

# **KHAZAR UNIVERSITY**

**Faculty:** Graduate School of Science, Art and Technology

**Department:** Department of English Language and Literature

**Major:** 060251 – Linguistics

## **MASTER OF ARTS THESIS**

**Topic:** Azerbaijani EFL Teachers' Attitudes towards the Use  
of L1 in L2 Instruction

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**May – 2023**

## **Abstract**

The ultimate aim of this paper was to determine the attitudes of Azerbaijani EFL teachers towards the use of L1 (Azerbaijani) in L2 (English) instructions. The survey involved 200 randomly selected teachers with both women and men being included in the group. The age range of individuals varied between 21 and 63. While some teachers held bachelor's degrees, some also had other academic degrees. Teachers had various levels of teaching experience ranging from 2 to 42 years. Their workplaces were situated in diverse areas of Baku, in Azerbaijan. To collect data, the questionnaire consisted of 2 sections and was held in an online way. The first section indicated their perspectives while the second section described their use cases of L1 in the class. Excel worksheet and descriptive analysis method were used for analyzing the gathered data. The results revealed that the general views towards the use of mother tongue in the foreign language classes were positive. The teachers apply L1 for myriad purposes in various circumstances of the class.

**Key words:** mother tongue, foreign language, teachers' attitudes, use of L1.

## **Acknowledgements**

I would like to express my deepest appreciation to the individual below who played a precious role on the successful completion of my thesis:

First and foremost, my sincere gratitude to my supervisor, professor Davud Kuhi, for his invaluable guidance and unwavering support throughout my academic journey. His encouragement and insightful feedback have been instrumental in shaping my research and writing skill.

I am also thankful to my teachers Amina Safarzada and Mövlan Yusifov for their encouragement and assistance for my research. During this period, they supported me in all cases.

Additionally, I would like to express my love and gratitude to my family members who have been a continuous source of inspiration during this demanding period. I appreciate their understanding, support, and endless love.

I am also thankful to the educators who attended my online survey. They took time to share their attitudes and experiences with me, and this was the crucial part of my research.

Last but not least, I would like to extend my gratitude to my dear friends Hilal Piriyeva, Khayala Safarova, Fidan Huseynzada, and Shahmar Mammadov for their assistance, insightful discussions. Whenever I asked for their aid, they always put forth their utmost effort to my expectation.

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## **List of abbreviations**

L1 – First or native language

L2 – Second or foreign language

EFL – English as a Foreign Language

SLA – Second Language Acquisition

TL – Target Language

MT – Mother Tongue

FL – Foreign Language

CA – Contrastive Analysis

EA – Error Analysis

UG – Universal Grammar

ZPD – Zone of Proximal Development

GTM – Grammar Translation Method

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## INTRODUCTION

### **Background study**

Language teaching has always become the most interesting part of research for several decades. It has been the main subject of interest to educators and researchers. The world develops, and becomes increasingly globalized. In this case, the demands for language learning have grown. So, teachers face some problems which are related to the language teaching methods. They face the challenge of developing effective language teaching practices which meet with the students' demands and help them a lot.

It is an undeniable fact that English is a global language, and the number of the speakers of this language rises day by day. This language has become the prevailing language of international communication, commerce, technology which makes it a crucial language among the other ones. From this point of view, learning English turns into the essential point for people. Because, the people also want to be an inseparable part of this improvement. Consequently, because of its importance, many countries pay attention to the learning and teaching conditions of this language in their schools and other academic places. English is taught in most of the countries of the world, and becomes one of the crucial subjects in their education system.

Azerbaijan is one of these countries where English is taught in the schools, universities and other environments as a foreign language. Teaching of this language in our country was begun in the beginning of the 1990s. There is no exception that this language is the essential part of the lesson, and teachers strive to be attentive at class towards the amount of the use of this language. As well as, the teachers of that language always control the attitudes of their students on this issue in order to manage the class. At the same time, most of the teachers have difficulty with the methods of teaching the foreign language.

From the title, it is understood that the main aim of this study is also to analyze the role of the Azerbaijani language in the foreign language classes. The study will focus on the use of Azerbaijani during the English language learning process, and also, it will explore the attitudes of the teachers towards this issue, additionally, it would be better to mention that the teachers' native language is also the Azerbaijani language as their students. The use of mother tongue is the main discussion in the language learning contexts. To come to the conclusion is not easy for the educators and linguists, because the approaches towards it are so complex and confusing. So, teachers



sometimes support this case, but they also want to avoid the use of Azerbaijani in their second language classrooms.

Approaches to the second language learning and acquisition process are different. The various thoughts of diverse people. So, there are lots of attitudes towards learning a new language. Besides these, firstly the importance of language learning should be mentioned. Language learning is regarded as one of the main things for people from the past to modern time. In all cases, people try to know other languages besides their own native language. Members of the high-status were keen on it a lot more than the rest of the population in the past. However, now, all people make an effort to learn new languages for various reasons.

As well as, in this period, the countries are interested in this issue as much as they can. So, they establish optimal parameters for their population to learn the languages which they want. These projects are continued in the schools under strict control. Thus, the curricula are always updated for each academic year, and the conditions in the school are discussed for finding the gaps. It is the same for Azerbaijan, so the curriculum of the teaching and learning of the second language is kept in the focus in all cases. The main point is how the teachers teach the language, and also the influence of the students' native language to learning foreign one.

There are plenty of theories about learning a new language. The use of the mother tongue during this process is also a controversial issue, so some educators, linguists, psychologists believe that the mother tongue should not be used in this process, because it may be harmful for students' competence. Instead, there are some who believe that the native language should be used in this procedure for making any certain cases easy for the learners. one of the theories which accepts not to use the mother tongue in the process of learning a new language. According to them, learning a new language is a kind of habit formation, and the proponents of this theory did not accept the use of mother tongue during the learning process. Because, they agreed to this case that the occurrence of learning a new language is possible with the stimuli and responses. As well as, cognitive processes were ignored in the learning process (Stafford et al., 1988; Dounavi, 2011). The ways, such as repetitions, reinforcements of the information etc. The best way was accepted as to use the target language a lot during the lesson. This theory has some deficiencies according to the simplification of learning a new language.

The structuralist approach is also to pretend some thoughts about the learning of a new language. First of all, it should be pointed out that this approach supports the use of target language a lot more than the mother tongue of students. The proponents of this theory emphasized that the best way of learning a new language is to focus on the structure of language rather than relying on translation of its elements or using the native language in the class for several cases. In the context of the use of L1 in L2 instructions, this approach often discourages teachers to resort to the native language during the lesson and emphasizes the essence of the great amount of second language for the students. These sorts of statements are also encountered in the study of Gao (2007). In accordance with the study, the results indicated that the structuralism endorses that L1 can lead some negative transfers in the learning procedure, that's why the target language should be in the center of the most cases in the lesson.

Unlike these approaches, the contrastive approach accepts the use of L1 in the L2 classes. So, this theory emphasized the importance of the influence of native language in the learning and acquiring of the second language. So, the characteristics features of this approach were also investigated by Lado (1968), and the researcher showed the facilitating roles of the mother tongue of the learners in the second language classrooms. This theory indicates the benefits of learning a new language through the comparison of the native language. Lado also accepted that the use of L1 should gradually be reduced in the class for improving the students in the target language.

The use of L1 is also acceptable according to the Task-based approach. This approach was also investigated by Rahimpour (2008) according to the beneficial effects on learning new language. According to the researcher the use of L1 may be effective for different reasons. Due to the findings, one of them was that L1 may facilitate communication in the class. It can also be a good resource for understanding the complex items in the target language.

Using L1 in the foreign language classes depends on the students' differences too. It means that the learning styles of students vary from each other. All the students cannot learn in the same way. The main reason is that the learning capacity of the students, the acquisition speed of the learners and the concepts of the target language are different. Considering these cases, the teachers of the class resort to the native language. Charoento (2017) did research on this case, and put forward some issues for denoting the differences of the students. Firstly, it may be said that this study accepts the use of L1 in the class for assisting the students. However, the results of the research indicated that the use of the mother tongue should be measured by teachers according to

the students' needs. If the teachers use the native language in the class when there is no need for it, in this case the students may be discouraged. Because this case makes them feel bored during the class. If the teachers do not use the learners' mother tongue when they need this language, in this case, they may make them disappointed for not understanding the complex elements of the target language.

The influence of the native language is always in focus and the researchers seek other ways to investigate this case for getting more accurate results. Yenice (2018) was one of them who wanted to show the relation between the native and target languages. She investigated the role of the mother tongue in the second language classes, and the results of her research demonstrated that the native language is used for several reasons in the class. So, she divided the reasons into categories, and tried to explain why and how the teachers resort to the students' mother tongue in the class. The main category of the results was the instructional functions. The findings of Yenice's study showed that the Turkish teachers use a lot of native words in their speech when they give any instructions, directions to the students. The crucial reason for resorting to the mother tongue in these certain cases is that students may not understand the essential demands when they are said in the foreign language. It may mislead the learners, and this misunderstanding can make them discouraged in the learning process. That's why, it would be better to use L1 of the learners in these situations for being so clear to them.

The role of L1 in the L2 instructions was also investigated by Şimşek (2011), Tajgozari (2017), Korkut and Şener (2018). These researchers made an effort to clarify the importance of the students' mother tongue for their improvement in the second language classrooms. In these studies, the relieving, encouraging, advantageous role of the mother tongue was highlighted by the researchers. One of the essential reasons for teachers to resort to L1 in the diverse part of the lesson is to determine the students' language competence in the target language. In this case, the students rely on their native language for feeling relaxed and protected, and teachers should keep this issue in their mind in order to not to frighten the learners. As well as, another situation where teachers used the students' L1 was explaining something difficult. This was also related to their age. So, teachers used native language among the young students rather than adults.

Murtiningsih et al. (2022) showed the importance of code-switching for class. So, code-switching may be so essential especially for the beginner level of students. The article suggested that use of L1 may be the bridge between the languages, and the use of the native where it is needed

can be effective. Additionally, it was mentioned that code-switching depended on some cases, and the teachers' experiences, proficiencies, as well as, students' language level, the management style of the class could be included here. However, the main factor for teachers to use L1 was the students themselves.

### **Statement of the problem and purpose of the study**

The main difficulty which teachers face with it a lot is to define the role of the students' mother tongue during teaching of the second language. Sometimes, teachers, especially young teachers cannot determine the effective and suitable role of L1 in their English language classes. The use of students' native language in the class is always a disputable issue between the people who are dealing with teaching the foreign language. The attitudes are very changeable according to the educators, as well as researchers. Because, some believe that the mother tongue of the students should be used in class for different reasons, but some do not agree with this case, and they reject the use of L1 in the second language classes. These contradictions appear because of the influence of the native language to the learning process of the students. Some teachers and researchers think that L1 should be limited in the class, but some of them believe that the judicious use of L1 can give a lot of benefits to both the learning and teaching procedure. The teachers who accept not to use their mother tongue in the class think that this language impedes the improvement of the foreign language and the students can be influenced by their mother tongue. So, they do not want to speak in the second language, because they may rely on their native language, via continuation of this process learning a new language can fail. Unlike these kinds of teachers, there are some of them who support the use of native language in the class because of its supportive influences to this process. These teachers believe that the mother tongue of students makes them feel relaxed during the learning process. The students who have some difficulties in certain cases resort to the mother tongue for understanding them. As well as, teachers use the L1 in some cases for their students as an auxiliary tool. They agree with the statement that L1 supports the learning of new language processes.

Despite the importance of the attitudes of the teachers towards the use of mother tongue in the second language classes, little research has been done on this issue in Azerbaijan. There are no certain proposals for the use of Azerbaijani in English classes. As well as, little research on this issue makes teachers confused about the use of Azerbaijani which is the mother tongue of them

and their students in the English language instructions which is the new language for the students. EFL teachers believe in the investigation for choosing the appropriate method for their students. Because, the research works are the most reliable way which creates a certain description for the teachers. So, from this point of view, the role of the Azerbaijani language should be investigated a lot because of its importance and supportive role in the teaching environment of the second language.

The main purpose of this study is to determine the role of the mother tongue of the students for their acquiring the new language. When saying the mother tongue, the Azerbaijani language is considered. So, the native language of both students and teachers is Azerbaijani, and this research tried to make clear the essence of this language in teaching classes. The main case is to find out the thoughts of the teachers about the use of Azerbaijani as a facilitating tool in the lesson. The teachers' attitudes can be different according to the level of class, belief in the facilitating role of the mother tongue, the usage of the languages and so on. As well as, their opinions can vary due to use cases of L1. The ultimate objective was to understand the perspective of the teachers regarding this issue.

One of the important things is to define when the students need Azerbaijani language. Because the mother tongue can impact the learning and teaching environment in a positive way when it is used in its proper time. Besides these, factors are also important for resorting to native language in the class. So, this study made an effort to arbitrate when and how the teachers use the mother tongue of the students for their benefits.

### **The significance and justification of the study**

The main importance of this study can be its contributions to the language teaching and learning process. The results of the research may be the real assistance to the field of English teaching. Because, the issue of English teaching is the most important disputable topic in the education system of our country. It is investigated in the other countries to find out the best methods for language teaching beyond Azerbaijan. This research can be helpful for shaping the system of education, especially in the field of language teaching. The answers may help to figure out the importance of the L1 in L2 classes, and this should be an advantage for selecting beneficial ways for students during the semester.

As well as, the potential of this research may indicate the essence of the use of mother tongue in the foreign language classes, and it helps to develop the curricula of the English language teaching in Azerbaijan. Because the response of the teachers and the analysis of the results showed that there is a great potential of the native language in the second language classrooms. To be aware of this may be so helpful for teachers, especially for young teachers who are new in the teaching process and try to find best methods for their teaching. So, it is important to pay attention to the significant role of mother tongue in the implications for the language policy in Azerbaijan and development of curricula in EFL classes in our country.

Another significant role of the research may be on organizing training for the foreign language teachers. It can be explained in this form, so some teachers are not aware of the powerful and supportive role of the native language for students in the learning of the target language. In other situations, it is also felt that, sometimes teachers know the value of L1 for their L2 instructions, but they do not know how they can use or integrate it into their lessons for the benefits of the students. That's why this study may show the common attitudes of the teachers towards the role of L1 in their classes. After knowing the essence of the Azerbaijani language in English classes, teachers can choose their own way in teaching. As well as, the results can lead to organizing the training for the teachers who do not know the importance of the mother tongue for their teaching environment and also who do not know when and how they should use the native language for getting profits.

This research helps educators to understand the advantages and drawbacks of the corporation of the native language and foreign language. According to the results, the mother tongue can be analyzed according to its benefits for the class. L1 can help students to understand and acquire the foreign language easily. The teachers can resort to it in explaining complex items, introducing new vocabulary etc. The overuse of mother tongue has also some disadvantages for the class. So, the use of the languages should be balanced by teachers. All these points can be noticed in this research, thus the responses of the teachers show their attitudes towards the use of L1 in the class.

### **Research questions**

For being specific, this research tries to find answers to the following questions which would simplify the process of reaching the conclusion:

- 1) What are the attitudes of Azerbaijani EFL teachers' attitudes towards the use of L1 in L2 instructions?

- 2) What factors are important for them to use native language in the foreign language classrooms?
- 3) When and how do Azerbaijani teachers use L1 in their L2 classes?

These questions try to find out the main thoughts of teachers towards the native language usage in L2 classrooms. As well as, the main case is to determine when the mother tongue is needed in the class and how the teachers use it for conveying the main ideas of the lesson. At the same time, some factors play an important role in resorting to the native language. Because, the teachers analyze their students and the progress of the lesson, then they decide on the use of L1. Sometimes, the students themselves create any conditions for this process, because the main reason for using their mother tongue in class is them. L1 is used for them to convey the essential ideas and parts of the lesson. The usage of mother tongue is also important for the second language classes, additionally, teachers always keep it in their mind when they resort to it for any cases. Because, it should not be forgotten that L1 plays as a facilitating tool at class, the second language should be the main member of the lesson process.

### **Definition of the key words**

The mother tongue of the learners means that they were born with this language. The first language, native language are the other ways of denoting the mother tongue. L1 is also used for referring to the mother tongue of the students. This is a language which the speakers of it acquire from their childhood in a natural way. The people's first language is also important for shaping their identity and cultural background. As well as, it is so easy for the speakers to express themselves in their native language (Clark, 2009).

