THE USE OF FIRST LANGUAGE (L1) IN TEACHING A SECOND LANGUAGE

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Article history:		Abstract:
Received:	1st February 2022	This research is dedicated towards understanding which language facilitates the learning process amongst students. The focus of study was on two languages English and Arabic and they have been used interchangeably as L1 and L2 depending upon the situation. The research was conducted mainly in Missouri State University and Arabic, Iraqi and American students were engaged to participate in the study. Teachers who teach using L1 and L2 languages were also interviewed. The research was qualitative based and sampling technique adopted was convenience and purposive. Data analysis showed that students felt comfortable using L1 during beginner courses and then expressed that they preferred use of L2 once they reached higher levels. Further, they commented that L1 should be used to understand new and difficult concepts. The teachers' opinions were also similar as that of students. Hence, L1 facilitates learning during beginner levels and L2 enhances learning process when higher levels are reached.
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INTRODUCTION

Use of language in classrooms has always been a topic of debate in literature. The issue of using first language (L1) while learning second language (L2) in classrooms is a topic of interest among researchers. Certain researchers feel that L1 should be used to improve and increase the comprehension and learning skills of L2 (Cook 402) and also helps in explaining new words and difficult concepts to students (Mirza, Jabbar & Mahmus 703).

Great arguments against using L1 are also present nevertheless. Cook states that using L1 and L2 simultaneously will interfere in the learning process. Auerbach has stressed that greater use of L2 results in learning of new language more easily (9) while Phillipson has stated that it helps students handling social interactions outside the classrooms.

Despite the fact that a number of studies have been conducted on how use of L1 and L2 can affect the learning process of students in classrooms, it can be seen that a limited research exists on finding out the perceptions of teachers and students on the subject. Similarly, little focus has been put on how use of both L1 and L2 in classrooms affects the learning process of L2 compared to when L1 is used in classrooms and when only L2 is used in classrooms keeping perceptions of teachers and students in view. Not taking the views and perceptions of teachers and students and not comparing these with each other will cause problems in understanding which strategy works best when students are taught L2 language. This will therefore affect the effectiveness of learning process of a new language even when the students are motivated to learn a new language.

The main aim of this research is to find out how the use of first and second languages affects the learning process of students and which teaching technique is most suited. The three teaching techniques which will be focused on this research are: use of L1 in classrooms to teach L2, use of only L2 in classrooms, use of both L1 and L2 in classrooms. The perceptions of teachers and students will be compared so that it can be deduced as to which teaching strategy and which use of language (L1 or L2) in classrooms helps students to learn with more ease.

This paper will find out which language (L1 or L2) results in greater effectiveness in learning process of students of a new language. The paper will collect data from teachers and students both and compare them to reach out a conclusion. Hence, the paper will find out the language which will drive the best results amongst the students while acquiring a new language. It will also highlight the factors which are causing problems in learning the new language when taught in either in L1, L2 and L1 and L2 both. Therefore, through this research, the researcher will be able to very clearly identify as to which language works best in a classroom setting while acquiring a new language

1. LITERATURE REVIEW

This literature review will analyze previous studies that investigated similar problems as those in this topic. The literature review will focus on four major areas: perceptions of students regarding the use of L1 and L2 to facilitate the learning process; perceptions of teachers regarding the use of L1 and L2 to facilitate the learning process; the relationship between teachers' and students' perceptions of language learning to the actual L1 and L2 use in the classroom; and teachers' and students' beliefs on the roles of L1 and L2 in the Arabic foreign language classroom.

1.1 Perceptions of Students regarding the use of L1 and L2 to facilitate the learning process

Many language scholars have conducted research on the effect of using L1 to teach English as a foreign language. The learners' first language greatly influences the acquisition of a second language. L2 learners always facilitate their learning skills in class if the target language uses their first language knowledge (Cook 424). Mahmoud conducted a study to investigate the influence of using L1 in the English classroom. In addition, translating the first language into a second language was time consuming (Mahmoud 1736). The study found that most teachers prefer using their L1 in teaching the English language. However, direct translation is difficult to do without making grammatical errors. Using the first language to teach a student a second language is the most understandable method to teach concepts of the second language.

Approaches to teaching a second language with L2 as the language instruction require adherence to many of the grammar rules of the target language, an approach that demands much work on the part of the instructor. The lack of correct form of communication with the target language leads to gaps in learners language transfer, especially where instructors fail to translate effectively and correctly to learners. Learners must generate and transfer their L1 grammar to the target language and develop new skills through a deep structure (Karim 49).

The use of L1 in teaching English as a second language in the classroom has many effects on the student. Grammatical accuracy is a major factor that determines the ability of the learner to use a specific foreign language. Afzal argued that first language use in the English classroom has no influence in learner's exposure to L2, but only assists teachers and the learning process. The research by Afzal claimed use of L1 causes no impact on a learner. The following research will investigate this issue through in-depth research questionnaires and surveys to the target group. Afzal used a quantitative and qualitative research design to investigate the impact of using L1 in teaching in English as a second language classroom (1846-1847). there is clear evidence that the type of methodology design used by a researcher influences the quality of data collected. In order to ensure the validity and reliability of data collected for this particular research, the researcher will first conduct a pilot study.

1.2. Perceptions of teachers regarding the use of L1 and L2 to facilitate the learning process

There has been much confusion amongst instructors on whether to use the mother tongue of learners or the second language in teaching in a foreign language classroom. One argument is that the target language should be the main mode of communication in order to increase the effectiveness of acquiring the target language. In addition, using L1 helps teachers to manage classes especially where all learners speak the same first language (Tsafi 15). On the other hand, there is an argument that using learners L1 in teaching English as a second language provides a familiar and efficient way of ensuring that learners quickly understand the classroom concept. There is evidence that in a classroom where all learners speak the same first language, the use of different options by teachers increases learners ability to understand the target language. Teachers should only use L1 in explaining the meaning of words, complex ideas, and confusing grammar points (Mizra, Jabber & Mahmus, 2012).

Teachers use students' first language in translating some words in order to make the student understand the concept. According to Ferris and Roberts, Teachers' involvement in a classroom through explicit error feedback helps them self-edit their works and understand the second language (165). The process forms a precise way of ensuring a positive response from students toward complex English terms and phrases. Learners in English second language classroom always make errors associated with pronunciation, grammar, styles, and wordiness. These errors could either be spoken or written.

1.3. The relationship between teachers and students perception and beliefs about language learning to the actual L1 and L2 use in the classroom

Beliefs and perceptions play a vital role in the learning of a language. The beliefs of teachers and students influence the classroom behavior because people act on the basis of perceptions, and how they define a certain issue of concern in their society. Regardless of the theoretically or practically known evidence, it is hard to change people's perception of something they take to be a reality. Teachers and students view language learning in relation to L1 and L2 class use in different perspectives. The teachers' belief and perception about language learning and the correlation to actual L1 and l2 use in the classroom determines the attitude towards other aspects of learning such as setting of examination (Thompson 540). Learners have a belief that they can understand the English classroom concept when explained in their mother tongue, while teachers believe that translating L2 language to L1 is a tiresome task. It becomes difficult to change perceptions toward certain methods of delivering instructions to students when teachers have a particular preference

The beliefs and perceptions of a teacher towards learning a second language have introduced significant issues in the education sector. Behaviors, cognitive views, and social-cultural views of teachers determine the perception of learning a second language. Learning English as a second language poses many challenges to students. The effects are experienced in both spoken and written languages. An individual's perception of learning L2 influences

the rate at which one acquires the language. If teachers and students share the same perception and beliefs about second language learning, it becomes easier to explain certain issues that challenge the L2 language acquisition process. A research conducted by Gabillon on teacher beliefs has demonstrated important roles played by teachers in classroom practices (11). Some institutions use the English-only rules and students always find difficulties translating what is learned in the English classroom into their languages for perfect understanding. Students who believe in using their mother tongue to explain certain concepts of language learning get confused when they get into these classrooms. Gaebler study's used interviews, observations, and questionnaires to investigate the perceptions of advanced language learners and language instructors in learning English as a foreign language. Participants explained a wide range of beliefs that influence the learning of English as a second language. Most learners complained about the English-Only rule claiming it interferes with their language acquisition process because they need to refer to some mother tongue words in order to understand the target language (Gaebler 70-75). Such institutions believe that use of English as a medium of communication sustains an interactive and communicative environment that favors students from different backgrounds. Studies on students' perception and beliefs on L1 and L2 learning aim at promoting target language learning.

