## Conclusion

All in all, L1 cannot neither be ignored nor overused in language classrooms. Being more explicit, using mother tongue L1 in SL/FL classrooms is inevitable. Despite the debate over the adequacy of using L1 in the teaching of L2, this study indicates that using L1 in classroom does not hinder learning, and that L1 has a facilitating role to play in the classroom and could help L2 learning and acquisition. This paper showed that L1 is an inseparable part of language teaching, and it has several functions for the students in English language learning. Therefore, those who believe that L1 has a minimal role to play in the teaching of a foreign language are invited to think again of its role and contributions it might make to the fields of language learning.

When both L1 and L2 are allowed as media for discussions in classroom, there are more opportunities for effective participation and meaningful communication is sustained longer. Therefore, the use of L1 results in an increased willingness by students to communicate verbally and express their ideas (Atkinson, 1987; Auerbach, 1993; Cook, 2001; Bruen and Kelly, 2014).

## Pedagogical Implications

This study identifies a number of significant pedagogical implications for SL/FL learners. Firstly, the findings obtained support the limited use of L1 to maximize learners' exposure to the TL. Secondly, students who have limited linguistic backgrounds in L2 (low-level learners) need the support of their L1 to help them understand new items in L2 such as new grammatical items. Secondly, L1 can be used to check the meaning of new words or concepts during an English lesson in order to learn faster and easier,

and more importantly to feel secure and raise the self-confidence. Thirdly, utilizing L1 does not mean translating all classroom activities into learners' L1. Rather, it should be viewed as a tool to be employed as a facilitator. When the L1 is excessively used, learners tend to believe that they cannot cope with learning the TL. Fourthly, L1 may be tolerated, especially among low-level learners who lack TL proficiency. However, this use should be gradually reduced along with the students' progression in target language learning. Finally, the findings of this study support both monolingual and bilingual approaches, and a more balanced approach towards L1 is needed which maximizes and recognizes the L1 as a beneficial classroom tool.

# References

Afzal, S. (2012). Relationship between Providing Persian Equivalents of English Adjectives and Iranian EFL Learners' Active Vocabulary. *International Journal of English Linguistics, 2 (1), pp. 231-238.*

Anton, M., & DiCamilla, F. (1998). Socio-cognitive functions of L1 collaborative interaction in the L2 classroom. *Canadian Modern Language Review*, *54(3), pp. 314-342.*

Al-Buraiki, M. (2008). The L1 in Young Learner Classrooms: Teachers' Views and Practices. http://www.moe.gov.om/Portal/sitebuilder/sites/EPS/English/M OE/baproje t/version2/Ch2.pdf

Alshammari, M. M. (2011). The Use of the Mother Tongue in Saudi EFL Classrooms. *Journal of International Education Research (JIER), 7(4), pp. 95–102.*

Atkinson, D. (1987). The mother tongue in the classroom: A neglected resource? *ELT Journal*, 41(4), pp. 241-247.

Auerbach, E. (1993). Re-examining English only in the ESL classroom. *TESOL Quarterly*, *27(1), pp. 9-32.*

Auerbach, E. (1998). The Power of Writing, the Writing of Power Approaches to Adult ESOL Writing Instruction. Literacy, pp. 1–6.

Babbie, E. (2004). *The Practice of Social Research.* Belmont, CA: Thomson Wadsworth.

Borg, S. (2008). Investigating English Language Teaching in Oman. Investigating English Language Teaching and Learning in Oman, pp. 1-3.

Bruen, J and Kelly, N. (2014). Using a shared L1 to reduce cognitive overload and anxiety levels in the L2 classroom. *The Language Learning Journal DOI:10.1080/09571736.2014.908405*

Campa, J. C., & Nassaji, H. (2009). The amount, purpose, and reasons for using L1 in L2 classrooms. *Foreign Language Annals, 42(4), pp. 742–759.*

Chaudron, C. (1988). *Second language research: Research on teaching and learning*. Cambridge, England: Cambridge University Press.

Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education. 6th ed.* London: Routledge.

Cook, V. (2001). Using the first language in the classroom. *The Canadian Modern Language Review, 57(3), pp. 402-423.*

Deller, S. & Rinvolucri, M. (2002). *Using the mother tongue: making the most of the learner's language*. London: Delta Publishing.

Ellis, R. (1994). *The study of second language acquisition*. Oxford, England: Oxford University Press.

Golonka, E. (2010). The Influence of Prior Language Learning Experiences on Learning of Unrelated or Distantly Related Languages. *Russian Language Journal, 60, pp. 95-121.*

Gunn, M. (2003). Opportunity for literacy? Pre-literate learners in the AMEP. In G. Wiglesworth (Ed.), *The kaleidoscope of adult second language learning: Learner, teacher and researcher perspectives* (pp. 251-272.). Sydney: NCELTR.