Foreign language or second language refers to the languages which the people want to learn for several reasons. This language can be indicated as L2 in the literature. Additionally, it does not mean that L2 is the one way for indicating it, this depends on the languages, for example, if the learners know three languages and two of them are foreign ones and they are English and Spanish, in this case L2 and L3 can be used for referring English and Spanish accordingly. The second language is taught in a formal way in the schools, or the people are exposed to the language in different cases, and therefore they want to learn it (Saville-Troike, 2012).

Furthermore, there are lots of attitudes about learning a second language. Some believe that it is possible to learn a new language, but some don't, and they support their thoughts with various

arguments. So, they explain that a person can learn a new language to a certain degree, not as native. Also, the other opinions are about the influence of the mother tongue on the learning process of the foreign language. It is also known that foreign language teachers use the students' mother tongue in the class for some purposes. This is also the main question for educators whether use of L1 in the class is a right choice or not.

### **Limitations and delimitations of the study**

The limitations and delimitations of this research should be emphasized for getting a clear description. This is important for further research. Because, in this case the other researchers who will want to touch this issue again can easily use this study for finding out the other cases which there is a need for studying in detail. When talking about this part, it would be better to touch the number of participants of this study. During the research, 200 Azerbaijani teachers attended and they shared their own attitudes about this case. As well as, it should be reminded that both male and female teachers participated and gave their contributions to this study. The other case is that the study was conducted in Baku which is the capital city of Azerbaijan, and responses of the teachers belonged to the city school teachers. The school teachers of other regions did not take part in this survey. In addition, this research investigated only to determine the attitudes of the teachers towards the use of the mother tongue in the second language classes, and the response of the teachers were collected via the online survey. The teachers selected the answers which described them a lot.

It can be added that the survey consisted of two sections, as previously mentioned the attitudes of teachers indicated in the first section. The second section of the survey described when teachers resorted to the native language, and what were the main factors for it. The analysis of the results was based on the responses of this online survey. There were not any practical experiments for analyzing the use part of this survey thoroughly. The teaching experiences, ages, teaching methods, level of professionalism of the teachers were not paid attention in this research. The responses of the survey were only analyzed, so the generalization of the results may not be fruitful, because this study only investigated the attitudes of the teachers towards the use of mother tongue and when it is needed.

The language proficiency of the teachers could also influence their answers. It means that some teachers could not understand the right or direct meaning of the question, and they replied to them



as they understood. Another trial may be that the teachers could find the accurate and closest answer among the choices, so they chose the similar choice for their reply. All of these cases may impact the validity of this research.

Making use of this phenomenon, biases in the responses of the teachers must be taken into account. It means that sometimes teachers may want to seem so talented, that's why they can say something about them differently, in another saying they do not want to tell the truth About themselves. For example, some teachers could select the variant which actually they did not pay attention to during the class. These factors may also impact the validity of this study, thus teachers are expected to answer honestly for the worth of the study.

### **Structure of the thesis**

This section gives a description of the structure of the thesis. So, the thesis is divided into several main sections, and each section indicates the essential points about the research. The sections of the thesis are given below:

**Introduction:** This part of the study provides the reader with the overview of the research. There are some sub-sections of the introduction which give certain information about the topic which was investigated. Background study, aims and objectives, the significance of the study, the purpose of the research, the limitations of the study and so on includes the introduction as sub-sections. This section of the thesis shows the focus of the study which explored the attitudes of the Azerbaijani teachers towards the use of L1 in L2 instructions in the secondary schools of Baku.

**Literature review:** The previous research which was done to see the role of the mother tongue in the foreign language classes is introduced to the readers. Theoretical and practical backgrounds about the use of the native language in the second language teaching may help them to describe the situation in the EFL classes more or less. These studies tried to indicate the benefits and disadvantages of the use of L1 in L2 instructions. Additionally, they strived to determine the attitudes of both teachers and students towards the importance of the native language in teaching the foreign language.

**Methodology:** This part gives information about the data collected, who participated and etc. The participants, collecting the data, and analysis methods of the study are shown here. This section

also emphasizes the limitations and purpose of the study to make a clear description about the results.

**Results:** The findings of the research are shown in this section. The analysis of the responses of the teachers are indicated here. So, the answers of 200 teachers make a description towards the use of L1 in L2 classrooms. The findings are presented via the tables.

**Discussion:** This chapter ensures the detailed discussion of the findings. The results of the study are compared with the other findings of studies. The teachers' attitudes towards the mother tongue are corresponded with their use of L1 in their second language classes.

**Conclusion:** The conclusion part of the research is the last part of the thesis. This section summarizes the findings which were gathered through surveys. The conclusion part also indicates the limitations of the study, recommendations for further research which are important for the future researchers who want to investigate this issue from new perspectives.

**References:** This section indicates the lists of all resources which are used in the thesis. Books, articles and other academic resources are added to this part of the study.

**Appendices:** The additional materials which are related to the study are shown in this part, for example, the sample of the survey which is used for gathering data was added here. It is for the readers who wanted to see the questions which were used for gathering data.

## CHAPTER 1: LITERATURE REVIEW

### 1.1 Theoretical background

Learning or acquiring foreign languages always becomes a dire issue for both linguists and psychologists, as well as for any person who wants to learn a new language. It can be said that there are lots of thought patterns in this process. Sometimes, the way of thinking of people conducting research on this work may coincide, sometimes not. Most of the cases, these discrepancies occur according to different attitudes about the relationship between native and foreign language. Feasibility of this process was tried to prove with many theories, also with practical attempts by linguists, in addition to it, it is continued. The results are various due to diverse approaches to acquiring any language.

This is also the main point for teachers to manage their syllabus for getting good results at the end of the semester. It is clear that children differ from each other according to the learning potential of a new language. However, the influence of native language cannot be ignored during this process. The impact of native language on children is seen during second language lessons especially, students want to explain their opinions in detail, or they cannot remember the equivalent of the word which they want to utter. In some cases, usage of a first language is a kind of need for the class and teacher, especially if the teacher himself or herself is from the same nationality as the students. However, in some cases teachers are not sure about the truth of this case.

One of the main theories about learning a new language is Contrastive Analysis. This theory is based on the learning languages in comparing form. According to this hypothesis, native and second languages must not be separated from each other. Languages are taught in the way of comparing them in respect of their similarities and differences (Keshavarz, 2012). It is thought that the main base for errors is the interference of the mother tongue to the learning process. Great or small, the differences and similarities between languages in contact must be exhaustively stated for every domain – phonic, grammatical and lexical – as an introduction to an analysis of interference (Weinreich, 1968). Talking about transfer between languages, it would be better to mention the types of transferring: positive language transfer and negative language transfer. These are dependent on the degrees of differences and similarities between languages which play an important role for students to acquire a new language. Positive transfer is based on the similarities which in this case, there are no any important diversities among languages which makes learning

easier and more interesting for students. Unlike positive, negative transfer is based on the differences among languages which makes the learning process so hard for the class to understand and acquire it (Khalifa, 2018).

Another type of theory is called Error Analysis. Contrastive and Error Analysis are recognized as a branch of Applied linguistics. Causes of errors during the learning process were investigated via influence of first or native language in contrastive analysis. Instead, errors began to appear as a result of the second language itself. It means that making a mistake during the learning process was accepted as a normal situation, because according to linguists, only then learning and acquisition would take place. The essential point for EA was that it didn't predict, or try to see the errors of learners beforehand and prevent them. The duty of it was to collect errors, then identify them, so explain them. There were lots of causes of errors such as misunderstanding the word, mispronunciation of word, lack of knowledge about grammar etc. (Khansir, 2012; James, 2013; Trawiński, 2005). Error Analysis sees learners' mistakes, errors as a learning key for themselves, because with their errors they can get success in their second language.

The main theory of acquiring language was put forward by Noam Chomsky. He explained his approach on acquiring or learning language from the point of the Universal Grammar, so his Universal Grammar indicated how people possessed language and language knowledge. Firstly, it would be better to explain what UG is and what it is about. As well as, when talking about this approach, some questions appear: Such as, what knowledge it is, how language is acquired and how language is used. It is explained in this theory that all people were born with language knowledge. It means that every person is born with his or her native language knowledge and this competence becomes stronger step by step during his or her ages (Mitchell and Mysel, 2004). The knowledge which Chomsky talked about was grammar knowledge. He elaborated in this form that every child can build lots of sentences according to one structure, according to grammar. In addition, UG consists of principles and parameters which indicate the features of languages (Juffs, 1996). The main point is that UG is about first language acquisition, and Chomsky never talked about the acquisition of foreign languages. The thoughts of UG were transferred by other linguists to study the acquisition of any languages. These principles and parameters indicate the characters of languages which can be the differences and similarities between them (Huang and Roberts, 2017). Hence this point of view, some linguists believe that a second language can be acquired as

native-like. However, some of them think that acquiring a language as a native one is impossible (White, 2003; White, 2015; Cook and Newson, 2000).

Sociocultural theory is also a sufficiently famous theory in second language acquisition study. This theory was introduced for the first time by Lev Vygotsky who was a Russian psychologist. This approach tells that human cognition is structured by integration of the social environment and him or her which this process makes them close to the language. From this point of view, it can be said that Activity Theory is the main part of sociocultural theory because of indicating the importance of social practice in human's psychological and cognitive development which Ohta (2013) explained in her work (Herschensohn and Martha, 2013). Lantolf (2011) emphasized that it is not about the explanation of SLA, it is about the human mental activity which is related to how a person acquires a language and uses it besides her first language (Atkinson, 2011). This approach says that a better way of learning the language is to use it in a social context. Language is accepted as a kind of change in which learning takes place. When talking about the learning process, imitation and zone of proximal development should be mentioned which Lantolf (2012) explained in detail (Gass and Mackey, 2012). So, the first imitation differs from any living creatures according to its development during a certain time. It means that at the beginning, children can do something in repeated form from anybody, it plays a crucial role for their prospective future. Another point in sociocultural theory is Zone of Proximal Development which shows the comfort zone of children and their inclination to learn new things. ZPD allows anyone to learn something new by guidance with the master one. The essential point is that this process is realized through communication (Friedrichsen, 2020). This helps cognitive development to happen during one's life, because it is a type of teaching how to learn and how to use the knowledge by communication and cooperation (Antón and Dicamilla, 1999). ZPD is used for defining the children as individuals who have their own character and learning style and ability. In this case, their own performances and aided performances are estimated, the result shows there is a balance or not during the learning process (Kozulin, Gindis, et. al., 2003; Kinginger, 2013). To conclude, this can be said that this theory strives to convey learning can happen in an environment, not in only one way or without assistance (Ortega, 2009).

The other famous theory of second language acquisition was suggested by Stephen Krashen which he called Input Hypothesis. It can be said that it is about the best way of learning any foreign language via hearing, listening, reading anything which is understandable during the process. This

hypothesis is that people can be exposed to a language which is a bit more difficult than their capacity. In this case their brain strives to manage the ways of understanding the message. This can be helpful for people to learn something new (Johnson, 2004).

Krashen's hypothesis is also made up of five hypotheses. The first one is the Acquisition-Learning hypothesis which Krashen says that learning and acquisition are various processes. It is related to conscious and subconscious processes. Acquiring is a subconscious process while learning is a conscious process. These processes' differences can be obvious when they are paid attention. Ellis, like other second language specialists, emphasized it in his book, and explained that acquisition points to the unintentional process in which the learner gets the information without making any effort, in addition there is no any desire for being master in it. Unlike acquisition, learning is an intentional desire for any learner to speak in any language (Ellis, 2015). Secondly, the Natural Order hypothesis comes, and the main idea of this hypothesis is that learning a language must be in the correct sequence. It means that the learning process has to begin from simple things to complex ones. When talking about it, the same period, learning abilities etc. have to be taken into consideration (Lightbown and Spata, 2006; Brown, 1973). Another point to consider about Krashen's hypotheses is the Monitor hypothesis. This theory explains the importance of conscious learning in foreign language acquisition. Corresponding to Monitor theory, during the conscious learning process, the learner has a monitoring function which permits them to check and correct their language output. Due to this assumption, the learner should have some time for learning a grammatical rule, thinking about a form, then he or she should learn how to apply it (Krashen, 1982). As well as, it must be added that there are some kinds of monitor users, such as over-monitor users who pay attention to the form and correctness a lot. This case hinders them from being fluent in their speech. Under-monitor users who do not pay attention to the correctness of the sentence structure and also to the grammatical rules. They only think about the meaning and most of the time, they make a lot of mistakes in their speech. Optimal-monitor users who use the monitor when they need, or in any special cases. They are seemed more talented than under-monitor users because of having a lot of consciousness for using grammatical rules, forms in their speech (Abukhattala, 2012; Krashen, 1981). Next hypothesis is called the Input Hypothesis which is about the acquiring process of language learners. It is about comprehensible input which is the message that learners try to get. This comprehensible input has to excel the learners' current level that motivates and promotes the learners to get the meaning of the message, at the same time helps the learners to acquire the language (Shannon, 2011; Shannon, 2012). The last hypothesis is the Affective-Filter

hypothesis. This is about how feelings affect the language learning process. The learners' emotions can help or hinder the acquisition process of language. So, if the learners are motivated, relaxed, willing to learn, in this case their affective filter is low and their learning and acquiring process takes place in an easy way. In contrast, if the learners are unmotivated, bored during the process of second language learning and acquisition, under these circumstances, this process occurs in a difficult way (McLaughlin, 1987; Johnson, 2004).

Talking about Swain's Comprehensible Output hypothesis would also be better to create an image for second language acquisition. Swain proposed this theory because she emphasized that output is as important as input. Creating and conveying the information or any messages can help to improve the process of the second language acquisition process. This theory was based on Vygotsky's sociocultural theory and it strived to indicate the essential side of practical issues in acquisition of any foreign languages (Sales, 2020). So, during exchanges the messages process learners can find and notice their knowledge gap. Specifically, getting feedback from teachers may be useful for shaping their knowledge of language, because only listening and reading are not the only way for acquiring the language, writing and speaking have the same role in this process (Liming, 1990). Output can be seen as production so, in this case learners can produce such kinds of outputs which are just beyond their current level. This case shows them their knowledge gaps, as well as the correct feedback by teachers promotes their learning process (Ponniah and Krashen, 2008; Doqaruni, 2013; Zaccaron, 2018). To sum up, this hypothesis says that language learners should produce language for the sake of improving their proficiency.

The other hypothesis about the importance of communication in second language acquisition. This theory was put forward by Michael Long which is called the Interaction Hypothesis. The main idea of this hypothesis is to emphasize the significance of practical issues in learning and acquiring the process of language. So, the necessity of communication, face-to-face interaction is emphasized in this assumption (Owusu, Sawalmeh, Senior et.al, 2022). This hypothesis shows the great role of engaging communication processes for learners which conveying messages to each other helps them to raise their proficiency in the speaking of foreign language. Majidova (2022) says in her article that classroom interactional tasks such as working in groups, role playing, talking to teachers assists students to get success in producing output in a certain foreign language. So, it can be added that interactionists see the environmental factors as more dominant in language acquisition. In this case it is underlined that the interaction or

negotiation denotes the meaningful input. Through the communication the sender feels the lack of sides of his or her message in terms of grammar or incorrect word choice. That's why, instant and correct feedback by the master one can help learners to make their input meaningful and comprehensible (Muho and Kurani, 2011; Ebrahimi, 2015). Masrizal (2014), Namaziandost and Nasri (2019) also show the importance of interaction hypothesis for the second language acquisition course in their works. So, taking part in communication is rather difficult than putting one word in the right sentence. Communicating also gives any fluency to the learners over time.

Another well-known theory in linguistics is Communicative Competence. The founder of this theory is Dell Hymes. His theory differs from Chomsky's theory according to the appropriateness of sentences, words in a certain context. His linguistic competence is about the usage of language in an appropriate form for social environment. For instance, the children do not know how they can utter the sentences in a polite way in some cases, as well as they don't pay attention to the grammatical correctness of the sentences (Taş and Khan, 2020). He characterized some kinds of knowledge which the speakers use in any social contexts: what is possible to do with the language, what is feasible, what is appropriate, what is actually done. All these together are called communicative competence (Young, 2014). This theory shows the importance of being suitable for any context with our language behaviour. Mykytenko, Fedorchuk, Ivasyuta et al, (2022) shows in their work that it is the skill of understanding the target culture's language and behaviour. Hymes connected the linguistic rules with social and psychological issues. Because he added that correct structure did not mean the correct form in any situation. The assumption supports that any thought, opinion should be uttered with consideration of the communication partner (Hymes, 1972; Angelelli, 2016). Communication takes place in any sphere of human life, that's why being and sounding natural and suitable are sometimes more important than paying attention to the structure of the sentences. It does not mean that sentences should be in the wrong structure or something like that, but it means that word choices, using gestures, and sounding polite is also essential for any communication and social environment (Tovstohan, Shvets, et. al, 2022).