The communication pattern adapted by an institution determines the level of acquisition of a second language. Levine argued that the amount of first language use differs according to the communication patterns used in the learning institution. Colleges that allow a mixture of language use show better grades in second language acquisition compared to institutions that use utilize one language (Levine 350). Despite the students' beliefs and perceptions on L1 and L2 language use and learning, the learning environment always interferes with their acquisition process because of strict grammar rules and regulations. The main problem encountered in Gaebler's study was the lack of enough number of participants willing to speak the truth about their beliefs and perceptions.

1.4. Teachers and students beliefs on the role of L1 and L2 in the Arabic foreign language classroom

The use of target language is considered as the most important approach to effective teaching the second language in most Arabic foreign language classrooms. Many scholars have tried to determine the amount of L1 use in Arabic-English classrooms and explore the role of teachers in promoting second language acquisition process. Adnan, Mohamad, Yusoff, and Ghazali are teachers who believe in the use of L1 in some circumstances increases the level of understanding among students and helps in improving the comprehension and learning skills among students. Moreover, English as the second language students face difficulties understanding some complex English terms and vocabularies, and give instructions in English without first translating it into their first language. Arabic teachers' and students' belief in practicing the second learning while using their first language as the means of administering instructions improves the acquisition process (Adnan, Mohamad, Yusoff, and Ghazali 21-27). The increasing use of Arabic language in Muslim society calls for a continuous practice of English as the second language in classroom in order to improve students' acquisition levels.

Teachers' and students' belief also influence language use in Arabic foreign language classrooms. In Malaysian education system teaches Arabic is a foreign language and forms one of the subjects taught in secondary education, but students never use the language as the main communication tool. Students believe that Arabic foreign language classrooms influence different methods of learning L1 in L2 classrooms. In L1 and L2 Arabic foreign language classroom, teachers identify different levels of student's achievement and develop necessary programs that encourage students to learn the target language. Teachers believe that the use of 'Bahasa' in the Arabic language classroom increased the levels of concentration of students and makes them comprehend various grammatical terms that form the Arabic language norms (Adnan, Mohamad, & Mamat 46-55). It can be deduced from the above research that language teaching is a profession requiring continuous practice in order to come up with the best teaching process that favors the interests of students and teachers. In order to ensure total cooperation with teachers in this research, proper survey on the teachers' beliefs will be conducted to prevent administering unnecessary questions.

The following research will analyze the effect of using L1 in teaching L2 by utilizing a comprehensive data collection method different from the approach used by Mahmoud. Mahmoud only studied students' perspectives towards the issue of using L1 in teaching English in the classroom. The following research will collect data from both students and their teachers in order to gather adequate information on the use of a first language in teaching a second language.

1.5. Summary

The earlier discussion reviewed literature under four major categories. Under the effect section of using student's L1 in the English-as-a-foreign-language-classroom, the reviewer realized that most researchers used limited designs to collect data. The impending research will be conducted differently by focusing on both students and their teachers in an analysis on the effects of using L1 in teaching L2. The second section dealt with perceptions of teachers regarding the use of L1 and L2 to facilitate the learning process. This part of the research will interview two teachers; one teacher uses L1 and the other uses L2. Regarding these interviews, the researcher will state the teachers' perceptions of the use of L1 and L2 to assist the learning process. The third section concerns the relationship between teachers' and students' perceptions of language learning to the actual L1 and L2 use in the classroom. In this section, researchers realized that teachers' and student's perceptions on learning the second language influence the learning outcomes. Several Studies have investigated the relationship between students' perceptions and beliefs in learning a second language. However, a limited number of them have investigated the relationship between L2 teachers and L2 learners in terms of beliefs and perceptions. Finally, teachers' and students' beliefs on the role of L1 and L2 in the Arabic foreign language classroom contribute to the acquisition of L2. Most

schools in the Arabic region use Arabic language in teaching and instructing learners. Teachers and students should change their beliefs and use the appropriate language while in an English second language classroom. Several researchers had done studies about the teachers' and students' beliefs on the roles of L1 and L2 in the Arabic foreign language classroom, where Arabic speakers learn English; however, there is limited research about the role of L1 (English) in learning L2 (Arabic) in English foreign language classroom. This research will investigate how the use of L1 affects the level of L2 acquisition among American learners.

2. RESEARCH METHODOLOGY

The research methodology of any research is very important to define as it lays out essential parameters on which a research is based upon. Walliman states that methodology assists a researcher in identifying the research approach which in turn helps in defining the sampling strategy and sampling size along with the research strategy (3). The research methodology of this report will discuss the research approach, research design, the tools used and the sampling size and strategy respectively.

2.1. Research Approach

The research approach which has been adopted in this particular research is qualitative approach. Qualitative research approach has been chosen as it has advantages like richness of data and realism attached to it and allowed the researcher to gain an in-depth understanding of human behavior (Malhotra, 202).

2.2. Research Questions

Three research questions were formed to achieve the research objectives. These three questions are as follows:

1. What are the effects of using L1 (English) in classrooms to facilitate the learning process of Arabic for students?
2. What are the effects of using L2 (English) in classrooms to facilitate the learning process of English for students?
3. What are the effects of using L1 and L2 in classrooms to facilitate the learning process of English for students?
4. What are the perceptions of teachers regarding use of L1 and L2 in classrooms to facilitate the learning process of students?

To answer these research questions, students and teachers were asked to fill certain questionnaires. The research is therefore focused on understanding students and teachers' perceptions towards use of a certain language in classrooms and how it affects the learning process of another or same language.

2.3. Research Design

The research design was created solely by the researcher herself as the researcher has made use of qualitative and inductive approach. Therefore, the methods, designs and procedures have been developed by the researcher.

The researcher firstly collected primary data from students studying within Missouri State University using a questionnaire. The questionnaire was developed using an online tool by the name of survey monkey. Data was collected from students in two ways: the American students were targeted using direct mail strategy by using the university mail while the Iraqi and Arabic students were sent links of the online survey using the social media tool, Facebook. Three questionnaires were made use of in this study as three different samples had been chosen by the researcher to understand clearly how use of certain language affects learning process in classrooms. Amongst the three different samples which were chosen for the study, the first sample was of American students studying Arabic in Missouri State University. The second sample chosen was that of Arabic students at ELI studying in Missouri State University while the third sample chosen was of Iraqi students, 8 of which study in University of Central Florida while 6 Iraqi students were studying in Missouri State University. The Iraqi students used L1 while learning L2 whereas in USA, ELI is taught using the only English rule.

The researcher also conducted interviews from two teachers in the same university. Two questionnaires were made use of during interview as two teachers teaching in different classrooms were interviewed. Once the researcher collected the data, it was analyzed with the help of graphs and simple mathematical percentages. The graphs enabled data to be visually presented which assisted the researcher in understanding the findings clearly and hence drawing conclusions. Graphs also made it easier for different data to be compared easily with another data set.