Harbord, J. (1992). The use of the mother tongue in the classroom. *ELT Journal*, *46, pp. 350-355.*

Hasman, M. A. (2000). The Role of English in the 21st Century. FORUM, 38(1).

Hawks, P. (2001). Making Distinctions: A Discussion of the Mother Tongue in the Foreign Language Classroom. *Hwa Kang Journal of TEFL, 7, pp. 47-55.*

Hidayati, I. N. (2012). Evaluating the Role of L1 in Teaching Receptive Skills and Grammar in EFL Classes. *Indonesian Journal of Applied Linguistics, 1(2), pp.17 32.*

Hsieh, L. T. (2000). The effects of translation on English vocabulary and reading learning. *Selected papers from the Proceedings of the Ninth International Symposium on English Teaching in the Republic of China*. Taipei: The Crane Publishing Co.

Huang, H. Y. (2006). CYUT Students' attitudes and motivation toward native language and foreign language as a medium of instruction in English Writing Classes. Unpublished Master Thesis. Chaoyang University of Technology, Taichung.

Johnson, R. K. & Lee, P. M. (1987). Modes of instruction: Teaching strategies and student responses. In R. Lord and H. N. L. Cheng (Eds.), *Language education in Hong Kong* (pp. 99-121). Hong Kong: The Chinese University Press.

Kang, D. M. (2008). The classroom language use of a Korean elementary school EFL teaching: Another look at TETE. *System, 36, pp.214-226.*

Kern, R. G. (1989). Second language reading strategy instruction: Its effect on comprehension and word inference ability. *Modern Language Journal, 73(2), pp. 135-149.*

Krashen, S. (1982). *Principles and practice in second language acquisition*. New York: Pergamon Press.

Leedy, P. D. (1997). *Practical Research: Planning and Design (6th ed.).* Upper Saddle River, NJ: Prentice-Hall.

Liao, P. (2006). EFL learners' beliefs about and strategy use of translation in English learning. *RELC, 37(2), pp. 191-215.*

Macaro, E. (2005). Codeswitching in the L2 classroom: A communication and learning strategy. In E. Llurda (Ed.), *Non-native language teachers. Perceptions, challenges and contributions to the profession* (pp. 63-84). New York: Springer.

Macdonald, C. (1993). *Using the target language*. Cheltenham, England: Mary Glasgow.

Mahmoudi, L. & Amirkhiz, S. (2011). The Use of Persian in the EFL Classroom the Case of English Teaching and Learning at Pre-University Level in Iran. *English Language Teaching, 4 (1), pp. 135-140.*

Nazary, M. (2008). The Role of L1 in L2 Acquisition: Attitudes of Iranian University Students. *Novitas Royal, 2 (2), pp. 138- 153.*

Ritchie, J. & Lewis, J. (2003). *Qualitative Research Practice: A guide for Social Science Students and Researchers*. London: SAGE.

Sarantakos, S. (2005). *Social Research*. UK: Palgrave MacMillan.

Saito, H. & Ebsworth, M. E. (2004). Seeing English language teaching and learning through the eyes of Japanese EFL and ESL students. Foreign Language Annals, 37(1), 111-. https://doi.org/10.1111/j.1944-9720.2004.tb02178.x

Savignon, S. (1983). *Communicative competence: Theory and classroom practice*. Reading, MA: Addison-Wesley.

Seedhouse, P. (2006). Interaction in Second Language Classrooms. *Revue française de linguistique appliquée, (11), pp. 111-122.*

Seng, G. H., & Hashim F. (2006). Use of L1 in L2 reading comprehension among tertiary ESL learners. *Reading in a Foreign Language*, *18(1).*

Shamash, Y. (1990). Learning in translation: Beyond language experience in ESL. *Voices, 2(2), pp. 71-75.*

Sharma, K. (2006). Mother tongue use in English classroom. *Journal of NELTA, 11 (1-2), pp. 80-87*

Storch, N., & Wigglesworth, G. (2003). Is there a role for the use of the L1 in an L2 setting? *TESOL Quarterly*, *37(4), pp. 760-770.*

Tien, C. Y. (2004). *Code-switching in two freshman English classrooms in a university in southern Taiwan*. Unpublished Doctoral Dissertation, University of Leicester.

Turnbull, M. (2001). There is a role for the L1 in second and foreign teaching, but .... *The Canadian Modern Language Review*, *57(4), pp. 531-538.*

Turnbull, M. & Arnett, K. (2002). Teachers' uses of the target and first languages in second and foreign language classrooms. *Annual Review of Applied Linguistics*, *22, pp. 204-218.*

Vanderheijden, V. (2010). Is that English I hear over there? Rethinking the prohibition on L1 use in foreign language learning. *TPFLE, 14 (1), pp. 3-17.*

Widdowson, H. G. (1978). *Teaching language as communication*. Oxford: Oxford University Press.

Yphantides, J. (2009). Student use of Japanese in the EFL classroom. *Accents Asia, 3(2), 1-26.*