As well as there some other approaches, and some of them accept using L1 in L2 classes, but some do not. Grammar-Translation Approach is one of them which admits the use of native language in second language classes. Aqel (2013) also tried to indicate the essential benefits of it for students in his article. So, this approach is not a new attitude in teaching foreign language classes and the main idea is that translating from native language to foreign language and vice versa



should be better for students to understand the differences and similarities between languages. The grammar is important for the advocates of this approach and it is said that grammar should be understood before producing utterances in another language (Natsir and Sanjaya, 2014). The other duty of this method is shown by Elmayantie (2015) to help students to remember the vocabulary through learning grammar and translation. In spite of advantages, this method has some disadvantages according to researchers and the main one of them is regarded to limit the L2 in the class by native one (Awan and Nawaz; 2015; Khan and Mansoor, 2016; Spahiu and Kryeziu, 2021).

Like GTM, Community Language Learning supports the use of native language in second language classes. The founder of this approach is Charles A. Curran (Richards and Rodgers, 1986). He explained that the learning process begins from simple tasks to complex, as well as, this approach most of the times supports oral proficiency. At the same time this approach helps students to reduce their anxiety, trouble, nervousness and discomfort in the class when speaking in foreign language. From this point of view, reducing anxiety would be the most crucial side of this method, unlike traditional language classes (Koba, Ogawa, Wilkinson, 2020; Su, 2022).

However, there are some approaches which do not accept the use of mother tongue in foreign language classes and they give different reasons for it. One of them is the Audio-lingual method. According to this method, significant improvement can be gained by repetition and drills. This approach supports teaching speaking and listening firstly, then reading and writing. During these processes mother tongue discourages (Maaliah, Widodo, Madiun, 2015). The main issue is that language is taught in an oral way, such as via dialogues, repeating sentences after teacher and so on. These help learners to find out any features of the language and to make it a habit on them which is helpful for speaking skill (Mart, 2013; Aprianto, Ritonga, Marlius et. al, 2020).

The next method is called Direct Method. It can be accepted as an answer to the grammar translation method. Because this method accepts using the target language as much as in the classroom. The main character of it is that the advocates of this method believed that the best way of teaching any language could be used and taught it actively in the classroom (Bhatti, Mukhtar, 2017). Not allowing the use of mother tongue also raised some quarrels between researchers about learning new languages. So, it can be said that the beneficial side of this method is accepted for improving speaking skill (Krause, 1916; Mahapatra, 2014; Yuldoshova and Khudoyorova, 2021).

Another approach was promoted by Tracy Terrell and Stephen Krashen which is called Natural Approach (Richards and Rodgers, 1986). The main idea of that approach is that language learning is a natural process, subconscious event. It can take place only under the meaningful input and low stress area. This method calls teachers to use real-life situations, interesting topics which are related to culture, art etc. This method is also related to Krashen's Input hypothesis. So, here the essential case is the silent period of students or any learners. First, the learner tries to get any information then tries to use them in appropriate situations (Rojas, Romero et. al, 2017). It does not accept the use of L1 in target language class except in the beginning stage, in addition to it, using gestures, visual aids and so on are acceptable for conveying messages.

Another theory is called Communicative Approach and it is one of the essential approaches in language teaching environments. This method puts forward the essence of communication among students. Focusing on the grammar and vocabulary is not enough for speaking in any language learning procedure. The best way for learning and acquiring a language is to use it with others in any context. This can be said about in this process, CA made significant innovation, and it shifts all attention from language competence of the learners to communicative competence (Chang, 2011). The most important point which should be in focus is that language is a tool for people in all cases to contact and learners have to be taught in this environment where they can converse without hesitating. The authentic language is a requisite and needful part of this work. Teachers can assist students only under these circumstances (Larsen-Freeman, Anderson, 2011). This kind of environment can be created via small group works, role plays, making story hours in classrooms. The aim of these sorts of activities is to make opportunities for learners of the target language to practice it in classroom conditions (Mirzayev and Oripova, 2022).

### **1.2 L1 in the teachers' talk**

The studies on learning new languages opened new ways for researchers to understand this issue in detail. So, the main case is that the research shows how the human mind uses and creates correlation between languages which is not about only the two languages, it is about all languages which learners want to know. This new approach about language learning admits the mutual effects of languages in the mind of the second language learners, and shows the positive influence of their first language or in another saying their native language to the second language learning and acquisition (Kramsch and Stefensen, 2008). It tends to think and research not only the negative

influence of mother tongue on the foreign languages. Instead of it, researchers find new ways to see the supportive influence of the first language on the second language learning, and they gradually acknowledge the significance of learners' language background in some cases, such as in explaining new items, acquiring similarities and differences between languages and so on. To comprehend this kind of shift during the learning process for students to make clear the meaning of a new item in foreign language, the important thing is to analyze the linguistic context and intentions for these new approaches.

The use of L1 in L2 instructions is regarded as a teacher talk in some cases. Teacher talk is an important influence during the explanation or discussion of something during the lesson hours. It is a kind of talking that teachers use for making the concepts clear and more obvious, as well as, it is used by them for showing empathy to their learners. Teacher' talk has a lot of qualities, and it is chosen according to the intention of the instructors. Repetition can be one of them, so, teachers refer to the repetition during the lesson for students not to forget the concepts. Repeating the concepts again and again in certain cases, teachers can use some signals which can attract the students' attention easily (Buma and Nyamupangedengu, 2020).

The other quality of teacher talk is reducing the grammatical forms. It means that in some cases, more difficult grammar structures may prevent the learning and acquisition process. Thus, teachers must be able to explain the complex and confused linguistic elements to their students in an easy way. Because, complex elements can decrease their motivation for learning. As well as, teachers should pay attention to their vocabulary during the explanation of something. Sometimes teachers think that they must use all the more difficult words in their speech to show their vocabulary knowledge. However, it is not the right attitude, because the essential duty of teachers is to explain something new to the students in detail. To do it via difficult vocabulary which most of them are unknown to the learners will not help a lot. That's why, teachers can simplify their vocabulary in some cases, especially in low-level student classrooms (Kiasi and Hemmati, 2014; Sharpe, 2008).

The use of signpost expressions is another main case for teacher talk. While using these kinds of expressions, teachers can point out the important parts of their speech. These parts can be important for students, because they can be the main explanation and idea of the lesson. The signpost expressions also help them to understand the place of elements which are explained. Teachers must be aware of their students more or less. They should know many things about them,

especially about their social backgrounds. Because, it can help them to make any kind atmosphere at class via cultural references. This is also helpful for them to choose right examples and references for their learners (Forman, 2021).

The important case during the explanation something is elaborating in detail. Teachers elaborate the concepts as much as they can for their students to understand well. In this case, they expand their speech with supportive examples. The instructors often resort to examples for creating clear imagination and explanation for their students. This may be one of the most crucial features of it. The other case which is also related with the previous issue is clarification of questions. Asking questions is essential, but asking clear and understandable question is more important for both teachers and learners. his shows that how the students understand the concepts which are explained. As well as, sometimes teachers do not give the time to the students for thinking. They demand the respond immediately. Giving the time for thinking is an essential issue, and most of the students need it. That's why, when the teachers ask the questions, they should also give the time to their students (Solita, Harahap, Lubis, 2021).

The use of L1 can be regarded as teacher talk in most cases. Because, the main aim of the teacher talks is to explain something in detail, and also help the learners to acquire the new without suffering from difficult concepts. Teachers use the mother tongue of their students in difficult situations for their students. As well as, using L1 in L2 classes depend on the aim of the teachers and in some cases the aim of the students. L1 is accepted as a good facilitator in EFL classes. It can be explained in this form that the teachers use the students' mother tongue in order to make the lesson process clear for them. Especially, the native language of the learners is used in the explanation of new items of the foreign language. Teachers appreciate the value of L1 when they explain or elaborate something about the target language. For instance, the teachers use the native language when they explain the grammar rules of the second language. In this case, they compare the native and foreign languages because of making a clear imagination for their learners. The similarities and differences between languages can help the students to comprehend the subtle features of the target language (Myojin, 2007; Jingxia, 2008).

At the same time, teachers use the mother tongue when they introduce the new vocabulary to their students. Sometimes, they feel the need to use L1 to express the meaning of the new word in the native language. In this case, the students understand the exact meaning of the word and they use the same word in the correct contexts. The best aim of using L1 in L2 instructions is to make a

good relationship with the students. Most of the time, teachers use their mother tongue in giving the feedback or evaluating the students' efforts for making good and strong relations with them which is important for teaching and learning process. As well as, it can be added that the main point is to use the mother tongue in its right place and time. Because, teachers try to avoid using it when they explain something for the first time, and they do not use any words of native language during the explanation. This case can be scary for the students, because they do not comprehend anything from the explanation and this case can create a thought for them that to learn a new language is so hard, and they cannot never learn it. So, teachers should resort to the native language of the students to avoid this kind of students. It can be seen in the low-level proficiency classes. This kind of teacher talk can motivate students a lot (Walsh, 2002).

It can be mentioned that the teachers use the mother tongue in order to help students to know each other. Students use their own language in the group discussions, pair works for exchanging their knowledge. Because, it can be difficult for them to talk in the target language. Additionally, this makes a better friendship environment for them. They know a lot of things about each other which is helpful for the class environment. As well, this situation makes further discussions more interesting (Copland and Neokleous, 2011).

Teacher talk is the most essential part of the class. Because it plays a great role in shaping the teaching and learning environment. It makes a bridge for communication between teachers and students. Teacher talk's influence is a lot on learners, so effective teacher talk can motivate students for learning, and engage them in class discussion. However, the poor teacher talk makes students depressed during the lesson. One of the main features of teacher talk is to provide students with clear feedback. Feedback is regarded as an important part of the lesson, because it gives students an obvious description about their proficiency level. Teachers pay attention to it very carefully, because the feedback must be more or less the students' real proficiency, and this case is explained with the right and appropriate form to them (Inceçay, 2010).

Teachers are attentive to the class discipline and instructions. The teacher talk is also effective for this kind of situation. They use any signal words in their speech for indicating directions for the students. This is so important for language classes, because the teachers' language use serves as a model for students which is helpful for their language development. As well as, this can be useful for explaining anything new for the students. The difficulties of language can be removed by use of teacher talk in the classes (Faturrochman, Darmawan, Hadi, 2021).

Another advantage of the teacher talk is to facilitate the class discussion and interaction. Teachers should use positive and encouraging language in class. Because it can promote the student's attendance and make a good community of students in the classroom. The power of teacher talks must not be underestimated. Because, the properly selected teacher talks create a safe and respectful teaching and learning environment. This kind of language is also felt in the speaking of students (Santosa, Fauziati, Supriyadi, 2021).

So, L1 helps to do all the mentioned issues in advance. The use of mother tongue should not be accepted as a great hindrance for the second language, unlike it, the teachers should find ways for creating strong relations between them for their students to comprehend and acquire the new language well. The foreign language teachers should appreciate all cases in the class for getting profits from them, as well as they should estimate some situations beforehand. It may help them to make some complex and confusing items easy for students. Thus, mother tongue ought to be accepted as a stronger tool for the teachers than great obstacles for teaching and learning procedure.

### **1.3 The impact of L1 from the traditional view**

In the past, the first language was seen as an obstacle for new language learning, at the same time the conditions for the foreign languages were not in a heartwarming way because of confined time and poor resources (Muñoz, 2008). Probably, the main reason for it was the widespread belief about the language learning process throughout the past tense, especially in most of the certain time of 20<sup>th</sup> century, so the general tendency was negative towards the use of mother tongue in the learning of new language. It was accepted in a unanimous way that the first language of the learners had negative influences on the second language learning and development process, and the essential thought was to avoid the use of the features of native language in the learning of new one (Hall & Cook, 2012). Errors, failures of the students in learning a second language were accepted as the hindrance of first language. The solution was found via the contrastive analysis hypothesis, so there were assumptions that knowing the different and similar sides of languages could prevent the negative influence of L1 toward L2, and strengthened the positive transfer between languages. However, this issue was underestimated and the research on this issue was not done until the end of the 20<sup>th</sup> century.

Not only linguistic factors but also other factors influenced the use of L1 in L2 instructions, that is, political and social factors also played a great role in it. The attitudes were in the thought

of using language itself during the lesson, the essential attempt to protect the language purism (Wagner, 2018). That's why, using L1 in L2 classes was accepted in an appropriate manner for formal instruction. To use the first language in the second language class without any pedagogical support was considered as an incompatible behaviour (Creese & Blackledge, 2010; Wei, 2108). Because, it was thought that the negative influence of L1 was more than its positive influence on the L2 during the learning process of students, so irrelevant use of mother tongue could hinder this process. The native language of learners was accepted as a huge obstacle in the second language classrooms, and this kind of approach towards the mother tongue was maintained for long years.

The negative attitudes of the first language on the second language acquisition was felt on the educational policy. It means that teachers also had negative attitudes on this issue. So, in the past, foreign language teachers emphasized the negative influences of mother tongue on students' learning new language. They recommended avoiding the use of L1 in the L2 environment. In place of mother tongue, they supported the English-only or second language- only policies. Teachers' monolingual principles were seen in the attitudes of all kinds of approaches about the learning method of new language, such as audio-lingual method which is accepted only target language in the class, the use of mother tongue is admitted as a strict obstacle for this procedure. In that period, the main case also was that the monolingual foreign language textbooks were sold worldwide.

Teaching methods were applied in the classrooms without considering the differences or similarities of the languages, the main case was only the target language and its teaching (Phillipson, 1992). The rules or selected ways for teaching were estimated by only one way. To use only target language itself was the essential demand and insistence for teachers (Muñoz, 2008). That's why, the mother tongues of the learners and teachers were often behaved as a forbidden subject in class. As well as, teachers who used the mother tongue of the students in class felt guilty, confused, embarrassed (Gabrielatos, 2001; Hitotuzi,2006).

The use of students' L1 in L2 instructions is also challenging for recent studies, so the direct answer is not received. Because, the thoughts on it, approaches towards this issue are changeable. Some scholars think that the use of L1 can help teachers to benefit a lot, additionally, it may be useful for students themselves, so translation or expression of complicated items in the native language can assist them to get the main idea easily. It can be said that the importance of the students' mother tongue in the target language classes depends on the context where multilingualism or bilingualism is common. The use of L1 in a certain context of L2 is accepted as

unacceptable in some cases, because the mixing of language in one context or using them in a related form is not admitted the right way in the class. It should be mentioned that this is also changeable from teacher to teacher. The positive influence of L1 in L2 teaching and learning makes an important change in second language acquisition research. The implementation of this process on the second language classes also gives a lot of advantages to the language education policy and practice.

#### **1.4 The development in the use of L1 in L2 teaching**

For many years, there were strong beliefs that the target language should be the only language in class. Because of it, the teachers tried not to use the students' own language during the lesson. It was understood that if the native language was used, this case would destroy the learning capacity of students. That's why, a number of instructors made an effort to avoid this situation in their classroom. Through the improvement of SLA research, a lot of concepts were created for learning new languages. One of these concepts or in another saying, one of these developments was about multilingualism. The concept of multilingualism supported the use of languages in a cooperative way (Meier, 2017).

There is a belief that the number of monolingual people in the world is less than bilingual or multilingual individuals. It means that, through teaching new language, it is taken into account that most of the learners already know one or more languages. So, this case allows us to think about the use of languages in class for getting positive results in the teaching procedure. Because, it is acceptable that the previous language competence can influence the new one. From this point of view, teachers can resort to the languages for different reasons, because it would be beneficial for both teachers and students. This approach varied from the others which supported only the monolingual approach to the language learning, but modern study emphasizes the importance of the relation of the languages during the acquiring process of languages which is can be felt in the research of some scholars, for example, Cummins (1979) touched to this issue in his study.