2.4. Research Strategy

Data was collected from two different sources: students and teachers. To collect data from student, three different questionnaires were used. The data collected however was presented using simple graphs so that there is consistency in reporting results and comparison of results can be made easier. The data collected from the teachers was also accumulated using questionnaires and again a separate questionnaire was used for the two samples identified.

2.5. Questionnaires Design and Development

Questionnaire design and development plays a crucial part in collecting data. The researcher in this case had to make use of three different questionnaires as three varying samples had been defined for this research to answer the research questions formulated. The researcher made use of both close and open ended questions depending on the requirements of the question and whether additional insights of respondents is required or not.

2.5.1. Questionnaires for Students

Three questionnaires were floated to engage students to take part in the research. In the first questionnaire, 8 questions were formed, all of which were close ended. The second questionnaire consisted of 6 questions, most of which were close ended while one question was open ended as the researcher felt there was a need of deeper insight from respondents on that particular factor. The third questionnaire was the most important one as it was developed to test two different parameters unlike the first and second questionnaire which tested only use of one language in a certain setting. Therefore, 10 questions were made use of, most of which were close ended in nature. However, a table which consisted of several options and had Likert scale embedded within it tested 7 different factors which affect students' learning within a classroom based on using either first or second language.

2.5.2. Interview Questionnaires for Teachers

To facilitate the interview process, two questionnaires were designed. 8 questions were made use of in both the questionnaires but the questions varied amongst the two questionnaires formed. All questionnaires were formed in such a manner that they were concise, were easy to fill in and were understandable. Open ended questions were used only when the researcher felt that a deeper insight from respondents was required. The questions included within the questionnaires were developed very carefully. Each question included in the different questionnaires assisted in answering the research questions.

2.6. Sampling Strategy and Sample Size

Sampling strategy which was used in this research was a combination of convenience and purposeful sampling. Convenient sampling was used as it allowed the researcher to waste little time and was easy to be made use of. Purposeful sampling on the other hand was used as the researcher selected the sample which best suited the research.

The sample size was not pre-defined. The researcher floated the questionnaires to different students and received different numbers of responses for each. The first questionnaire received 7 responses from American students.15 students answered the questionnaires targeted towards answering the second research questions while for the third research question, 14 students filled the questionnaires. The sample size for interviews on the other hand was set at one teacher each.

3. DATA FINDINGS, ANALYSIS AND DISCUSSION

3.1.   Procedure

Data was collected from two different sources: students and teachers. To collect data from student, three different questionnaires were used. Two modes were used to float the questionnaires. The Iraqi and Arabic students were targeted through survey questionnaires using the website survey monkey. The link was sent to the potential respondents through Facebook. The American students on the other hand were sent the link of survey monkey using the university email.

The data collected however was presented using simple graphs so that there is consistency in reporting results and comparison of results can be made easier. The data collected from the teachers was also accumulated using questionnaires and again a separate questionnaire was used for the two samples identified.

3.2. Data Findings and Analysis

Data findings and analysis will be presented in two sections. Each section will then be sub divided to represent the research question which had to be answered to achieve the research's objectives. The two sections which have been recognized to represent data findings and analysis are students and teachers to make the results appear more clear and easy to understand.

3.2.1. Section 1: Students

3.2.1.1 Questionnaire One: Analyzing the effects of using L1 (English) in classrooms to facilitate the learning process of Arabic for students

Seven students were gathered to fill the questionnaires. These are the American students studying level 101, 201 Arabic courses in Missouri State University. The findings are represented using simple graphs and an analysis has been presented accordingly.

Question One:

1. Do you think it is appropriate to use first language(English) in your Arabic classrooms?

Answered: 7   Skipped: 0

Answer Choices	Responses	
Yes	100.00%	7
No	0.00%	0
Total		7

The first question which was asked was targeted towards understanding whether it is appropriate to use English in classrooms while learning Arabic. All 7 students which represent 100 percent of the sample size replied affirmatively.

Question Two:

When do you think using first language in your Arabic classrooms is most appropriate?

Answered: 7   Skipped: 0

Answer Choices	Responses	
a.To explain difficult concepts	85.71%	6
b. To introduce new material	100.00%	7
c. To test	28.57%	2
d. To have fun with students	28.57%	2
e. To carry out group work	28.57%	2
f. To help in comprehension	71.43%	5
Total Respondents: 7		

To understand when L1 language should be used most during classrooms, the students were asked to choose the options which they could relate to. It was recorded that all 7 students (100 percent) of the sample size chose the option of introducing new material. This was followed by 6 students (85.7 percent of sample size) choosing the option of explaining difficult concepts and 5 students (71.4 percent of sample size) to help in comprehension. Hence, it can be clearly seen that most of students chose similar options and agreed on several factors accumulatively.

Question Three:

According to you, what percentage of time should first language be used in your Arabic classrooms?

Answered: 7   Skipped: 0

Answer Choices	Responses	
a. 0%	0.00%	0
b. 0-20 %	0.00%	0
c. 21-30 %	14.29%	1
d. 31- 40 %	42.86%	3
e. 50 % or above	42.86%	3
Total		7

When students were asked which percentage of time should English be used in classrooms, 3 students chose the option 31-40 percent while the other 3 chose 50 percent of above which represents 85.7 percent of sample size. Hence, the students want English to be used more in classrooms.

Question Four:

Why do you prefer the use of first language in your Arabic classes?

Answered: 7   Skipped: 0

Answer Choices	Responses	
a. I feel more comfortable	14.29%	1
b. I can understand well	85.71%	6
c. I feel less tense	0.00%	0
d. I can focus better	0.00%	0
Total		7

When students were asked why were they keen on using English language in Arabic classes, 6 students (85.7 percent of sample size) expressed that they will be able to understand well in classrooms while 1 (14.2 percent of sample size) student expressed that he will feel more comfortable in classroom.

Question Five:

Do you feel that use of first language in your Arabic class assists you to learn this language?

Answered: 7   Skipped: 0

Answer Choices	Responses	
a. No	0.00%	0
b. Moderately less	0.00%	0
c. Fairly much	28.57%	2
d. A lot	71.43%	5
Total		7

The result of the question that does use of L1 (English language) aid in the learning process, all the students replied positively. 2 students (28.6 percent of sample size) expressed that it helps fairly much while 5 students (71.4 percent of sample size) stated that it helps a lot.

Question Six:

According to you, if teachers adopt the strategy of using only Arabic language in classrooms, will it aid your learning or no?

Answered: 7   Skipped: 0

Answer Choices	Responses	
a. Yes	14.29%	1
b. No	85.71%	6
Total		7

When it comes to understanding whether teachers should use only Arabic rule in classroom, only 1 student (14.2 percent of sample size) replied with Yes while 6 students (85.7 percent of sample size) expressed that it will not aid the learning process. This shows that students prefer teachers who do not apply the rule of Arabic only.

Question Seven:

Use of first language during Arabic classes deters

Answered: 6   Skipped: 1

Answer Choices	Responses	
a. Learning proper Arabic grammar and use of tense	0.00%	0
b. Confidence in communicating in Arabic	83.33%	5
c. Writing properly in Arabic	16.67%	1
d. Comprehending Arabic language properly	33.33%	2
Total Respondents: 6		

However, the researcher also tried to find out how using L1 (English language) in classrooms deters the learning process. 5 students (83.3 percent of sample size) commented that it prevents confidence to be built in students to speak Arabic while 2 students (33.3 percent of sample size) showed concern that it affects their ability to comprehend the Arabic language properly.

This questionnaire helped the researcher in answering the first research question. This is because the researcher was able to find out that using L1 language assists students learning L2 and helps them to understand difficult concepts. However, students feel that using only L1 will hinder the learning process and using L1 excessively affects confidence levels as well. Alternative graphs of these findings can be found in Appendix A.