The importance of social context in foreign language acquisition is important, it also expresses the importance of code-switching during the learning process. Code-switching should be a useful and helpful resource for instructors and learners, especially for difficult and confused items of the target language. For several reasons, it is used, as well as, its contribution to the language



learning and teaching process is supportive. It helps to develop the language skills, learning ability of students which was mentioned by Butzkamm (2003).

Second language can be a difficult area for learners. because learning a new language has its own difficulties which can make learners tired during this process. There are lots of SLA approaches to this procedure and as well as, each approach may have its own sub-categories on this issue. In all approaches, the sense of mother tongue can be felt. So, learners' previous language knowledge plays a great role in their learning and acquiring new language. That's why, the recent and modern studies about it support and emphasize the importance of mother tongue in this period. Because the previous language knowledge influences the new one more or less, teachers should manage this process in the right way for getting benefits from the learning process (Beckner et al, 2009; Bot et al, 2007).

The use of mother tongue or the other languages which the learner knows in the EFL classes is not always supported by all the language learners. Some individuals think that the target language should be the only language in class. This is not just the learners' thought, as well as some teachers think in this way. They think the foreign language learning is an independent process, and there is no place for native language learning. It would be better to say that this is such a controversial issue, and there is no direct answer to it. Because, it can be changeable from instructor to instructor, from learner to learner.

However, the positive side of the native language should not be ignored. So, from a psychological approach, it can be mentioned that the learners use native language in their speech during the class to avoid their anxiety, because if they don't understand anything in the target language, they may feel embarrassed or angry. This process may increase when the students of class are at a different level of competence. In this case one group of learners understand the concepts easily, but the other group do not. In this case, the mother tongue is used to help those learners to get the main idea. For different reasons, native language use in class may be used in a fruitful way.

There are so many studies about this issue. So, researchers made an effort to determine the attitudes towards the use of mother tongue in the second language classes. The studies were done to see the attitudes of both teachers and learners. The results are changeable, the main issue is the purpose of the teachers and learners for resorting to native language.

## **1.5 Practical background**

Using L1 in L2 classes seems disputable according to teachers and students. So, there are a lot of opinions, judgements about it. These opinions can be positive and negative and it is changeable according to the place of research. Looking through some of them would be better from the side of forming ideas about this circle.

A study by Sharma (2006) showed the beliefs of teachers using Nepali as their mother tongue in English as a second language classes. This research also interprets the good sides of using native language in English classes. The researcher completed his research work with this idea that limited conscious use of native language can make the learning process successful. Also, researchers added that more frequent use of L1 should be damaging for students. However, total prohibition can depress the learning process for learners, that's why, in some cases, making meaning clear, creating a kind atmosphere with jogs etc. the mother tongue should be used.

Littlewood and Yu (2009) searched for this situation and tried to shape any form for this case. In this research the benefits and deficits of using native language in the target language classes. The most common purposes for using mother tongue in the second language classes are these according to this research work: L1 is used for establishing good relationships, explaining any rough contexts for saving time as well, elaborating grammar parts, controlling the class. They also displayed some ways for maximizing use of L2 in the class. Because the use of L2 would be more than L1. Learners can improve their abilities about target language more in this case. Becoming students as a part of communication, beginning from simple would be better for children. Teachers should not forget that using only L1 would be dangerous, also using only L2 in some cases causes any problems in class.

Al-Nofaie (2010) conducted research to find out the attitudes of using Arabic language in English classes. The result of this research shows the positive sides of using NL in FL classes in the right and well-balanced way. So, teachers elaborate their thoughts that they prefer using Arabic in low level classes than upper level. Explaining grammar, vocabulary, and some concepts sometimes demand using your mother tongue during the lesson. However, it also seemed from this research that most of the times teachers use Arabic in their speech for being quick in explanation, so they show a strict attitude for students to ask questions in English not in Arabic.

Kayaoğlu (2012) also did research about this case. The researcher mentioned the strict decisions about using L1 in L2 classes. He talked about that in some periods there were severe approaches to use native in the foreign classes. So, in those periods using mother tongue in L2 classes was seemed as a dangerous thing and teachers always tried not to use L1 in their classes. He researched it to see the upgrade opinions about it. In the conclusion of this work, this can be seen that the positive sides of using native language in the second language classes are presented. The study shows if the teachers can balance the use of two languages in their class, they can get benefits. Because the helpful side of the mother tongue for teaching foreign language is accepted by proof.

Another research was done by Xhemaili (2013) to see the attitudes of teachers using Albanian in English classes. In his research work, he also learned the attitudes of students about the use of L1 in L2 instructions. It should be said beforehand that in this research positive attitudes can be seemed. So, teachers say that they use Albanian when they explain the challenging contexts. They translate the demands of exercise in order to assist students to chase the activity. They use mother tongue to check the students' understanding, or teachers use L1 to see whether the learners get the right meaning of idiom, words etc. from context. They also use the Albanian language when they explain any English grammar rule. To wrap up, the teacher shows positive attitudes to usage of Albanian in English lessons, but it must be noted in this research that this usage degree must be balanced. Because overusing Albanian in L2 classes can affect students speaking in English from bad sides.

Attitudes of teachers to use of native language in L2 classes were also searched by Molood and Davud (2014). This research made an effort to indicate the opinions of teachers about this topic. Researchers tried to learn the thoughts of Azerbaijani-Turkic teachers towards the use of learners' native language in their class. In the conclusion section it is emphasized that being the only language of TL in the class is disputable. Whereas the research shows that the mother tongue is used in the EFL classrooms. Moreover, the thoughts about using Turkic language in English classes are generally affirmative. Instructors give priority to the native language in certain situations for particular purposes. The main case is that the use of the mother tongue should be overused according to L2.

Carson (2014) also investigated the beneficial sides of Japanese in English classes. This research examines the attitudes of teachers and students. Common decisions came from it, so

positive sides of using a first language in second language classes are also shown. In this research findings are categorized into some groups and the categories differ from each other according to beliefs. So, it can be said that L1 can be used in some cases for creating a better environment for students such as, in the situation of explaining grammar. However, the teachers also think that less use of L1 is better, because a great amount of lessons has to be dedicated to L2 in the class.

Warsono and Mujiyanto (2015) searched for the effect of using Bahasa Indonesia in English classrooms. The main idea of this research is to find out the type of effect of using native language in foreign language classes and to see its effects on students too. This research shows the positive attitudes of teachers to use Bahasa Indonesia. So, they explain that mother tongue should be used in explaining complex and difficult concepts (85.7%), making good relationships with learners (71.4%), as well as it helps students to understand the lesson topics well (57.1%). Besides that, teachers say that overusing Bahasa Indonesia in L2 classes may affect some bad results, so this case can reduce the use of target language. In this case students may not practice a lot in the English language. To sum up, according to this research using a mother tongue may have advantages, but it does not have to be in overusing form.

Shuchi and Islam (2016) also endeavored to detect the pluses and negatives of using mother tongue in English classes. In their research, they analyzed the thoughts of using Bengali and Arabic languages in English classes and teachers and students' attitudes toward it. Firstly, it has to be said that the use of the mother tongue is supported by teachers. As well as, the situations, cases are explained for why and in which cases native languages (Bengali and Arabic) should be used. Teachers think that the role of mother tongue in foreign language classes is assertive and supportive. Nevertheless, if the Bengali and Arabic languages are not used in a systematic way in L2 classes in this case these languages may impede the improvement of the second language aptitudes.

Turin (2017) searched for the usefulness of mother tongue in the foreign language classes. This work collects the attitudes of teachers and students towards the use of Bangla in English classes. Generally, thoughts about the use of native one in second language classes are supported from several points of view. Teachers accept that it is impossible to avoid using Bangla in English lessons. There are some reasons why they need a mother tongue to explain to students in detail. While making clear the meaning of the difficult word, teaching grammar or any complicated topic, managing the class, correcting the students' errors etc. they feel a need to use the native language

to be clear for students. It is accepted that the L1 should be a cognitive bridge to L2 which may be helpful for the learners. The use of native language is a natural case and this process is inevitable when the students are beginners or their learning ability is low. As well as, this research also accepts the balanced usage of languages, for instance, the level of the students, the topic should be in the focus of the teachers in all cases.

The positive sides of using L1 in L2 classes can be seen in the research of Erk (2017). The systematic use of native language can have contributions in teaching a new language. This study says according to the results language knowledge in another language can be enhanced by native language. Hence, the research work also adds that there are limitations here, so some points of views about this issue have to be needed to research. Because some thoughts about the use of L1 are negative oriented. That's why, this research also suggests that it has to be researched in different ways to get more reliable results.

The next research which was conducted by Suhayati (2018) shows the use of Indonesian in English classes. Again, the main purpose of this research is to determine the effectiveness of using mother tongue in second language classes. According to findings, 73% of teachers did not agree that they should use only English in their class. In conclusion, this research expresses that the mother tongue has two main goals in the class. The first one is a teaching tool, the second one is classroom management. The results of this work shows that careful and limited use of Indonesian can be fruitful for students to learn English better.

Akulova (2019) investigated the teachers' opinions about the use of native languages in the second language classes. The native languages are Turkish and Kyrgyz, and the second language is English. Generally, it can be said that teachers' attitudes about using L in L2 classes for raising academic results are on the positive side. The survey does not display great differences between Turkish and Kyrgyz teachers' attitudes towards the using of native language in the foreign language classes, but there are less differences in some cases. For example, Turkish teachers support using L1 more than their Kyrgyz teacher in some situations. Research shows that teachers can use L1 for creating a friendly atmosphere, explaining confused items, checking the degree of understanding etc. Besides these, teachers also say that practicing foreign language every day may enhance their ability in that language.

Teachers' attitudes about this issue are also studied by a lot of researchers, so Kohi and Lakshmi (2020) are one of them. They did research to find out the opinions of teachers who have different national backgrounds. In this survey, forty English language teachers who belong to twelve various countries attended. The questions in the questionnaire are divided into two sections and the first one defines the teachers' experience, information about them etc., the second one defines their attitudes and use of native language in their classes. The results show that teachers accept the help of native language in teaching foreign languages. Firstly, the mother tongue is used for discipline by the teacher. The important reason for using native language is to motivate the students for learning, at the same time it is used for empowering the social relationship. It is also shown that students' language level plays a great role for using or not using their mother tongue in the L2 classes. At the end of the research, it is got that L1 and L2 must be used in the same amount if there is a need for it.

Use of Turkish language in English classes was researched by Albourgol (2022). Here the main case to find out the attitudes of teachers to use of L1 in L2 classes. The majority of the teachers showed good impression about it. In addition, there are some negative thoughts about the use of native language in English classes. Especially, thoughts can be different according to the gender of the teacher who male teachers have stricter rules about it than female ones. At the same time, experience also shows itself, so experienced teachers try not to use L1 in their classes as much as they can. Overall, teachers agree on the good sides of native language in teaching foreign language process, but they are also worried about its bad side on students' foreign language skill, such as speaking in that language. To conclude, the use of native language should be under the control of the teacher, and the amount of it should be reduced lesson by lesson.

One of the main results was seemed by the research of Larson-Hall (2008). This research tried to find out the role age factor in the second language acquisition process. It is also a questionable issue whether age is important in learning or not. The study showed the benefits of starting to learn a new language at an early age. So, younger learners have a greater ability to learn and acquire something new than older learners. as well as, it was also mentioned that the older learners had their own advantages on the foreign language learning, thus they used their first language knowledge during the second language learning. They could learn language via comparison of their own language and foreign one. To sum up, the study indicated that to start learning a new language might depend on the type of the knowledge which is acquired.

To use or not to use the mother tongue in EFL classes is always a debatable issue in second language research. Another research was done for indicating the facilitating role of L1 in L2 classes, especially in reading. Bhooth, Azman, Ismail (2014) did research to find the role of native language in the second language reading classes. The research emphasized that L1 had the important role for L2 reading. The main aim of this study was to reveal the scaffolding role of L1 for students during the reading process. The study itself is also motivated by the studies which show the important and facilitating role of L1 for L2 instructions. The results also confirmed that the mother tongue supported learning foreign language more than hindered it. The students used their mother tongue in translating unknown words, to explain something to each other in the group work, defining the complex items and so on which were regarded as functional strategy. In brief, the study showed that L1 can be used in class by teachers as a pedagogical tool which could be helpful for students to enhance and increase their language knowledge.

The other research was conducted by Ali (2020). This study also tried to determine the advantages of L1 in L2 classes. Because, most of the previous studies supported and ascertained that the native language has a facilitating and motivating role in the foreign language classes. The main aim of this research was also to indicate the supportive role of L1 for the learners. It might be said that the research also emphasized that the use of L1 depended on the teachers' methodology and the perception of students during the lesson. The more use of native language was felt during the explanation of grammar of the foreign language. In this case, the students needed a lot of explanation in their mother tongue to understand the main grammatical rules and demands of the target language. To summarize, the results of this study also agreed to the use of L1 in L2 classes as the previous studies about the same case.

The facilitating role of L1 in EFL classes was also indicated by the research of Zulfikar (2018). This article explained that L1 could be used in different situations in the class for making the complex items clear. The native language was described as an inseparable part of L2 instructions, and it was used for several purposes by teachers for students. From this research, it is obvious that L2 was used in different cases for various aims. The researcher said that the mother tongue was used to stimulate the class discussion. The teacher used L1 to make the meaning of the task clear and after it, students tried to attend in the class discussion during fulfilling the demand of the task. To attend in the class discussion motivated them to learn a lot of new things, and this is possible via using the students' native language. One of the essential roles of L1 in L2 classrooms

was to save the time which was mentioned in this research too. Teachers used native language of students when they explained something difficult and new for them because of saving the time. Because the class time may not be enough in some cases for teachers, that's why they resort to the L1 for explaining a lot of things clearly in a short time. This issue was also touched in this article. To conclude, the general attitude of this study is positive to use the L1 in L2.

The crucial duty during research is to identify the trustworthy causes for code-switching. Hence, the main aims of the researchers are to find out these issues in their research for being sure of the essentiality of native language on students' acquisitions. Awan and Sipra (2015) were one of the researchers who did research on the same topic in order to add more clarification into this argumentative discussion. This study revealed that the code-switching depended on some cases and one of them was human psychology. The other case was that the use of L1 is based on the context. The reasonable, sagacious, tactful use of L1 would be better for students to get the primary demands of the foreign language. This study emphasized that students are not the perfect speakers of L2, accordingly to avoid from the use of mother tongue in during the teaching new language is inevitable. So, to understand and apply it to the class section is controlled by the teacher which this study also indicated some issues. The researchers said that the importance of the mother tongue was not ignored in the class, there would always be a place for L1 in 2 classes due to the students themselves, because the non-native speakers often resorted to their native language for various reasons. In short, this research supported the judicious use of mother tongue in class, because of the positive influences of it on learners of new language.

The teachers' attitudes are always in the spotlight of researchers. Because, the teachers decide on whether to use L1 in their class or not to use it. Al-Amir (2017) also investigated it to find the attitudes of teachers towards the use of L1 in the second language classes. The researcher informed that the teachers who attended in the study to help gather data varied to their proficiency level. From this point of view, the study was aimed to show if there is a relation between the proficiency level of teachers and native language use. The results of the study shows that the general ideas about it are positive. The teachers accepted the use of students' mother tongue in their class for their benefits. Additionally, the findings suggested that there was no relationship between the perception of mother tongue and the teachers' proficiency level. As well as, they approached the use of L1 selectively. The use of L1 was supported by teachers, but this might be judicious.



The helpful side of native language in L2 classes was studied by Brooks-Lewis (2009). This study was interested in the students' opinions about it, especially adult learners. Again, it can be said that the common thoughts were positive, because adult learners have the first language knowledge. It does not mean they have the knowledge about only the native language, it can be two or more languages. Because, some learners live in multilingual places, and they know a lot of languages, and language demands. However, learning a new language is not separated from this natural event. According to Brooks-Lewis study, the adult learners agreed to the use of L1 in their classes. They thought that the mother tongue or code-switching might help them to reduce their anxiety, to clarify the grammar rules, to determine the similarities and differences between languages, to motivate them and so on. The learners believed in the favour of L1 for their perception of the target language.

Ramamoorthy's (2020) research is also one of the studies which tried to show the attitudes of teachers towards the use of L1 in the class. This was the experience of seeing the benefits and drawbacks of the mother tongue during learning a new one. The mother tongue of students was Tamil Nadu, and the second language was English. It can be said due to the results of the study, the approaches of teachers in this case were positive and they agreed and used L1 in their classes. They also explained their opinions with reasonable causes. They suggested that the use of L1 could be beneficial for several aims. As well as, the results indicated that the teachers used the mother tongue of students to facilitate the lesson, to manage the class. In addition, the teachers believed that the use of L1 increased the students' level of proficiency in the target language.