Questionnaire Two: Analyzing the effect of using L2 (English) in classrooms to facilitate the learning process of English for students

To answer research question two, 15 Arabic students at the ELI who were graduate students at Missouri State University were asked to fill out a questionnaire consisting of both open and close ended questions. The data is presented in graph form and an analysis is provided as well.

Do you prefer being taught only in English language?

Answered: 15   Skipped: 0

Question One:

Answer Choices	Responses	
a. Yes	53.33%	8
b. No	46.67%	7
Total		15

When students were asked whether they preferred being taught in only English language, the results were very close. Of the 15 students, 8 students (53.3 percent of sample size) responded with a yes while 7 students (46.7 percent of sample size) said no.

Question Two:

What does use of English only rule aids most in

Answered: 15   Skipped: 0

Answer Choices	Responses	
a. Defining new vocabulary	26.67%	4
b. Communicating effectively in English	40.00%	6
c. Learning proper English grammar and tenses	6.67%	1
d. Gaining confidence while using English language (written and oral both)	40.00%	6
Total Respondents: 15		

When the students were further asked what does "English only" rule mostly aid them in, 6 students (40 percent of sample size) opted for the option gaining confidence while using English language and the same number of students chose the option communicating effectively in English. Therefore, the students focus was on communication than other factors.

Question Three:

Rule of using only English in class causes problems mostly in

Answered: 15   Skipped: 0

Answer Choices	Responses	
a. Understanding complex concepts	66.67%	10
b. Gaining confidence	26.67%	4
c. Catching up with the class procedures and lessons	20.00%	3
d. Language acquisition process	0.00%	0
Total Respondents: 15		

When students were asked how the rule of English only causes problems most in, a total of 10 students (66.7 percent of sample size) claimed that it deters understanding of complex concepts while 4 and 3 students (26.7 and 20 percent of sample size respectively) stated that it results in problems in gaining confidence and catching up with procedures and lessons. Therefore, students mostly felt that when a complex concept is taught, use of first language should be made by teachers.

Question Four:

According to you, what percentage of time should English language be used in your classrooms?

Answered: 15   Skipped: 0

Answer Choices	Responses	
a. 0%	0.00%	0
b. 0-20 %	6.67%	1
c. 21-30 %	6.67%	1
d. 31- 40 %	6.67%	1
e. 50 % or above	80.00%	12
Total		15

Most of the students (12 students which make up 80 percent of sample size) were in favor of English language being used 50 percent or more in classes. When compared to using only Arabic to teach Arabic in classrooms, the students' responses were divided between 31-40 % and 50 % or above options. Hence, there is a deviation in responses when a different language is being taught in a class.

While communicating with your friends in classroom you prefer using

Answered: 15   Skipped: 0

Question Five:

Answer Choices		Responses	
▼ a. English		73.33%	11
▼ b. Arabic		20.00%	3
▼ Other (please specify)	**Responses**	6.67%	1
Total			15

Most of the students that are 11 students of 15 students (73.3 percent of sample size) said they communicate in English during their English classes. This shows high acceptability of English language in the classrooms.

Question Six: What is the reason for communicating in the languages chosen above?

When students were asked why they use the languages chosen above for communication, the responses varied. For students who chose English language, the responses varied from *"To improve my English"* to *"Because that could help the person acquire the language and get confidence".* Therefore the focus was on building the English communication skills. People who chose Arabic language stated that they use it because it is their native language since responses written included *"Easy and my native language".* Hence the stress here was on convenience in using Arabic language to communicate.   Use of open ended question here made it easier for respondents to express themselves and allowed the researcher to deeply understand the reasoning behind choosing the language they have stated.

This questionnaire assisted the researcher in comprehending how English only affects the learning process. It was seen that students preferred being taught in English but they did find it difficult to learn L2 when new or difficult concepts were taught in class. Alternative graphs of these findings can be found in Appendix B.

1.1.1.1. Questionnaires Three*: Analyzing the effect of using L1 and L2 in classrooms to facilitate the learning process of English for students

14 Iraqi students were answered research question number three. 8 of them were students at the University of Central Florida while 6 Iraqi students were studying at Missouri State University. The Iraqi students used L1 while learning L2 when in Iraq, whereas in the USA, ELI is taught using the English-only rule. The answers are again presented in graph form to maintain consistency and an analysis is provided as well.

Question One: Tick the options which apply to you

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Total	Average Rating
In English class, I feel it is best that my teacher understands my Language	0.00% 0	35.71% 5	14.29% 2	35.71% 5	14.29% 2	14	3.29
I always sit next to a person who can communicate in my first language with me in class	28.57% 4	21.43% 3	28.57% 4	14.29% 2	7.14% 1	14	2.50
I feel that it is not important in communicating in English as long as I am finishing my work	50.00% 7	28.57% 4	7.14% 1	14.29% 2	0.00% 0	14	1.86
Use of dictionaries to translate words and phrases should be allowed	0.00% 0	7.14% 1	21.43% 3	57.14% 8	14.29% 2	14	3.79
I communicate in my first language more than I communicate in English during classroom	50.00% 7	28.57% 4	7.14% 1	7.14% 1	7.14% 1	14	1.93
I feel that communicating only in English makes me nervous and affects my confidence	21.43% 3	35.71% 5	28.57% 4	14.29% 2	0.00% 0	14	2.36
I believe that my class should have English only policy to aid learning process	0.00% 0	14.29% 2	21.43% 3	28.57% 4	35.71% 5	14	3.86

For the first question, a table was used and Likert scale from strongly disagree to strongly agree range was made use of. For the first question, the responses were more inclined towards students wishing that their teachers understood their language as 5 students (35.7 percent of sample size) and 2 students (14.3 percent of sample size) chose agree and strongly agree respectively. The responses for the second question varied and did not yield any proper results. This is because 4 students (28.6 percent of sample size) chose the option of neither agree or disagree while most of the students (7 students which makes 50 percent of sample size) chose the option of disagree and strongly disagree.

For the third question, 50 percent of sample size that is 7 out of 14 students strongly disagreed to the statement that it is not important to communicate in English as long as they are finishing their work. However, 8 students (57.1 percent of sample size) did agree to the statement that use of dictionaries should be allowed in class to make translation process easier. Nevertheless, it must be noticed that when students were asked to rate statements such as "I communicate in my first language more than English during classrooms" and "I believe that my class should have only English policy to aid learning process", 7 students of 14 students (50 percent of sample size) replied with strongly disagree for the former statement and again 7 students (50 percent of sample size) replied with agree and strongly agree for the latter. Hence use of English language was accepted by students more than use of L1 language.

Which language do you use the most in your class?

Question Two:

Answered: 14   Skipped: 0

Answer Choices	Responses	
a. English	85.71%	12
b. First language	14.29%	2
Total		14

When students were asked which language they use mostly to communicate, 12 students (85.7 percent of sample size) replied with English language. The result for this question is similar to that of the question asked from students learning English using L2 language only in classrooms. Hence, acceptability of using English language is high in this university.

Question Three:

I usually communicate in English

Answered: 14   Skipped: 0

Answer Choices		Responses	
a. To improve my English skills		42.86%	6
b. To be more confident in class		21.43%	3
c. To understand concepts more efficiently		35.71%	5
Other (please specify)	Responses	0.00%	0
Total			14

When students were asked why they use English language, most of them (6 students which make up 42.9 percent of sample size) commented that because they want to improve their English skills while 5 students (35.7 percent of sample size) stated that they use English to understand concepts more efficiently. The results were again similar to those students who were taught using L2 language and asked what English mostly aids them in. Most of them had focused on building English skills and communication skills.

I communicate in my first language when

Question Four:

Answered: 13   Skipped: 1

Answer Choices		Responses	
a. I need to ask my friend to explain me a concept		38.46%	5
b. When I need to check the meaning of a new word		15.38%	2
c. I cannot think of the correct English word to use		30.77%	4
d. When I am talking about personal things		15.38%	2
Total			13

To understand why students communicate in L1, a question was asked providing them with 4 options to choose from. 5 students (38.5 percent of sample size) chose the option of asking a friend for help to explain a concept while 4 students (30.8 percent of sample size) chose the option that they cannot think of a correct English word to use. Another 2 students (15.4 percent of sample size) chose the option when they need to check the menaing of a word. Therefore, the stress of students was on understanding meanings of words as they are still in learning phase.

Do you feel that English only rule will enhance your learning level?

Question Five:

Answered: 14   Skipped: 0

Answer Choices		Responses	
a. Yes		64.29%	9
b. No		35.71%	5
Total			14

When students of these classrooms when inquired about English rule only, 9 students (64.3 percent of sample size) said that yes it should be used while 5 students (35.7 percent of sample size) commented that no, it should not be used. The results were not similar to that of the result gained from sample used to answer research question two. There were approximately equal responses of both yes and no towards using English only in classrooms.

Question Six:

According to you, what percentage of time should first language be used in your English classrooms?

Answered: 14   Skipped: 0

Answer Choices	Responses	
a. 0%	50.00%	7
b. 0-20 %	28.57%	4
c. 21-30 %	14.29%	2
d. 31- 40 %	0.00%	0
e. 50 % or above	7.14%	1
Total		14

Most of the students (7 students of 14 students making 50 percent of sample size) felt that first language should not be used in classrooms at all. This was followed by 4 students (28.8 percent of sample size) choosing the option of 0-20 percent. Hence, most of the students did not feel that first language should be used in classrooms.

Question Seven:

According to you, what percentage of time should English be used to teach you in your English classrooms?

Answered: 14   Skipped: 0

Answer Choices	Responses	
a. 0%	0.00%	0
b. 0-20 %	0.00%	0
c. 21-30 %	7.14%	1
d. 31- 40 %	0.00%	0
e. 50 % or above	92.86%	13
Total		14

92.9 percent of sample size which means 13 out of the total 14 students commented that 50 percent or above times, English language should be used in classrooms. The results were almost similar to those students chosen for research question two who were asked the same question as 80 percent of the sample size chose the option of 50 percent or above.

Do you feel use of both languages (first language and second language) makes learning English language confusing?

Answered: 14   Skipped: 0

Question Eight:

Answer Choices	Responses	
a. Yes	50.00%	7
b. No	50.00%	7
Total		14

The response of this particular question was divided amongst both the options given to students. The 14 students chose the options of Yes and No equally which makes the results unclear.

Question Nine: According to you which language (first or second) aids in effective learning? Why?

This question was an open ended question. The responses included comments like "second language aids in effective language because it can assist students to focus more on all the details" to " second language can aid in effective learning more because in order to be fluent, students have to start thinking in the target language". Therefore, the focus of students was on learning to use English effectively so that they can achieve command over the language.

This particular questionnaire was able to show that students preferred that English should be used more in classrooms as they feel it aids in the learning process. But they again agreed to the fact that new or difficult concepts should be explained in L1. Alternative graphs of these findings can be found in Appendix C.

3.2.1.2. Section Two: Interview with Teachers

3.2.1.2.1. Interview with Teacher A

To understand how learning process is affected if teachers make use of L1 in classes and their perceptions and feelings towards use of L1 in classrooms, Teacher A, a teacher teaching Arabic in Missouri State University was interviewed. The interview comprised of answering 8 questions in total (see Appendix D). Teacher A is currently teaching level 101 and 201 in the university. When the instructor was asked to express his feelings regarding the use L1 in classrooms, he stated that he thinks L1 should be used in classrooms that are in the beginner levels like 101 and 201 classes which he is teaching. In advanced classes according to him, use of L1 should not be present. The instructor further revealed that he uses L1 mostly in classes to communicate better with his students or to teach them a new concept or word. As soon as the students know a certain word, he stops saying that word in L1.

Moreover, Teacher A added that he uses L1 more than 50 percent in his classrooms as he feels that use of L1 in his classrooms aids in learning new concepts, understanding difficult words and concepts and to teach proper grammar and usage. He felt that use of L1 affects the learning process as students can be made to feel comfortable to learn and understand main objectives of lessons by using it and he further added that advantages of using L1 include reducing communication barrier between him and the students. Additionally, the teacher commented that by using L1, students do respond more because they can be explained how to speak a certain word more clearly if L1 is used. However, the teacher did express his concerns over the fact that use of excessive L1 language hinders students from being exposed to the target language they have to learn. He also kept stressing on the fact that he makes use of L1 language only in beginner levels. As soon as students reach an advanced or intermediate level, he does not use L1 in classrooms and communicate sonly in L2.

3.2.1.2.2. Interview with Teacher B

An instructor teaching in Missouri State University was interviewed to further understand the effect which using L2 only in classrooms has towards learning that particular language (see Appendix E). The instructor's perceptions and feelings towards using L2 in classrooms were also understood during the interview. The instructor interviewed teaches in ELI within the university and concentrates on building English writing, grammar, spelling, reading, speaking and listening skills. The instructor expressed that he uses English language in his classrooms (L2) since he has students from various backgrounds and this enables everyone to understand him. He further comments that if L1 is used in classrooms by the teacher, it will not enhance English learning and understanding skills since students will just communicate in L1. This is why he prefers using L2, 50 percent or above in his classes as he feels that doing so will enable students to not only learn new concepts and words, but will also help them gain confidence and teach them proper English grammar and usage. The instructor also added that students mostly converse in English in his classes and he encourages the use of English through motivation and reward of learning the course.

However the instructor feels that at times only using English in classrooms can lead to students not understanding the concepts and feeling lost in class. Nevertheless, the instructor stressed that use of English needs to be enhanced in advanced levels but using L1 for beginner classes is acceptable. Therefore, it can be clearly seen that both teachers agreed on a lot of facts. For instance, they both expressed the same feelings towards using L1 during beginner levels as being acceptable. They also agreed that excessive use of L1 language might hinder in learning L2 language but L1 language can be used to make students understand new or difficult concepts more clearly.

4. DISCUSSION

For research question one, it must be noted that both the teacher and students studying in levels 101 and 201 agreed on various factors. They both felt that use of L1 in classrooms is acceptable and also expressed that use of L1 for more than 50 percent of the time is appropriate. Furthermore, the instructor and students again agreed that using L1 assists in explaining difficult concepts, introducing new materials and in comprehension. Apart from that Teacher A and the students both stated that students feel more comfortable if L1 is used in classrooms and aids in their understanding of the new language. Additionally both parties agreed fully that use of L1 in classrooms does aid in learning of new language but again deters in communicating in the new language properly since use of target language is not maximized. However the instructor did stress on the fact that such high use of L1 in this classroom is made only at beginner levels and as students' progress in classroom, the use of L1 language minimizes while no such indication was seen in the students' responses.

To answer research question 2, 15 students were gathered to fill a questionnaire while Teacher B, an instructor in the same university teaching only in English in his classes was interviewed. It was noticed that more than 50 percent of students expressed being taught in English while the instructor during his interview stated that he prefers teaching only in English language in his classes. Students agreed with the instructor that English only rule aids in effective communication, gaining confidence while using English and also learning new words and vocabulary. Similarly both students and instructor fully agreed that English only rule does deter students learning new and complex concepts at times since students can feel lost. Additionally, more than 80 percent of students had expressed that English should be used 50 percent or more in classrooms. The instructor had clearly mentioned that he motivates use of English in his students which reflects in students' responses that they mostly communicate in English as it helps in learning the language effectively. Therefore, both students and instructor were agreeing on the fact that use of L2 results in effective learning of that language.