The code-switching issue was also conducted by Greggio and Gil (2007), so this study made an effort to identify the teachers' opinions and also the learners' attitudes towards the native language use. The study' results supported that the use of L1 was possible in the class for getting a lot of benefits. This study investigated the use of Portuguese as a mother language in the English classes. The findings described what teachers and learners often resorted to the mother tongue in their speech. It might be for some reasons, but generally it can be said that the teachers and learners accepted its positive influences for learning. The facilitating role of the first language was mentioned and supported via result, also, the participants of this study used the L1 for expressing somethings difficult and abstract. As well as, the findings suggested that L1 use depended on the students' proficiency level.

Code-switching in EFL classes always becomes a disputable issue, and the attitudes towards it are changeable. There are lots of studies on this part of language learning and teaching, but the unanimous thoughts are not exactly whether L1 should be used or not. However, investigations are still ongoing. One of these investigations was done by Temesgen and Hailu (2020). Their research explored the role of code-switching in the class. The results showed that right use of code-switching could help students to improve themselves, and this usage amount of L1 should be measured by teachers themselves. Teachers used code-switching when they explained new items, grammar rules, as well as, they used it when they correct the mistakes of students or delivered some information which was related to cultural, traditional situations. At the same time, L1 was utilized for functional purposes at class, such as giving instructions, explaining class rules, clarifying the demands of the class tasks or homework and so on. Then native language was used for the social relationship among the class. So, teachers used this language to create a kind atmosphere in the class which allowed students to feel relaxed and calm. To conclude, this research indicated the importance of students' native language in their foreign language class, and it was also supported to use the attentive use of L1 during lessons instead of English-only. It was also mentioned that the teachers should be aware of the essence of L1 for their class.

Ngoc and Yen (2018) also touched on this case, and their study showed the importance of L1 in the class. In their research, results determined that teachers resorted to the native language for explaining difficult items about the foreign language. The aim of the teachers was to enhance the students' language competence. The results generalized that the benefits of L1 were accepted by teachers. Additionally, the common beliefs also supported that target language should be used more than L1, but this situation also seemed changeable for teachers. Because, the use of code-switching depended on the students' level due to the instructors.

### **1.6 Learners' differences in the second language acquisition**

Learning process is directly related to the learners themselves. These differences are paid attention by teachers if they want to select the correct teaching method for their class. In the past, the students' opinions and differences were not paid attention to, they were accepted as a passive member of the teaching and learning process. However, this view began to change, and now the learners of foreign language acquisition are accepted and viewed as an active member of this process. They have a great ability for learning and acquiring the language through the interaction

with other students in class. It means that they learn together via communication with each other and teacher. During this kind of learning process, the learners are keen on learning something new about the language, and it helps to improve the long-term memory. To understand the importance of social practice in the learning procedure is more essential for teachers to choose the right methodology for their learners. Learners commenced to become in the middle of attention of researchers from the 1970s (Trawiński, 2005). The main aim of these kinds of research was to determine the differences according to the main factors, reasons for better learning and teaching process. It was clarified that the improvement of the study of second language learning depends on the learners' features and opinions on this process.

In the previous learning methodology, there was a belief that all learners could learn in the same way. Their differences were regarded as their motivation, ability and interest in it. This approach changed via improving the research on this issue. The research showed that learners are different. Their learning and acquisition of any certain languages can be in a different way. They can vary according to their social background, knowledge level, unique qualities, understanding the concepts and so on. These are shaped by the learners' language learning process. The research indicated that the main difference between learners is identity. So, they differ from each other according to their identities which shapes their outlook more or less. The identity frequently changes via influence of other people or changing and improving of that person's ideas (Norton & McKinney, 2011). The identity also indicates their understanding of their environment. It means that students comprehend and answer to their environment with their attitudes towards them. In summary, the learners' differences are important for teachers in the modern education system. The instructors understand its importance, and they always worth it during the selection of their methods for teaching the material in the best way.

Age is the one of these causes which is important in teaching process and also influence the speed of it. Acquisition process is more fluent in the childhood. It was also studied by Zafar and Meenakshi (2012), children's learning process or acquiring the features of languages is better than adults. It is easy for young learners to acquire some information about foreign language as a native person of like a native person. Lenneberg (1967) confirmed this approach and explained that to begin to learn new language at an early age it would be possible to get success as a native person. The researcher emphasized the importance of cut-off age for the learners. It means that if learners begin to learn new language in after a certain age, in this case, they may have some difficulties

during learning and acquiring the new language, especially in the pronunciation which he mentioned. However, if the learning process starts at an early age, learners can get success in pronouncing like their mother tongue. These thoughts are also examined by teachers for shaping their method according to children's ages. Most of the cases, age influence teachers' opinions about using L1 in L2. Lee and Macaro (2013) showed in their study that native language is used in groups which are students of different ages. The result of this research is that L1 have to use in the young groups than adults especially in learning vocabulary. It can be explained in this form that young learners do not have more proficiency than adults, that's why code-switching would be better for them to get the exact meaning or equivalent of a new word in their mother tongue. Generally, mother tongue is better for young learners who are new in the learning the language, they may need to be clarified the words, phrases, confused grammar materials via native language. It would be different for adults who have any experience and proficiency in the learning language process. Learning new things while helping the target language is better for adults, for example, learning new words' meaning via definition not direct translation into native language.

Learning is also closely connected to motivation. So, it is generally accepted in the teaching methodology that motivation has a great role and crucial impact during the learning process. High motivated learners are enthusiastic about learning and discovering new things about the target language than low motivated learners. That's why motivation is kept to a high degree during the acquiring process. It was also confirmed by the work of Kim and Petraki (2009). They also endorsed that the use of mother tongue in EFL classrooms could be advantageous for the learners. It was also analyzed at the point of motivation simultaneously. So, L1 can be a motivator if it is used in the right time and ways. The main aim of using L1 is to improve the learners' understanding, while these kinds of understandings motivate students to learn more. Using L1 as a motivator can create a better learning environment for students where they do not feel any anxieties or difficulties. Subtle use of mother tongue motivates students to engage in L2 activities which is regarded as the best way of acquiring a second language.

If the issue of using L1 in L2 classes is investigated, the learners' learning and understanding competence has to be taken into consideration, because this code switching depends on the students' language competence straightforwardly. In other words, major researchers and teachers accept that using native language should be beneficial for learners with lower aptitude in EFL classes. The study was conducted from the point of this approach by Madriñan (2014),

Ostovar-Namaghi and Norouzi (2015). On the whole, the researchers showed support for the use of mother tongues in the class. The results of these articles describe that using of native language would be better for students with different levels, especially for low level students. Mainly, in explaining abstract things, grammar rules, new vocabulary for students with lower capacity, the mother tongue can help fruitfully. Galali and Cinkara (2017) also investigated and found out the importance of using mother tongue according to students' foreign language skills. Regarding the matter of language competence, this investigation shows that the students believe in the power of their mother tongue for their better understanding of foreign language's features. This case improves their language skill and reduces their concern, distress about learning a new language. As well as, they are aware of the hindrance of overusing of native language. In final consideration, these researches explain that L1 should be used by teachers thoughtfully, sagaciously, statistically. At the same time, they should motivate students to use and practice the target language as much as they can. In parallel, teachers should be sure that they create a supportive learning environment for them.

In another research which was related to the students' differences and their preferences, it was mentioned that there is a relation between the use of mother tongue and attitudes of teachers and students towards this case. This study was conducted by Reid (1987) who intended to highlight the strong correlation between the use of L1 and students' various learning styles. So, this article gives general information about the different styles of learners. Learning with visual ways of reading, using some charts, pictures are included, auditory learning style which involves listening to the teachers' speech or any podcasts etc. are the main parts of this learning style that were mentioned in this article. At the same time, the researcher made an effort to determine the preferences of students and teachers towards the use of L1 in their EFL classes. It means that this study shows whether the students and teachers like to use L1 during the lesson, also, if they like to use the native language, when they prefer to resort to it. It is important for teachers to understand and know the students' attitudes towards this issue, because some students like to resort the mother tongue in the various part of the lesson for several reasons, but the other students dislike this case, and they can think that the use of L1 can hinder their proficiency in the second language learning. The results show that there is no strict line, and the use of the mother tongue depends on the students' needs and preferences in most cases, and the teacher should be aware of it. After knowing the class well, the foreign language teachers should resort to the native language to take advantage of it.

## CHAPTER 2: METHODOLOGY

### 2.1 Restatement of the objectives of the study

English is one of the main subjects in schools of Azerbaijan, because it opens up a lot of opportunities for students. This subject allows students to enhance their worldview via language, so most of the valuable resources are in the English language. It is not only about getting the information, as well, it is about all cases which are related to the language directly. From these points of view, English is a required subject in Azerbaijani schools and universities. According to the demands of the Ministry of Education in Azerbaijan, English is a compulsory subject in secondary schools. This subject is held by the requirements of the curriculum. During the school years, that is, from secondary school students learn the English language from the initial stages which are simple and easy features of it to complicated stages which include complex grammar rules, structures included here. English is an essential subject in the Azerbaijani education system because of the importance of knowing this language, and it is mandatory for students to learn and acquire this language in the course of formal instruction.

Teaching of the English language is also one of the main issues. During the teaching process, code-switching is an inevitable case for teachers and students. From this point of view, the purpose of this study was to explore the attitudes of Azerbaijani school teachers towards the use of mother tongue in the second language classes for enhancing students' language learning. The study was carried out in Azerbaijan, Baku. The teachers who attended in this research were non-native English teachers and their native language was Azerbaijani which was the same with students' languages.

In teaching English as a foreign language, teachers resort to the native language for various causes in Azerbaijani schools, that's why this case is important for researchers whether the mother tongue helps students to learn foreign language well or not. From this point of view, the necessary objects of this study as well as for most educators and researchers are to determine the attitudes of Azerbaijani EFL teachers' attitudes towards the use of Azerbaijani in English classes. In addition to this, another aim of this research is to find out when and how the teachers resort to the Azerbaijani language, what factors cause this process and whether they can get benefits from the use of their mother tongue or not.

## **2.2 Research design**

The quantitative research design was selected for this study. It has to be mentioned that this study was limited to schools of some territories in Baku. It investigated the attitudes of teachers of some schools which were selected in advance. That's why, the results of the research must not be generalized for all teachers of secondary schools in Azerbaijan. The aim of this study is to show and identify the attitudes of teachers towards the use of L1 in L2 instructions via help of a group of non-native school teachers.

## **2.3 Participants and settings**

200 Azerbaijani EFL teachers attended this study and these teachers were randomly selected. The essential purpose was to determine and explore their attitudes and use of L1 in second language classes. They had bachelor's, master's or other academic degrees and they were non-native speakers of the English language. The teachers also shared the same mother tongue with their students. They differed from each other according to their ages, so they were from 21 to 63. As well as, they distinguished in terms of experience from 2 to 42 years. They taught in the schools of different areas in Baku, such as Yasamal, Nerimanov, Xetai, Nizami, Bineqedi, Sabunchu, and teachers of 90 schools took part in this survey from these territories.

## **2.4 Instruments**

To find out the opinions and attitudes of the teachers toward the use of their students' mother tongue in foreign language classes, also, to see the usage degree of L1 in classes for various aims, a questionnaire was selected which is often applied method in the research procedure, as well as Anh (2010), Serag (2017) also addressed to the questionnaire method for gathering reliable data.

The type of questionnaire which was accepted as a better one for this research was Teacher Talk Survey. This questionnaire was adopted by Warford and Rose (2003) (see Appendix A and B). It consisted of two sections: Section A which was used to see the attitudes of teachers towards L1; Section B which was used to see the teachers' use of L1 in their classes. Generally, there were six main categories which were called macro-functions: Procedural, Instructional, Feedback, Secondary acquisition, Rapport-building, Management and Discipline. As well as, these macro-functions had sub-categories which showed the areas which mother tongue could be used by teachers.

Each of section A and B had forty-four questions which explained one case from two aspects. Firstly, the teachers' attitudes were learned, then teachers' use of their mother tongue in their foreign language classes were compared. As an example, "Giving homework assignment" which was included to the questionnaire to identify the attitudes of teachers towards L1:

*"I believe that L1 should be used for giving homework assignment."*

At the same time, this statement was investigated from the use aspect of L1 in the classrooms by teachers.

*"In my classroom I use L1 for giving homework assignment."*

Teachers graded each statement of the questionnaire with a five-point Likert scale. So, there were five choices for each section. For section A which showed the attitudes of teachers, the participants selected the closest answer to them from "strongly agree" to "strongly disagree". In section B which indicated the teachers' use of L1, the participants chose the most appropriate answer to their methodology from "always" to "never".

## **2.5 Procedure of data analysis**

To gather the data, a questionnaire method was applied. So, this questionnaire was distributed among 200 EFL teachers. It should also be mentioned that the native language of the teachers who took part in this survey was also Azerbaijani as the learners' one. The crucial objective of the study which keeps the most researchers interested was to analyze and determine the attitudes of Azerbaijani teachers in terms of the use of the students' mother tongue in their second language classes.

After gathering the data, the descriptive analysis method was utilized them and Excel worksheets were used to compute the numerical data. The response of the teachers for each section were compared respectively during analyzing the general case.



## CHAPTER 3: RESULTS AND DISCUSSION

### 3.1 Results

#### 3.1.1 Relationship between teachers' attitudes and implementations on the use of L1 in English classes

The table 1 shows the results of the “Procedural” macro-function which consisted of several sub-functions such as calling roll, giving directions, time check, giving homework, calling on students etc. This table indicates the attitudes of teachers to use of L1 in the L2 classes, so, 13.5% of participants strongly agreed with the use of the mother tongue during the lesson, as well as 6.45% of participants strongly disagreed to use of L1. From the use aspect, it can be seen that 14.1% of teachers had a more positive approach on it and they always used L1 in their classes, unlike this, 14.35% of teachers completely disagreed with the issue of using L1 in the class. It is possible to say due to Table 1, 32.25% of participants often used L1 in their classes.

**Table 1**

Procedural Functions (N=200)

Choice	Attitude	Choice	Use
Strongly agree	13.50	Always	14.10
Agree	43.10	Often	32.25
Neither agree nor disagree	17.25	Sometimes	24.55
Disagree	19.70	Rarely	14.75
Strongly disagree	6.45	Never	14.35

Note: The numbers show the percentage of the information which have been acquired from the answers given for the questions I.1 to I.10.

According to procedural functions a great number of teachers agreed with the use of mother tongue in giving homework. They believed that using their mother tongue in the explanation of homework would be better for their learning process. So, 39% showed the number of teachers who agreed and there were only 7.50% of teachers strongly disagreed with this case. From this point of view, 33.50% of teachers used the mother tongue when they gave homework to students, but 15.50% of participants were against it (see Table 2). Simultaneously, some teachers' thoughts were neutral about this issue. Due to the fact that they didn't deny the importance of using native language in explaining the homework, but at the same time they seemed undecided about it. So, 26% shows the percentage of teachers who were neutral on using L1 in L2.

**Table 2**

Giving homework assignment (N=200)

Choices	Attitudes		Choices	Use	
	f	p		f	p
Strongly agree	28	14.00	Always	25	12.50
Agree	79	39.50	Often	67	33.50
Neither agree nor disagree	42	21.00	Sometimes	52	26.00
Disagree	36	18.00	Rarely	25	12.50
Strongly disagree	15	7.50	Never	31	15.50

Note: “f” (frequency) denotes the number of teachers, “p” (percent) denotes the percentage.

Most of the teachers believed that native language should be used in some cases during the lesson such as in giving some directions. The number of teachers showed that there was a great belief among the teachers for using L1 in some situations. 42.50% described their approach to it, in addition to it, 33% of teachers said they often used their mother tongue in giving directions to students whenever it was needed. Moreover, 20% of teachers had some negative attitudes about it, so 10% of teachers strongly disagreed with the use of the mother tongue during this process. At the point of using the L1, 16.50% of teachers rarely used it, but 17% of teachers never used the mother tongue when they directed the students for something.

**Table 3**

Giving directions, page numbers etc. (N=200)

Choices	Attitudes		Choices	Use	
	f	p		f	p
Strongly agree	25	12.50	Always	33	16.50
Agree	85	42.50	Often	66	33.00
Neither agree nor disagree	30	15.00	Sometimes	34	17.00
Disagree	40	20.00	Rarely	33	16.50
Strongly disagree	20	10.00	Never	34	17.00

As described in the second part, teachers’ positive attitudes towards the use of L1 was felt in the explanation of grammar. So, it was easily seemed in the Table 4. According to the results, it seems that 58% of teachers agreed that native language should be used in this part of the lesson, 14% of them showed a neutral approach, thus they both agreed and disagreed with this issue. From the table, it can be seen that only 6.50% of teachers disagreed with using L1 for this aim. The teachers’ opinions also coincided with their use aspect, so 44% of them used their mother tongue when they explained any grammar rules. However, the number of teachers who showed a neutral

approach increased in the use aspect, so 21.50% of teachers sometimes used the L1 in their explanation of grammar. 4.50% of the teachers strongly disagreed with the use of L1.

**Table 4**

Grammar explanation (N=200)

Choices	Attitudes		Choices	Use	
	f	p		f	p
Strongly agree	37	18.50	Always	38	19.00
Agree	116	58.00	Often	88	44.00
Neither agree nor disagree	28	14.00	Sometimes	43	21.50
Disagree	13	6.50	Rarely	22	11.00
Strongly disagree	6	3.00	Never	9	4.50

The number of teachers supported that they believed the significance of L1 in the introducing and explaining new vocabulary. 57.50% of instructors agreed with the statement that mother tongue should be used in the teaching introducing new words and explaining the meanings of them. There were only 4% of participants who strongly disagreed with this case. Due to the other part of the table, 44.50% of participants used the mother tongue in their lessons for this purpose, but 8% of them never used the native language in their class during the introducing new vocabulary (see Table 5).

**Table 5**

Introducing vocabulary (N=200)

Choices	Attitudes		Choices	Use	
	f	p		f	p
Strongly agree	31	15.50	Always	28	14.00
Agree	115	57.50	Often	89	44.50
Neither agree nor disagree	29	14.50	Sometimes	46	23.00
Disagree	17	8.50	Rarely	21	10.50
Strongly disagree	8	4.00	Never	16	8.00

According to Table 6, the thoughts about the language of warm-ups are changeable. The warm-ups are essential for creating a better teaching and learning environment. In the view of this point, 15% of teachers strongly agreed that warm-ups should be in the native language, in addition to this 41% of participants supported this idea. Moreover, 24% of them disagreed, even 11.50% of teachers strongly disagreed with it. In contrast to this, the numbers which indicate how often the teachers used their mother tongue during the lesson were almost similar to each other. Hence, while

25.50% of teachers strongly agreed, 17.50% of them completely disagreed. 17% of participants sometimes used the native language in the warm-ups section of the lesson.

**Table 6**

Warm-ups (N=200)

Choices	Attitudes		Choices	Use	
	f	p		f	p
Strongly agree	30	15.00	Always	51	25.50
Agree	82	41.00	Often	54	27.00
Neither agree nor disagree	17	8.50	Sometimes	34	17.00
Disagree	48	24.00	Rarely	26	13.00
Strongly disagree	23	11.50	Never	35	17.50

The overall relationship of the instructional function which consisted of several sub-functions as a head function. General opinions were in the positive direction. The results of the survey indicated that 46.50% of the teachers believed that use of L1 in the teaching of a second language should be beneficial for the learners. Due to this number, it was also seen that 34.78% of teachers used native language in their second language classes. As well as, 17.84% of participants disagreed and in the same row, 14.38% of the teachers rarely used the native language in their classes. At the same time, 6.25% of instructors strongly disagreed and this was also shown in the use side which 12.38% never used the L1 in their L2 classes (see Table 7).

**Table 7**

Instructional Functions (N=200)

Choice	Attitude	Choice	Use
Strongly Agree	14.28	Always	16.75
Agree	46.50	Often	34.78
Neither agree nor disagree	15.13	Sometimes	21.72
Disagree	17.84	Rarely	14.38
Strongly Disagree	6.25	Never	12.38

Note: The numbers show the percentage of the information which have been acquired from the answers given for the questions II.1 to II.16.

The role of native language in the feedback section of the lesson was seemed as useful, because the results demonstrated that the attitudes of teachers about using their mother tongue during the feedback process were in the positive way (45.72%). Additionally, these results also coincided with the attitude aspect in the use aspect, so most teachers used their mother tongue when they gave feedback to the learners. Another important point to consider was the neutral attitudes towards this case. So, 17.50% of teachers expressed a neutral approach and at the same time

according to the use factor 29.11% of teachers sometimes used their mother tongue in their foreign language classes. 20.61% of teachers disagreed and 5.22% of teachers strongly disagreed with it and they thought that it was not right to use L1 in L2 classes. From these attitudes, 14.78% of instructors rarely used the L1 in their L2 classes (see Table 8).

**Table 8**

Feedback functions (N=200)

Choice	Attitude	Choice	Use
Strongly Agree	10.94	Always	14.67
Agree	45.72	Often	30.39
Neither agree nor disagree	17.50	Sometimes	29.11
Disagree	20.61	Rarely	14.78
Strongly Disagree	5.22	Never	11.06

Note: The numbers show the percentage of the information which have been acquired from the answers given for the questions III.1 to III.9.

For more explanation, it can be said that teachers believe that praising in the native language would be constructive and 44.50% demonstrated the affirmative belief about it. This case was figured differently according to the use part, 33% of teachers sometimes used native language in the feedback stage. It should also be indicated that 27% of teachers often used their mother tongue in their classes for giving feedback to students (see Table 9).

**Table 9**

Praising and repeating correct answer (N=200)

Choices	Attitudes		Choices	Use	
	f	p		f	p
Strongly agree	22	11.00	Always	31	15.50
Agree	89	44.50	Often	54	27.00
Neither agree nor disagree	32	16.00	Sometimes	66	33.00
Disagree	46	23.00	Rarely	28	14.00
Strongly disagree	11	5.50	Never	21	10.50

In Table 10, secondary acquisition macro-function's results were demonstrated. Due to this table, 10.83% of participants agreed and 49.67% of teachers completely agreed that mother tongue should be in the secondary acquisition. The numbers showed that the teachers' attitudes were positive. Only 26.17% of participants showed neutral attitudes and 10.33% of people disagreed with these approaches. In the attitude section, only 3% of teachers strongly disagreed with it. According to the use part, the results may seem almost the same. So, 31.17% of teachers often used

native language, while 36.17% of participants sometimes used the native language in their classes. As well as, 16.17% of teachers rarely used, however 5.33% of them never used the L1.

**Table 10**

Secondary acquisition function (N=200)

Choice	Attitude	Choice	Use
Strongly Agree	10.83	Always	11.17
Agree	49.67	Often	31.17
Neither agree nor disagree	26.17	Sometimes	36.17
Disagree	10.33	Rarely	16.17
Strongly Disagree	3.00	Never	5.33

Note: The numbers show the percentage of the information which have been acquired from the answers given for the questions IV.1 to IV.3.

Table 11 shows the results for facilitating class discussions which are the sub-functions of secondary acquisition. 13.50% of teachers strongly agreed and in the use part of this result remained the same. 46% showed that a great number of teachers agreed with the use of native language in the class, while 23.50% of teachers showed neutral attitudes. From Table 11, it is understood that 12.50% of the teachers disagreed, and only 4.50% of the participants strongly disagreed. In the use part of this sub-function, the highest result was 37.50% and it belongs to the choice of “sometimes” in the table. 29.50% of teachers often, 15% of them rarely used L1 during the lesson. There was only 5% of participants never used their native language in the lesson.

**Table 11**

Facilitating class discussions (N=200)

Choices	Attitudes		Choices	Use	
	f	p		f	p
Strongly agree	27	13.50	Always	27	13.50
Agree	92	46.00	Often	59	29.50
Neither agree nor disagree	47	23.50	Sometimes	74	37.50
Disagree	25	12.50	Rarely	30	15.00
Strongly disagree	9	4.50	Never	10	5.00

The results of rapport-building macro-function were indicated in Table 12. In accordance with this table, the highest points were 53.33% for the attitude part and 34.83% for the use part. These results showed that teachers had positive attitudes on this output and they often used the L1 in L2 classes. 20.50% and 27.50% showed neutral opinions about both attitude and use aspects

properly. Furthermore, 1.67% of participants indicated the negative attitudes for using L1 in EFL classes and 5.17% of teachers never used the students' mother tongue in L2 instructions.

**Table 12**

Rapport-building (N=200)

Choice	Attitude	Choice	Use
Strongly Agree	15.17	Always	16.17
Agree	53.33	Often	34.83
Neither agree nor disagree	20.50	Sometimes	27.50
Disagree	9.33	Rarely	16.33
Strongly Disagree	1.67	Never	5.17

Note: The numbers show the percentage of the information which have been acquired from the answers given for the questions V.1 to V.3.

The teachers believed that native language should be used for spontaneous conversations such as simple questions and answers could be included here. The results for this case were indicated in Table 13 and it was the sub-category of rapport-building head function. Due to the attitudes section, 17.50% of teachers agreed and believed that L1 should be used. In the same column it is seen that 21% of participants used their native language in the classes. Respectively, 49.50% of the instructors strongly agreed with this case which was the highest indicator of the table for this section, and from this point of view 34.50% of them often referred to L1. The percentage of neutral attitudes was 18.50% and the indicator of it for use aspect was 23.50% which was higher than previous one. 12.50% of teachers disagreed and 2% of the participants strongly agreed with this case, and it was also indicated in the use section so, 14.50% of teachers rarely, 6.50% of them never used mother tongue in foreign language classes.

**Table 13**

Spontaneous conversation (N=200)

Choices	Attitudes		Choices	Use	
	f	p		f	p
Strongly agree	35	17.50	Always	42	21.00
Agree	99	49.50	Often	69	34.50
Neither agree nor disagree	37	18.50	Sometimes	47	23.50
Disagree	25	12.50	Rarely	29	14.50
Strongly disagree	4	2.00	Never	13	6.50

Management and Discipline was the last macro-function of this survey. Again, it is seen that a great percentage of the teachers (53.33%) agreed that L1 should be used for discipline,

reminding the rules etc. This case fitted with the use part of this column (32.67%). As well as, 15.33% of teachers again indicated the neutral view for the attitude part, the percentage of this column for the use part was 27.17%. According to the table, it was revealed that 1.83 % of participants had a negative attitude for using L1 for these kinds of purposes, at the same time, 6.50% of them never used L1 in their English classes.

**Table 14**

Management / Discipline

Choice	Attitude	Choice	Use
Strongly Agree	17.33	Always	20.33
Agree	53.33	Often	32.67
Neither agree nor disagree	15.33	Sometimes	27.17
Disagree	12.17	Rarely	13.33
Strongly Disagree	1.83	Never	6.50

Note: The numbers show the percentage of the information which have been acquired from the answers given for the questions VI.1 to VI.3.

One of the sub-functions of management and discipline macro-function was encouraging on-task behavior. When 51% of teachers agreed with it, 14.50% of them did not agree with this case. Respectively, their percentage for the use part was 31.50% and 13.50%. In the table, 16% showed neutral approaches towards it. As well, 27.50% of participants sometimes used native language in English lessons. However, 1.50% of teachers strongly disagreed and in the same column 7.50% showed the periodicity of the learners' mother tongue in EFL classes.

**Table 15**

Encouraging on-task behavior (N=200)

Choices	Attitudes		Choices	Use	
	f	p		f	p
Strongly agree	34	17.00	Always	40	20.00
Agree	102	51.00	Often	63	31.50
Neither agree nor disagree	32	16.00	Sometimes	55	27.50
Disagree	29	14.50	Rarely	27	13.50
Strongly disagree	3	1.50	Never	15	7.50

**3.1.2 The highest percent in the data gathered through the questionnaire**

According to the results of the survey, it was indicated that 19% was the highest percentage for the choice of “strongly agree”. This was gained in disciplining, reprimanding, scolding in



management and discipline macro-function (item No.VI.1; Table 16). Here, teachers showed a highly positive attitude for using L1 in the second language teaching. For the use aspect, the mother language was seen as a powerful tool in L2 classes due to the result of 25.50% in warm-ups in instructional head function (item No.II.1; Table 6). This result indicated that a great number of teachers used their mother tongue in their classes. Table 6 also indicated that 11.50% of teachers strongly disagreed with the use of L1 which was another highest percentage of the attitude's sections in warm-ups of instructional functions.

**Table 16**

Disciplining/Reprimanding/Scolding (N=200)

Choices	Attitudes		Choices	Use	
	f	p		f	p
Strongly agree	38	19.00	Always	45	22.00
Agree	105	52.50	Often	60	30.00
Neither agree nor disagree	36	18.00	Sometimes	57	28.50
Disagree	18	9.00	Rarely	27	13.50
Strongly disagree	3	1.50	Never	11	5.50

58% was the highest result for indicating teachers' positive thoughts for the role of L1 in L2 classes (item No.II.9; Table 4). This result belonged to the grammar explanation of the instructional macro-function and it described how teachers agreed with this situation a lot. In the point of use aspect, 44.50% of teachers agreed that L1 should be often used for better teaching process and this percentage was the highest one for the "often" choice in introducing vocabulary in instructional vocabulary (item No.II.5; Table 5).

The next highest percentage (28.50%) belonged to the sub-category of secondary acquisition which was called incidental anecdote (item No.IV.2; Table 17). This percentage described teachers' neutral approach to the use of L1 during the teaching process. According to the neutral aspect, teachers accepted the positive and negative sides of the use of L1 in L2 and for this reason they did not become a supporter of one of them. As well as, the highest point for using L1 rarely was indicated by 19% and this also belonged to the second subcategory of secondary acquisition macro-function for the use aspect (see Table 17).

**Table 17**

Incidental anecdote (N=200)

Choices	Attitudes		Choices	Use	
	f	p		f	p

Strongly agree	18	9.00	Always	19	9.50
Agree	101	50.50	Often	64	32.00
Neither agree nor disagree	57	28.50	Sometimes	66	33.00
Disagree	19	9.50	Rarely	38	19.00
Strongly disagree	5	2.50	Never	13	6.50

Table 18 indicates the highest results for teachers' attitudes and use of L1 in EFL classes. 25% of teachers disagreed with the use of L1 in choral repetition in instructional functions (item No.II.12). Simultaneously, this table indicates the highest percentage of the use aspect (20.50%). These results explained that teachers had a strict approach towards the use native language in the second language classes.

**Table 18**

Choral repetition (N=200)

Choices	Attitudes		Choices	Use	
	f	p		f	p
Strongly agree	17	8.50	Always	23	11.50
Agree	72	36.00	Often	65	32.50
Neither agree nor disagree	40	20.00	Sometimes	46	23.00
Disagree	50	25.00	Rarely	25	12.50
Strongly disagree	21	10.50	Never	41	20.50

Table 19 indicates the highest percentage for the sometimes column in the use aspect. So, 38.50% of teachers sometimes use the mother tongue in their EFL classes. This result was included in incidental cultural notes of the secondary acquisition functions.

**Table 19**

Incidental cultural note(s) (N=200)

Choices	Attitudes		Choices	Use	
	f	p		f	p
Strongly agree	20	10.00	Always	21	10.50
Agree	105	52.50	Often	64	32.00
Neither agree nor disagree	53	26.50	Sometimes	77	38.50
Disagree	18	9.00	Rarely	29	14.50
Strongly disagree	4	2.00	Never	9	4.50

### **3.1.3 Comparison and contrast among different sub-functions of macro-functions in the questionnaire**

This survey was held to see the thoughts of teachers about the role of mother tongue in the foreign language classes. It is known that teaching a new language to the students who have different language backgrounds is a difficult and complicated task. Because the influence of native language is felt in every stage of foreign language teaching classes. The main purpose of this survey was to clarify the attitudes of teachers towards the use of learners' mother tongue in EFL classes, and how they integrate the mother tongue to their English lessons.

The results of this survey demonstrated that teachers' attitudes and use corresponded among the most of sub-functions of macro-functions in the survey, for instance, in grammar explanation in instructional function, so the answers of teachers supported either agree or completely, strongly disagree. However, there were some kinds of outcomes from the survey in which the answers of attitudes and use aspects did not correspond, for example, in the category of calling on students which was the sub-function of procedural functions. This difference made any contradictions between the teachers' attitude and in their practice. This case was also encountered in various studies of different researchers, such as Karavas-Doukas (1996).