When students who were taught both in L1 and L2 were asked to fill questionnaires, it was noticed that these students preferred using English in classrooms and they usually communicate in L2 since they want to improve their language, understand the concepts well and also be more confident while communicating in English. However, they did express that they do use L1 when they want to understand a concept or when they cannot talk properly in English. Additionally, they expressed that English only rule will enhance their learning level and should be used 50 percent or above in the classroom. They also expressed very strongly that they prefer communicating in English and commented that use of L1 in classrooms should be restricted.

Therefore, the three research questions clearly showed that students in beginner levels preferred use of L1 since they required a clear understanding of concepts and need to feel comfortable while learning the new language. The instructors and students also expressed very clearly that use of L2 should be enhanced in intermediate and advanced

levels as students will be able to learn concepts and communicate better in English if only L2 is used. They also commented that use of L1 should be restricted in advanced levels as it deters learning of new language.

CONCLUSION

This research focused on understanding how use of L1 and L2 languages facilitates the learning process for students. The research gathered views and opinions of students and instructors both to fully comprehend which language facilitates the learning process. It was deduced that students and instructors agreed on a number of factors. Firstly, both the students and instructors were at par when they stated that L1 should be used to teach difficult or new concepts. This was noticed not only in the beginner levels of 101, 201 students but also amongst the higher levels. Secondly, it was noticed that even though students expressed use of L1 to explain certain concepts, they were against use of L1 fully in class and preferred being taught in L2 more as it aids their learning process. This was also noticed within the instructors' answers as they felt use of excessive L1 language hinders the learning process of the new language. Moreover, instructors and students alike felt that use of L2 language assists in learning that language more efficiently and also improves the confidence levels of students while communicating in the new language.

However, varying degrees in opinions between students and instructors were noticed regarding the extent to which L1 should be used. The beginner level students felt that L1 should be more frequently used while higher level students expressed that excessive use of L1 should be prohibited or L1 should be purely restricted unless when there is a dire need for it to be used (to explain a difficult word or a new concept). It should be noted here however that students in beginner levels even though commented that they want L1 to be used frequently, the majority said no to using only L1 rule in classrooms. On the other hand, majority of the students in higher levels and who were taught using English rule only, stated yes for the English rule.

The teachers' opinions did not vary though. The first teacher expressed that use of L1 should be more frequent in beginner levels but it should be restricted in higher levels while the second teacher expressed also stated similar opinions. Therefore, it can be clearly seen that comfort levels of students using L2 vary across different levels but teachers' opinions remained similar. It should also be reminded that teachers and students alike agreed on using L2, 50 or more than 50 percent in the classrooms as they feel it aids in understanding, communicating and learning the new language.

It can be hence very safely deduced that students and teachers agreed on using L1 in beginner levels to facilitate the learning process and minimizing the use of L1 and increasing the use of L2 in classrooms as the levels progressed to improve the effectiveness of the learning process for students. One limitation of this study is that there are several differences between the groups that been test such us: gender, age, L1, and years of studying L2. The study results may not reflect the learners' and teachers' actual performance, but provide worthwhile information about their beliefs regarding the use of L1 in learning L2. Further study can be done to test learners' and teachers' beliefs about L1 and L2 use and the actual use inside the classroom.
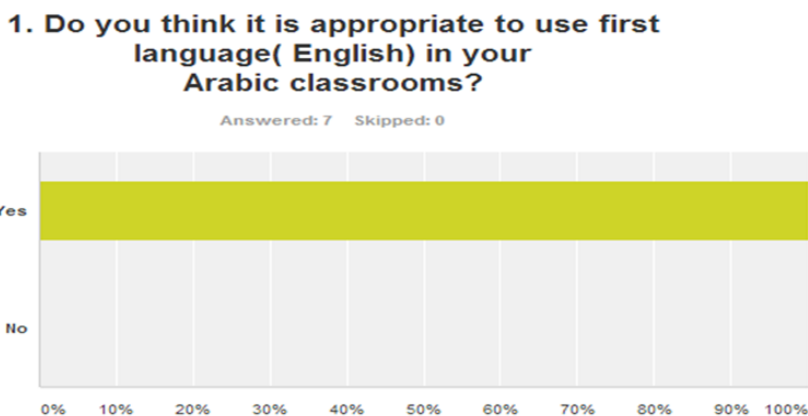
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Appendix A

Questionnaire One: Analyzing the effects of using L1 (English) in classrooms to facilitate the learning process of Arabic for students.

Question one:
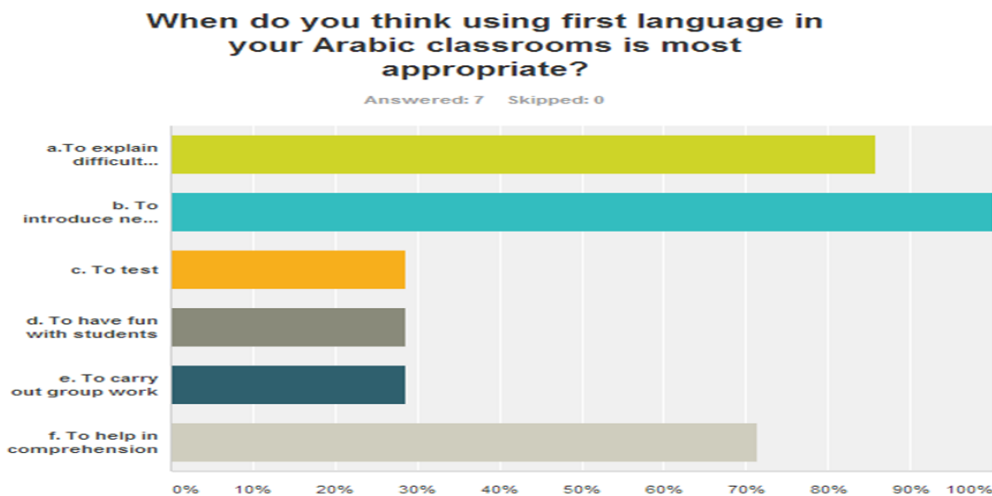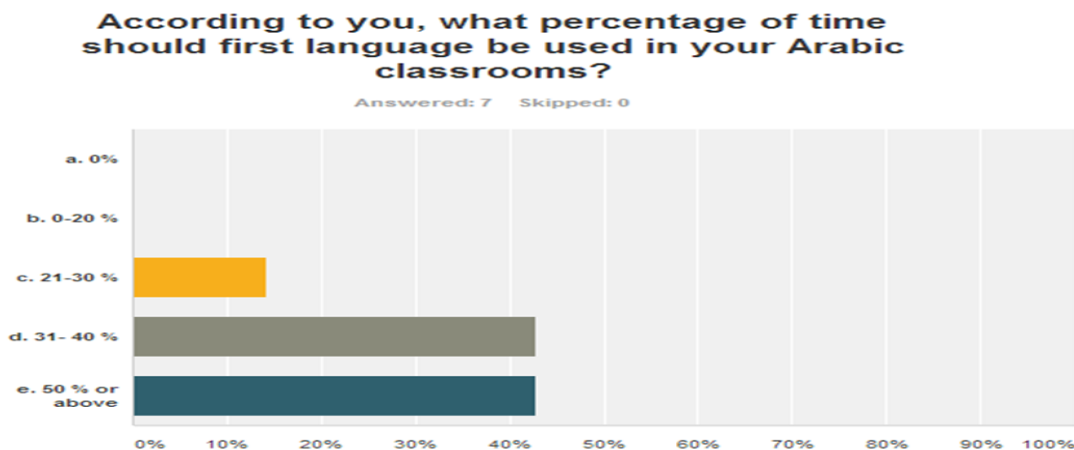
1. Do you think it is appropriate to use first language(English) in your Arabic classrooms?