According to overall results, teachers accepted the importance of mother tongue and they agreed on the use of native language in SLA. The analysis of this survey, due to both attitude and use aspects, foreign language teachers used the native language in their classes in a noticeable way. The results of the survey showed that 13.45% of teachers strongly agree with the use of native language in EFL classes. In the same column, it was seen that the results corresponded with the attitude aspects and the teacher always used L1 for different purposes in their classes (15.55%). As well as, teachers often preferred to use learners' mother tongue during the lesson (32.92%) which this column indicated approximately the same result with the attitude aspect which 46.72% of participant agreed that is, they believed the importance of L1 in L2 classes and this is the highest amount in the attitude part. Besides these results, there were some teachers who were not sure about this issue (17.23%). Simultaneously, 25.63% of teachers sometimes used mother tongue, so these teachers appealed to L1 for students as a recent way or solution to explain something related to a second language. This case was also felt in the study of Copland and Neokleous (2011) so in their study revealed that there were a great number of teachers who were not sure or aware of the amount of use of the first language in the second language classes. According to the table, it is obvious that

there are some negative attitudes about the use of L1 in L2 instruction. In the attitude side of the table, 17.35% of participants disagreed, even 5.25% of the participants strongly disagreed. Due to the use side of the table, 14.73% of instructors rarely, 11.18% of teachers never used the native language, these numbers indicated the negative attitudes of some teachers towards the use of L1 in L2 for any purposes (see Table 20).

**Table 20**

Teachers' attitudes towards L1 and use of L1 (N=200)

Choice	Attitude	Choice	Use
Strongly Agree	13.45	Always	15.55
Agree	46.72	Often	32.92
Neither agree nor disagree	17.23	Sometimes	25.63
Disagree	17.35	Rarely	14.73
Strongly Disagree	5.25	Never	11.18

Note: the numbers indicated the overall percent of the whole data which have been received through the choices for the question of the survey.

The main reasons for Azerbaijani teachers for using L1 in their L2 classes were changeable and they appealed Azerbaijani language for diverse purposes. This case is similar to the study of Yavuz (2012). So, he emphasized in his article that teachers use mother tongue during the lesson because of creating better teaching and learning environment. Teachers used Azerbaijani for expressing humor, expressing sympathy, general announcements, giving homework assignments etc., which all these cases were studied and demonstrated in the study of Paker and Karaağaç (2015). Teachers had positive attitudes towards L1 according to the results of the questionnaire. So according to this survey, L1 encourages students to learn more and teachers use this power of L1 for explaining grammar rules, modeling and so on which all facilitate the learning process. In addition, the facilitating role of the first language was supported by Dujmović (2014). Istifci (2019) also supported that L1 facilitates the learning process and sometimes, teachers have a need to use the learners' mother tongue in order to explain the complicated grammar rules, the meaning of new words. As well, teachers agreed that it is inevitable not to use the first language in EFL classes, because it helps students to develop their knowledge and acquire the second language well. Miles (2004) also supported the help of L1 for the learners, and he added that native language can help students to improve their language knowledge rather than prevent the teaching and learning process. Using mother tongue in L2 instructions helps students to feel relaxed, safe and secure.

Mother tongue is used for explaining new vocabulary, reviewing it, checking students' understanding, and praising which were received according to the answers of the survey. All these cases explain the importance of the use of L1 for the learners. The survey showed that teachers decide where and when the mother tongue is needed, then they use it for the purposes in their intention. These cases which are mentioned above were also investigated and revealed by Inal and Turhanlı (2019). So, according to this study, they agreed with the benefits of L1 for learners to be more successful in SLA.

It has to be mentioned that this research took into consideration only the attitudes and use of L1. The experiences, education degree of teachers, levels of students were not paid attention and there were no tables for indicating these cases. These cases are mentioned that they should be kept in mind, when the use of L1 is discussed. So, some researchers accept the essence of the use of L1, they understand and support it, but they also emphasize that it depends on some issues. Almohaimeed and Almurshed (2018) touched this situation and they said that using L1 depends on the student's language level. Their study displayed that there was not a lot of need to use L1 for advanced level students while the low-level students often needed it. As well as, besides the benefits of L1, there are some researchers who do not accept the use of L1, and they think that the best way of learning a new language is to expose to that language, so Almoayidi (2018) investigated this issue in his article and provided his work with proofs.

### **3.2 Discussion**

The use of L1 in L2 instructions is always regarded as the important side of the research, because it is impossible to remove the native language from the foreign language classrooms. The studies made an effort to find out the beneficial effects and negative influences of L1 on the students during the second language learning process. Thoughts about this issue are also controversial according to the people who are dealing with it. There are lots of opinions, attitudes about it and some of them support the supportive power of mother tongue in L2 learning, but some of them accept the negative sides of L1 for second language learning and acquisition. Furthermore, the research showed that L1 should have positive effects on learning new language and it can support this process a lot.

This study also tried to reveal the influences of L1 on L2, also the main case is what were the teachers' attitudes towards it. The results have been gathered through the questionnaire.

According to the answers of it, the foreign language teachers indicated their attitudes towards the use of Azerbaijani as a mother tongue in English as a second language classes. The main point has to be conveyed that the native language of the teachers is also the same with the students' mother tongue. The answers of the teachers can depend on their social background, teaching experiences, students' competence, ages, type of the classrooms and so on. The object of this was to investigate the teachers' attitudes towards the use of L1 in L2 classes. As well as, the results showed how the teachers used mother tongue systematically, methodically in their L2 classes. In addition to this, the study also indicated which relationships were there between native language and second language.

The results of the survey indicated that the attitudes of teachers varied from each other. So, it can be said that there was no general agreement on the range of L1 in L2 classes. Owing to the facts that, attitudes of teachers changed for different reasons. However, the survey showed that L1 is used in classes and the amount of it depended on the teachers' purposes. Teachers believed that the mother tongue should be used for the procedural functions in the class. It means that they had a positive attitude on it, because they thought that using their mother tongue in this kinds of procedural reasons can save time, and also it can create any imaginations on the students' understanding. As well as, according to the use section, we can see that teachers agreed that the mother tongue should be used in L2 classes and a great number of them used their mother tongue for these causes which are mentioned before. It has to be added that some teachers were neutral and they tried to use native language less in their classes, but overall examination of the results showed that the beneficial sides are more than drawbacks. Moreover, if the duration of the lesson is paid attention at schools, it may be better to use L1 for saving time, because it is important to explain all important points about the lesson to the students in 45 minutes.

Accordance with the results of the research, we can say that the mother tongue of the language learners is the interconnected part of English lessons when the teachers interpret any things about the language. During the continuation of this process, positive attitudes towards the use of L1 may be seemed obviously, also, as if there is a tendency for elaborating and supporting something to the learners via native language. This point was also reflected in the results of the study, so teachers believed that using mother tongue for the instructional functions of the lesson would be better. They thought that mother tongue can help the learners to identify the similarities and differences between the languages. At the same time, knowing these points about languages

can help them to feel relaxed during the learning process, because it is better to understand something in a logical way which also accelerates the process of acquiring than just trying to memorize it. From this point of view teachers showed a great amount of beliefs about the use of L1 in their classes, they thought that this correlation between languages should be used in a purposeful manner. The answers of the survey also supported that the teachers resorted to the students' mother tongue for any purposes for getting better results. So, teachers used Azerbaijani for warm-ups which helped teachers to create a friendly atmosphere in the class. This case is so important because if there is no good teacher-student relationship, it decreases the quality of the lesson. That's why teachers kept this issue in focus which can be seen with the results of the survey. This significant point can be felt in the study of Hashemi and Sabet (2013).

The other point which attracts the attention during the survey is that teachers used the mother tongue when they explain grammar rules, the meaning of new words, the demands of exercises. They used L1 to help students to acquire the second language easily. The results of this study agree with the findings of Shabir (2017), so these two studies showed the importance of using L1 in the instructional section of EFL classes. Most of the cases, explaining and providing the students with new things via their mother tongue can assist them to manage their learning process fruitfully. The use of L1 can remove some confusions during the lesson which hinder the learning process. As well as, knowing the exact or close meaning of the new words in the native one makes opportunities for the learners to use them in the correct contexts. The translation of the exercises' demands directs the learners in a clear way.

The mother tongue was also used for checking the students' understanding. So, teachers preferred the use of L1 for checking students' comprehension in any cases in the class. This is more necessary for the teacher when moving to a new topic. It is used especially among the low-level students a lot. Teachers also accepted the use of L1 in the reviewing vocabulary which the results showed that using L1 in this part has some benefits for the learners. It is also seen that there were some neutral attitudes about this issue, but general thoughts were in the positive way.

One of the discussed issues about the use of L1 in EFL classes is about the feedback section. So, the results of this section reflected differently due to the attitude and use section. If we begin with the attitude section, it can be seen that the teachers believed the positive effects of L1 in giving feedback. It can be added that according to the first part of this survey teachers agreed or strongly agreed with the use of L1 in praising, encouraging students, answering to the students' questions

and so on. Giving feedback in the native language can increase the accuracy, so students understand the improvement of themselves in detail. At the same time, the conduct of this process in Azerbaijani can help students to improve their confidence, because they understand why they get it. This comparison can assist students to prepare themselves for the next class. However, there is a contradiction in the use part of the survey for it. So, teachers showed great beliefs towards giving the feedback in the native language, but they selected the answers for the use part which demonstrated the neutral attitudes. There was a huge gap between the attitude part and the use part. According to the use part of the survey, we can see that teachers sometimes used L1 in their classes. In spite of showing a positive attitude, they were not sure about giving feedback in their native language.

The importance of first language is also felt during facilitating the class discussion. The results indicated that teacher agreed with the use of L1 in secondary acquisition functions. Teachers believed that mother tongue can be used for making easier the learning process for their students. So, explaining complex concepts via first language of students can accelerate the process of acquiring, because sometimes there is a need for using L1 to make the concepts clear. Hasrina, Aziz, Fitriani (2018) were also supported the facilitator role of first language in second language classes which coincided with the results of our research. According to the findings, some incidental jokes, anecdotes, cultural notes, questions about interests can help the children feel relax, and they encourage to learn with a great passion. The results are the same for use part of the questionnaire, so, teachers used the students' first language during the class for making them feel relaxed, as well as they utilized L1 for making the learning process easier for their learners.

Another essential side of mother tongue is emphasized during the rapport-building which was supported by results of the survey. The answers of the questionnaire showed that teachers accepted the constructive effects of native language on the second language. We can understand that teachers believe that L1 helps them to create good relationships with the learners which is the most important for the teaching environment. Without it, the teaching and learning process will not be fruitful and developmental. This issue is also important for learners themselves, because the learning environment which is based on the beliefs of the teacher is more necessary for both participants of this process. Rapport-building assists to make the class correlation better. There are some reasons that show why rapport-building is important. Firstly, it is based on trust and learners do not feel any anxiety during the lesson and they try to join the class discussion by sharing their



own thoughts. This case is also reflected in the teachers' feedback, so they give feedback to the students via mutual relation and understanding which makes feedback effective. The next important side of rapport-building is motivation. In the healthy teaching and learning environment students are enthusiastic about attending class activities, discussion and so on. When the students feel that their teacher does her best for their academic improvement, they are motivated and they also strive to attend in this process and learn as much as they can. As well as, this situation gives students the sense of togetherness in the class which motivates and relaxes students a lot. The essential case for the learning process is that the students should feel that they are valued and respected. During feeling these, the class communication will be effective. Effectual and profitable communication helps students to understand the concepts better which seems confusing for them. In addition to these, communication teaches students how they share their thoughts without resentment and also it improves their critical thinking, enhance their outlook. So, teachers had a great trust on rapport-building for the class, and in some cases, its presence in the first language helps students for being a part of class. So, expressing humor, expressing sympathy or concern in the native language can be effective according to the teachers. At the same time, it should be added that, due to findings, teachers used native language in creating correlation between them and their students. The results supported that the effective and correct using of L1 in L2 classes should be productive and helpful both teachers and students. Learning process begins when the participants of this process feel excited about joining and being the essential part of it rather than just being a listener and explainer.

The essence of L1 is felt in the class management and discipline. The results indicated that teachers had a great belief on the use of L1 for this kind of intention. The class management and discipline are important for several reasons. They promote the learning process, so if the class is managed well, it is assumed that students feel comfortable during the learning process. It revives their interest for learning, participating in class activities. As well as, it must be added that management and disciplines are a sort of strategies and methods for administering the class. This is so important, because good class management reduces the hindrances, obstacles, distractions. Instead of these, it permits students to focus on their studying and attain their future academic aims. Furthermore, it creates a safe class environment for the learners. So, management and discipline make a clear imagination for the behaviors of all students. This case also contributes to the respectful environment among the learners. Good class management supports the students' development on both social and emotional sides. It is explained in this form, if the teachers create

a supportive environment at class, the students do not feel any kinds of concerns about anything and they tend to attend in every class activity. This case is helpful for the shaping of their self-confidence and self-esteem. The class management strategies help teachers to manage and save time in the right way. Managing time is essential for both teachers and students, because the time must be divided correctly according to the part of the lessons. In light of these cases, the teachers of our survey also accepted that in some cases these rules must be conveyed to the students in the native language. In this case students can understand the importance of these rules a lot. Moreover, the teachers used the mother tongue for these purposes. They utilized the L1 in encouraging on-task behaviour, reminding the rules, disciplining and so on.

Besides all these aspects, the main case for using L1 in L2 classes is the differences of learners. So, according to their students and their proficiency the teachers decide on using L1 in their classes. Students who have different social backgrounds, outlook, perception, competence are the main factors for using or not using L1 in their classes. For example, some students need the explanation of grammar again in their native language, or some of them need to hear the meaning of foreign word in their first language etc. These are similar with the results of Köylü (2018) who she also touched on the issue of learner differences. It was accepted that teachers use L1 when they explain something to the low-level or young students more than advanced ones. In this case L1 is used for explaining some complex concepts, giving directions, translating difficult texts and checking the understanding of the students who they are not good at in English. These factors are also similar to the results of Shin, Dixon, Choi (2019).

Learners' differences, competence always make teachers think about when and how they can use the mother tongue in their classes for getting profits in the teaching process. One of the causes which makes teachers use the native language is the learners' anxiety during the learning process. The foreign language, especially the speaking part of it, seems so dire for learners. Notwithstanding this anxiety, teachers always make an effort to help their students to get confidence in the new language learning procedure. So, according to the responses of teachers to the survey, they often resort to the students' mother tongue for making them feel relaxed. It is also supported by Levine (2003). The researcher studied this case and explained with the evidence that L1 can be used for reducing the students' anxiety at class. L1 is used for different reasons such as for the clarification which helps to get the main idea of the contexts. Likewise, native language is also used for better understanding which teachers use for checking their students' understanding

degree. When the students express themselves in their native language, they feel comfortable a lot. At the same time, during this process they are aware of their knowledge which gives them confidence in the target language. The native language of students is also used for creating better relationships in class. EFL teachers use L1 in rapport-buildings because of gaining students' trust. Expressing humor, giving feedback in their own native language helps students to understand the case and to reduce their trouble, discomfort in English classes. These helpful sides of L1 are also described in the study of Bruen and Kelly (2014). In this study, the authors ensured the readers with instances of how L1 can be used for reducing the learners' anxiety. We also see the explanatory, supportive power of L1 in L2 instructions. As well as, these findings coincided with the research of Albeshar, Hussain, Farid (2018) who described the positive effects of mother tongue in the learning process of L2 in their research. In accordance with this study, the power of L1 on reducing learners' anxiety for foreign languages. It suggested that the first language of students assists them to be conscious of the various and similar sides of the languages which is useful for them and their teacher to find the correct way in teaching and learning procedures. That's why, teachers have to be aware of the power of L1 in encouraging their students to learn new languages.

According to the results, we can say that there were a few teachers who were not sure about the use of L1 in L2 classes. It happens for what the teachers feel guilty when they use L1 in their L2 instruction. The instructors use L1 according to the students who they need any support in the native language. According to our results it is obvious that the amount of these teachers was enough. Those teachers did not completely accept the use of L1 and they were neutral on this issue. This feeling of guilt comes from the negative thoughts on the use of L1 in the second language classes. This issue was touched by Kelleher (2013), so he wrote that teachers feel guilty when they use the learners' mother tongue during the lesson. However, the research about this issue shows the judicial use of L1 in L2 classes. As well as, the students themselves have positive attitudes about the use of native language for explaining any difficult item of foreign language.

The research shows that mother tongue is used in English classes more or less. That's why the main point is to understand the right amount of L1 for L2 classes, by virtue of this the teachers can decide on the beneficial sides of L1 for their teaching language methodology. It has to be emphasized that the language teachers are afraid of the overuse of their mother tongue, so escaping from it, they try to remove their and students' native language from their foreign language classes. On the other hand, balanced use of L1 gives plenty of contributions to the EFL learners instead of

removing it totally. The main factors are paid attention during this period. Additionally, the overuse of L1 is also not confirmed by the other researchers whose research indicated the bad effects of overusing the mother tongue. One of the researchers who touched this issue is Butzkamm (2003) and he explained that the role of native language has to be reduced in the class according to increasing the proficiency of students in the second language. So, the use of mother tongue among the high-level students is redundant, and this case only prevents their improvement rather than supporting it. As well, Afzal (2013) researched it and explained that the first language should be used only when learners really need it. This kind of use of L1 can facilitate the learning process and motivate students for it. All these researches show that the essential thing is to determine the use of the mother tongue in the right context and with the correct way. These are important and according to our research results, most teachers are faced with a dilemma. The contradictions between the choices of teachers showed it clearly, thus, their answers to the attitudes and use aspects did not coincide in some cases. It would be better, the teachers, especially young teachers, analyze their students well, and choose the appropriate amount of the use of the mother tongue in their classes.

## CHAPTER 4: CONCLUSION

### 4.1 Summary

It is obvious that the target language should be the essential language in the class, but there is a contentious issue which always makes researchers think about it. So, this is related to the learners' first language. It is a deniable fact that the native language of the learners always shows itself during the learning procedure. Sometimes, this reflection has positive effects on learners, but there are some cases in which negative effects are felt. That's why the use of L1 in L2 instructions is a questionable case. In this way, the question always appears in different forms in front of the teachers. Thus, the important point is whether the first language should be used in class or not.

The research on this issue confirmed that the foreign language should be the prevailing language in EFL classes, but it should not be the only language. The facilitating role of mother tongue is always in the center of attention of language teachers and learners. The use of native language during the lesson should be determined by the teachers according to the students and the purpose of the lesson. It means that the teachers have to decide when and how they should use L1 for getting benefits.

The aim of this study was also to indicate the importance of judicious use of the first language in the second language class. The first language of this study was the Azerbaijani language and it was the native language of both teachers and students. The study was conducted by means of a questionnaire in which teachers graded the mother tongue in the class according to two aspects. The first aspect showed the attitudes of teachers, the second aspect indicated the amount of use of mother tongue in foreign language classes. Generally, the results of the online survey described that the teachers had positive attitudes towards L1, and they used the students' mother tongue in their lessons. The factors for using L1 could be diverse, but the acceptance of an affirmative effect on the learning process was stable. So, the teachers tended to use of Azerbaijani in certain cases which the students really needed. As well as, the mother tongue was utilized for miscellaneous aims, for example, in grammar explanation, introducing new vocabulary, checking the comprehension of students and so on. It can be added that the response of the questionnaire expressed that the experienced teachers used the mother tongue systematically than young teachers.

According to the responses of the teachers, the connection between the teachers' attitudes and use of L1 was seen clearly between the head and sub-functions. However, in some cases, there

was a contrast between the responses of the attitude section and use section. It means that the teachers' answers differed due to these sections, so their opinions which they stated in the attitude part did not coincide with their real use of L1 in their class.

To sum up, it can be said that it is the study which aimed to indicate the attitudes of teachers towards L1. The results demonstrated that the mother tongue is used in the classrooms. That's why the use of L1 in the foreign language classes cannot be ignored, but the usage of L1 should be measured by the teachers. So, the beneficial side of the mother tongue is generally accepted, and it is used for different purposes in various parts of the lesson.

As well as, it is known that this study was held among a certain number of teachers. Because of that, it is difficult to say that the mother tongue has to be used in EFL classes or not. This survey is used just to show some attitudes of teachers about this case and at the same time it wants to determine how native language can help the students in the learning of new language. Even though there is limited research, it can be said that the general ideas about this issue is in the positive orientation and the EFL teachers try to benefit from the mother tongue in their classrooms.

#### **4.2 Implications and applications of the study**

As stated earlier, this study shows only the thoughts of a certain number of school teachers. That's why it is so difficult to say that the results can be generalized for all cases. The results of this research are confined to Azerbaijani EFL teachers of Baku, so the teachers of different areas of Azerbaijan can have different attitudes about it. The general results have to be comprehended within these restricted samples and as well as this restricted research context. It means that the other research has to be conducted in this field to get more reliable conclusions about this problematic case.

The online survey was shared with teachers, and they answered those questions due to their beliefs and attitudes on the mother tongue of the students. Then, the data which gathered through the questionnaire were analyzed via Excel worksheets. The results of the findings were tried to analyze in a right way, so it helped to come to a conclusion.

The relation between teachers' attitudes and use of mother tongue seems relevant according to the results. The teachers use the native language in their class due to the students' needs, thus in grammar explanation, reviewing vocabulary, making complicated items easy, facilitating class

discussion, reflecting their sympathy or concern, reminding of the disciplinary conditions and so on. All these issues are related to the connection of MT and FL which is used for benefitting during the lesson.

The results are gathered according to the teachers' responses to the online survey, so, the practical side of this study has to be studied more. The teachers appreciated the choices of the survey according to the situations which often arise during the lesson due to their opinions. Due to the findings, it can be said that this research can help teachers use the mother tongue as a strong weapon for teaching new language in their classes. This research would be helpful for the young teachers, it means that they can examine the results of the survey for selecting the right methodology for their class or they also can create their own teaching style of methodology according to the teachers' responses. From all perspectives, the findings of this research may affect teaching English as a foreign language in Azerbaijan in a positive way.

### **4.3 Suggestion for further research**

As well as, it may be said that this research can influence the further research, thus this study can be the research map for them. The researchers may pay attention to the usage of the mother tongue in practical cases for the further studies, because as mentioned before, this study was interested in the attitudes and use of mother tongue via questionnaire. It would be better that the use part of this research is examined via observing the real class condition. At the same time, the number of teachers can be increased for getting more trustworthy results, so the schools of different regions can be included in the research which the conditions can be compared in detail.

The use of mother tongue in EFL classes always becomes a disputable topic in all cases. Because this issue is not related to one aspect, there are many points which should be taken into consideration. This research indicated some attitudes about the use of mother tongue in the second language classrooms, but the other sides have to revise for an accurate conclusion.

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## Appendix A

### Teacher Talk Survey (Warford & Rose, 2003)

<b>A: Teachers' Attitudes towards their students' L1</b>						
<b>I</b>	<b>Procedural</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I.1	I believe that L1 should be used for calling roll.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I.2	I believe that L1 should be used for General announcements.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I.3	I believe that L1 should be used for Attention signal ('Listen up!' 'Count down 1 2 3\').	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I.4	I believe that L1 should be used for Preparation checks ('Everyone ready?').	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I.5	I believe that L1 should be used for Giving directions, page numbers, etc.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I.6	I believe that L1 should be used for Specialized class routines.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I.7	I believe that L1 should be used for Time check ('You have three more minutes').	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I.8	I believe that L1 should be used for Giving homework assignment.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I.9	I believe that L1 should be used for Calling on students.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I.10	I believe that L1 should be used for Courtesy marker (i.e. polite behavior).	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<b>II</b>	<b>Instructional</b>					
II.1	I believe that L1 should be used for Warm-ups (i.e. date, weather, time, review questions).	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
II.2	I believe that L1 should be used for Anticipatory set (generating prior knowledge of lesson topic).	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
II.3	I believe that L1 should be used for Overview of lesson (agenda for lesson, goals for the day).	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

II.4	I believe that L1 should be used for Transitions ('Now that we've read the story, I have a worksheet ...').	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
II.5	I believe that L1 should be used for Introducing vocabulary.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
II.6	I believe that L1 should be used for Reviewing vocabulary.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
II.7	I believe that L1 should be used for Modeling (miming/acting out use of a grammar feature, vocabulary).	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
II.8	I believe that L1 should be used for Extension scenarios/Providing examples.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
II.9	I believe that L1 should be used for Grammar explanation.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
II.10	I believe that L1 should be used for Culture explanation.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
II.11	I believe that L1 should be used for Book exercises/worksheets.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
II.12	I believe that L1 should be used for Choral repetition.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
II.13	I believe that L1 should be used for Form-focused oral practice (substitution drills, question and answer).	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
II.14	I believe that L1 should be used for Interpretive activities (listening, reading, viewing).	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
II.15	I believe that L1 should be used for Check for student comprehension ('Any questions?').	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
II.16	I believe that L1 should be used for Closure: ('What did you learn today?').	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<b>III</b>	<b>Feedback</b>					
III.1	I believe that L1 should be used for Praise (IRE: Input, Response, Evaluation).	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

III.2	I believe that L1 should be used for Praising and repeating correct answer (IRE).	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
III.3	I believe that L1 should be used for Explicit correction ('It's' not... 'it's').	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
III.4	I believe that L1 should be used for Encouraging student self- correction (IRE: i.e. you bringed it. ...?).	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
III.5	I believe that L1 should be used for Eliciting more student talk (IRE: you like to ski? Where? ).	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
III.6	I believe that L1 should be used for Answer to student question.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
III.7	I believe that L1 should be used for Individual feedback on performance, progress.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
III.8	I believe that L1 should be used for Paired/small group feedback on performance, progress.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
III.9	I believe that L1 should be used for Whole class feedback on performance, progress.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<b>IV</b>	<b>Secondary Acquisition</b>					
IV.1	I believe that L1 should be used for Facilitating class discussions.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
IV.2	I believe that L1 should be used for Incidental anecdote.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
IV.3	I believe that L1 should be used for Incidental cultural note(s).	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<b>V</b>	<b>Rapport-building</b>					
V.1	I believe that L1 should be used for Spontaneous conversation (beyond simple Question & Answer personalization).	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
V.2	I believe that L1 should be used for Expressing sympathy/concern.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
V.3	I believe that L1 should be used for Expressing humor.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

<b>VI</b>	<b>Management / Discipline</b>					
VI.1	I believe that L1 should be used for Disciplining/Reprimanding/Scolding.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
VI.2	I believe that L1 should be used for Encouraging on-task behavior	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
VI.3	I believe that L1 should be used for Reminder of rules.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

<b>B: Teachers' use of L1 in their classroom</b>						
<b>I</b>	<b>Procedural</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I.1	In my classroom I use L1 for Calling roll.	Always	Often	Sometimes	Rarely	Never
I.2	In my classroom I use L1 for General announcements.	Always	Often	Sometimes	Rarely	Never
I.3	In my classroom I use L1 for Attention signal ('Listen up!' count down 1 2 3\).	Always	Often	Sometimes	Rarely	Never
I.4	In my classroom I use L1 for Preparation checks ('Everyone ready?').	Always	Often	Sometimes	Rarely	Never
I.5	In my classroom I use L1 for Giving directions, page numbers, etc.	Always	Often	Sometimes	Rarely	Never
I.6	In my classroom I use L1 for Specialized class routines.	Always	Often	Sometimes	Rarely	Never
I.7	In my classroom I use L1 for Time check ('You have three more minutes').	Always	Often	Sometimes	Rarely	Never
I.8	In my classroom I use L1 for Giving homework assignment.	Always	Often	Sometimes	Rarely	Never
I.9	In my classroom I use L1 for Calling on students.	Always	Often	Sometimes	Rarely	Never
I.10	In my classroom I use L1 for Courtesy marker (i.e. polite behavior).	Always	Often	Sometimes	Rarely	Never
<b>II</b>	<b>Instructional</b>					
II.1	In my classroom I use L1 for Warm-ups (i.e. date, weather, time, review questions).	Always	Often	Sometimes	Rarely	Never
II.2	In my classroom I use L1 for Anticipatory set (generating prior knowledge of lesson topic).	Always	Often	Sometimes	Rarely	Never

II.3	In my classroom I use L1 for Overview of lesson (agenda for lesson, goals for the day).	Always	Often	Sometimes	Rarely	Never
II.4	In my classroom I use L1 for Transitions ('Now that we've read the story, I have a worksheet ...').	Always	Often	Sometimes	Rarely	Never
II.5	In my classroom I use L1 for Introducing vocabulary.	Always	Often	Sometimes	Rarely	Never
II.6	In my classroom I use L1 for Reviewing vocabulary.	Always	Often	Sometimes	Rarely	Never
II.7	In my classroom I use L1 for Modeling (miming/acting out use of a grammar feature, vocabulary).	Always	Often	Sometimes	Rarely	Never
II.8	In my classroom I use L1 for Extension scenarios/Providing examples.	Always	Often	Sometimes	Rarely	Never
II.9	In my classroom I use L1 for Grammar explanation.	Always	Often	Sometimes	Rarely	Never
II.10	In my classroom I use L1 for Culture explanation.	Always	Often	Sometimes	Rarely	Never
II.11	In my classroom I use L1 for Book exercises/worksheets.	Always	Often	Sometimes	Rarely	Never
II.12	In my classroom I use L1 for Choral repetition.	Always	Often	Sometimes	Rarely	Never
II.13	In my classroom I use L1 for Form-focused oral practice (substitution drills, question and answer).	Always	Often	Sometimes	Rarely	Never
II.14	In my classroom I use L1 for Interpretive activities (listening, reading, viewing).	Always	Often	Sometimes	Rarely	Never
II.15	In my classroom I use L1 for Check for student comprehension ('Any questions?').	Always	Often	Sometimes	Rarely	Never
II.16	In my classroom I use L1 for Closure: ('What did you learn today?').	Always	Often	Sometimes	Rarely	Never
<b>III</b>	<b>Feedback</b>					
III.1	In my classroom I use L1 for Praise (IRE: Input, Response, Evaluation).	Always	Often	Sometimes	Rarely	Never
III.2	In my classroom I use L1 for Praising and repeating correct answer (IRE).	Always	Often	Sometimes	Rarely	Never
III.3	In my classroom I use L1 for Explicit correction ('It's not... 'it's').	Always	Often	Sometimes	Rarely	Never
III.4	In my classroom I use L1 for Encouraging student self-correction (IRE: i.e. you bringed it ...?).	Always	Often	Sometimes	Rarely	Never



III.5	In my classroom I use L1 for Eliciting more student talk (IRE: you like to ski? Where?).	Always	Often	Sometimes	Rarely	Never
III.6	In my classroom I use L1 for Answer to student question.	Always	Often	Sometimes	Rarely	Never
III.7	In my classroom I use L1 for Individual feedback on performance, progress.	Always	Often	Sometimes	Rarely	Never
III.8	In my classroom I use L1 for Paired/small group feedback on performance, progress.	Always	Often	Sometimes	Rarely	Never
III.9	In my classroom I use L1 for Whole class feedback on performance, progress.	Always	Often	Sometimes	Rarely	Never
<b>IV</b>	<b>Secondary Acquisition</b>					
IV.1	In my classroom I use L1 for Facilitating class discussions.	Always	Often	Sometimes	Rarely	Never
IV.2	In my classroom I use L1 for Incidental anecdote.	Always	Often	Sometimes	Rarely	Never
IV.3	In my classroom I use L1 for Incidental cultural note(s).	Always	Often	Sometimes	Rarely	Never
<b>V</b>	<b>Rapport-building</b>					
V.1	In my classroom I use L1 for Spontaneous conversation (beyond simple Question & Answer personalization).	Always	Often	Sometimes	Rarely	Never
V.2	In my classroom I use L1 for Expressing sympathy/concern.	Always	Often	Sometimes	Rarely	Never
V.3	In my classroom I use L1 for Expressing humor.	Always	Often	Sometimes	Rarely	Never
<b>VI</b>	<b>Management / Discipline</b>					
VI.1	In my classroom I use L1 for Disciplining/Reprimanding/Scolding.	Always	Often	Sometimes	Rarely	Never
VI.2	In my classroom I use L1 for Encouraging on-task behavior.	Always	Often	Sometimes	Rarely	Never
VI.3	In my classroom I use L1 for Reminder of rules	Always	Often	Sometimes	Rarely	Never

Comments:.....  
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Thank you very much!