Answered: 7   Skipped: 0

Questions two:

When do you think using first language in your Arabic classrooms is most appropriate?

Answered: 7   Skipped: 0

Question three:

According to you, what percentage of time should first language be used in your Arabic classrooms?

Answered: 7   Skipped: 0

Question four:

Why do you prefer the use of first language in your Arabic classes?

Answered: 7   Skipped: 0

Option	
a. I feel more comfortable	
b. I can understand well	
c. I feel less tense	
d. I can focus better	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Question five:

## Do you feel that use of first language in your Arabic class assists you to learn this language?

Answered: 7   Skipped: 0

Option	
a. No	
b. Moderately less	
c. Fairly much	
d. A lot	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Question six:

According to you, if teachers adopt the strategy of using only Arabic language in classrooms, will it aid your learning or no?

Answered: 7   Skipped: 0

Option	
a. Yes	
b. No	
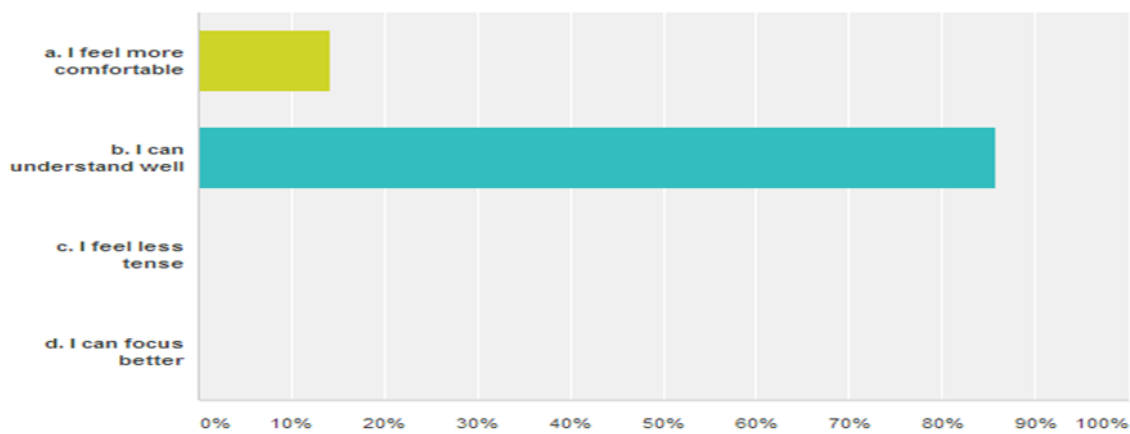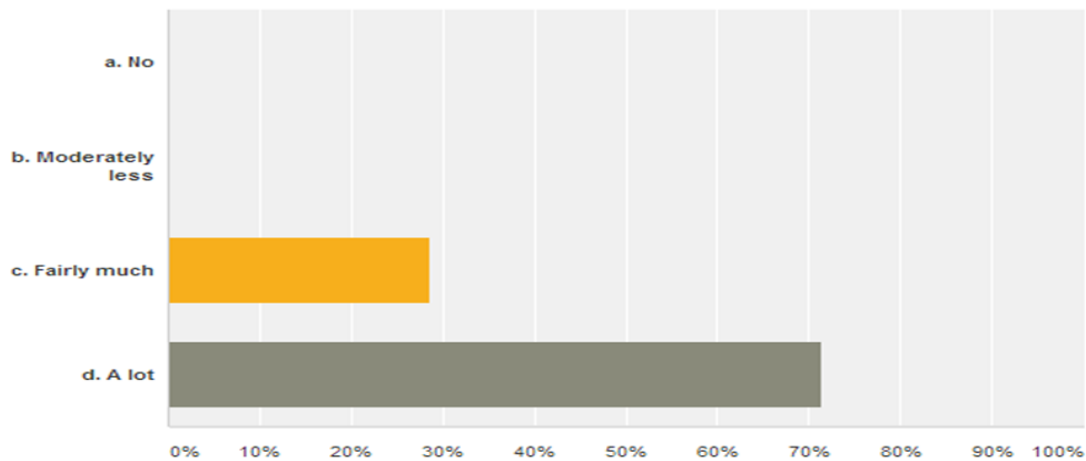
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
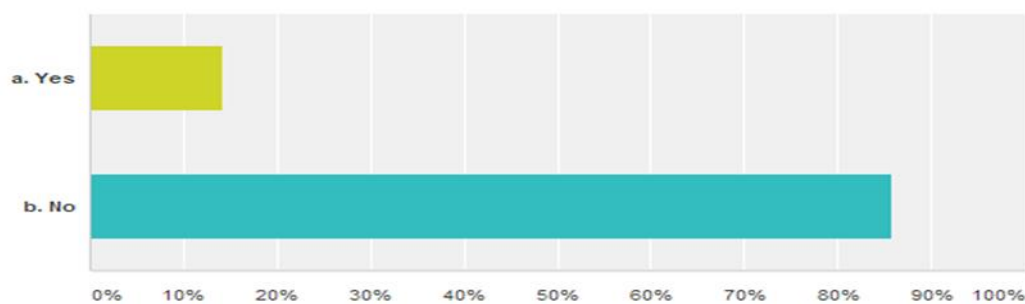
Question seven:

Use of first language during Arabic classes deters

Answered: 6   Skipped: 1

Appendix B

Questionnaire Two: Analyzing the effect of using L2 (English) in classrooms to facilitate the learning process of English for students.
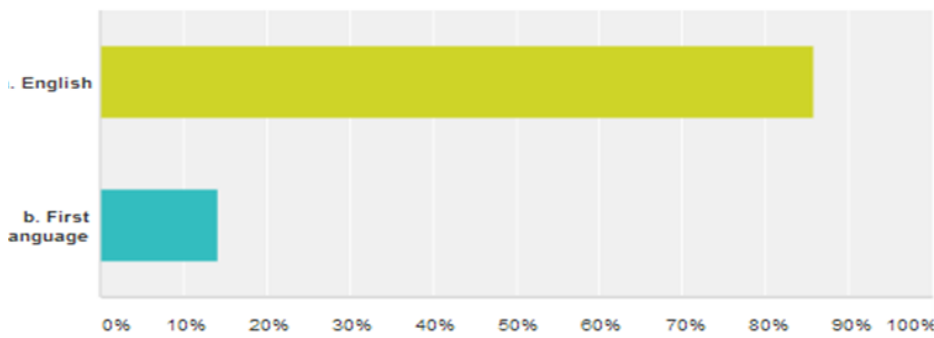
Question one:

Do you prefer being taught only in English language?
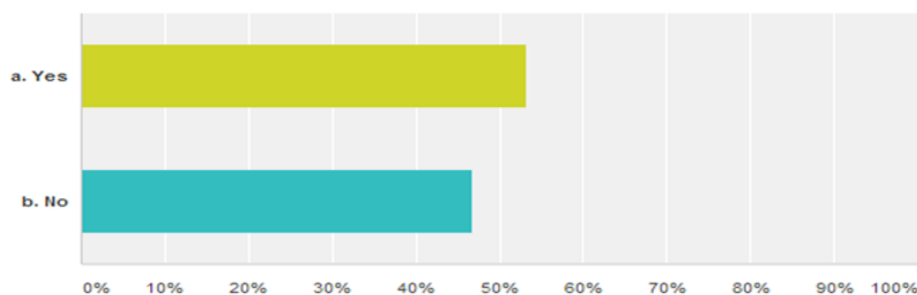
Answered: 15   Skipped: 0

Question two:

What does use of English only rule aids most in
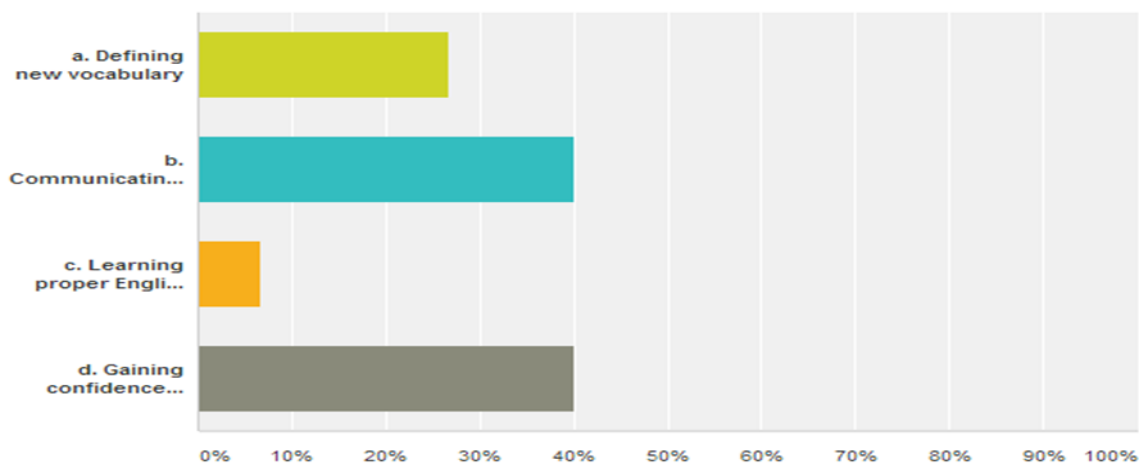
Answered: 15   Skipped: 0

Question three:

Rule of using only English in class causes problems mostly in

Answered: 15   Skipped: 0
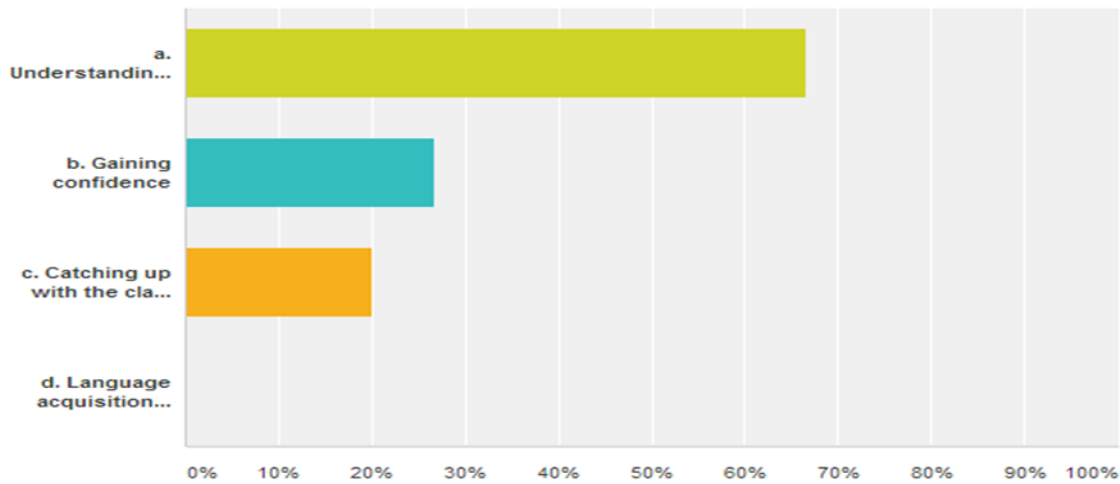
Question four:

According to you, what percentage of time should English language be used in your classrooms?

Answered: 15   Skipped: 0
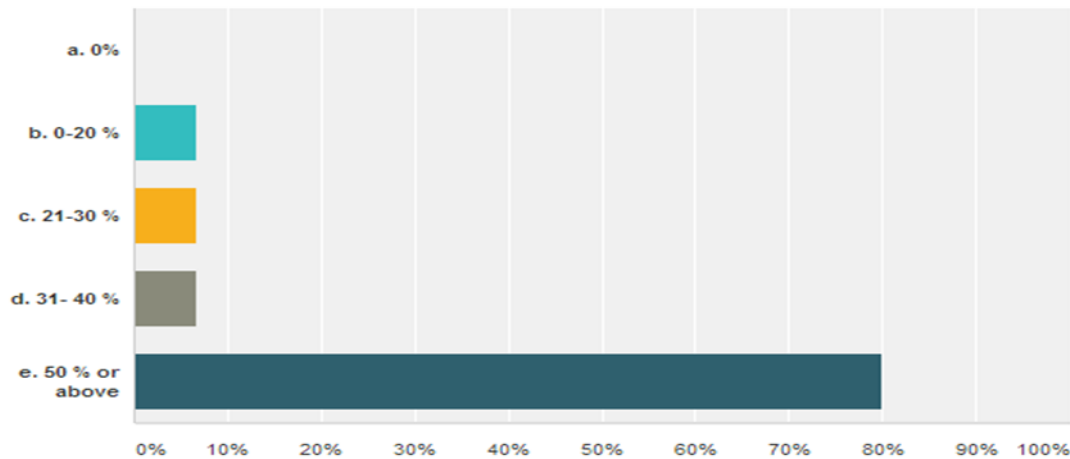
Question five:

While communicating with your friends in classroom you prefer using

Answered: 15   Skipped: 0
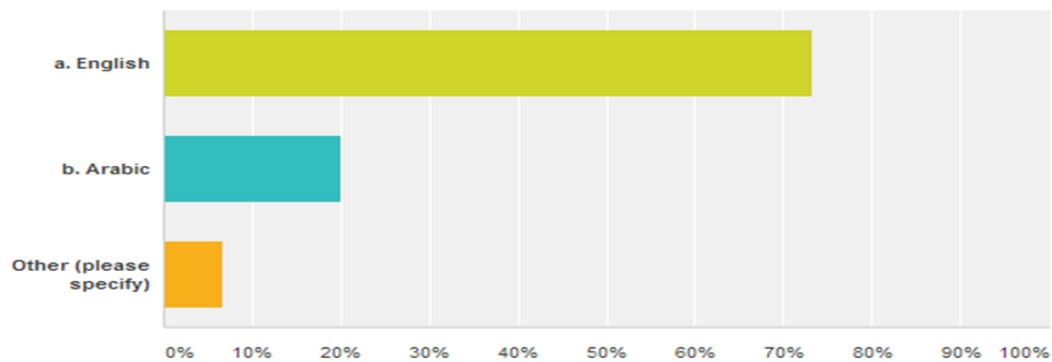
Appendix C
Questionnaires Three: Analyzing the effect of using L1 and L2 in classrooms to facilitate the learning process of English for students
Question one:

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Total	Average Rating
In English class, I feel it is best that my teacher understands my Language	0.00% 0	35.71% 5	14.29% 2	35.71% 5	14.29% 2	14	3.29
I always sit next to a person who can communicate in my first language with me in class	28.57% 4	21.43% 3	28.57% 4	14.29% 2	7.14% 1	14	2.50
I feel that it is not important in communicating in English as long as I am finishing my work	50.00% 7	28.57% 4	7.14% 1	14.29% 2	0.00% 0	14	1.86
Use of dictionaries to translate words and phrases should be allowed	0.00% 0	7.14% 1	21.43% 3	57.14% 8	14.29% 2	14	3.79
I communicate in my first language more than I communicate in English during classroom	50.00% 7	28.57% 4	7.14% 1	7.14% 1	7.14% 1	14	1.93
I feel that communicating only in English makes me nervous and affects my confidence	21.43% 3	35.71% 5	28.57% 4	14.29% 2	0.00% 0	14	2.36
I believe that my class should have English only policy to aid learning process	0.00% 0	14.29% 2	21.43% 3	28.57% 4	35.71% 5	14	3.86

Question two:

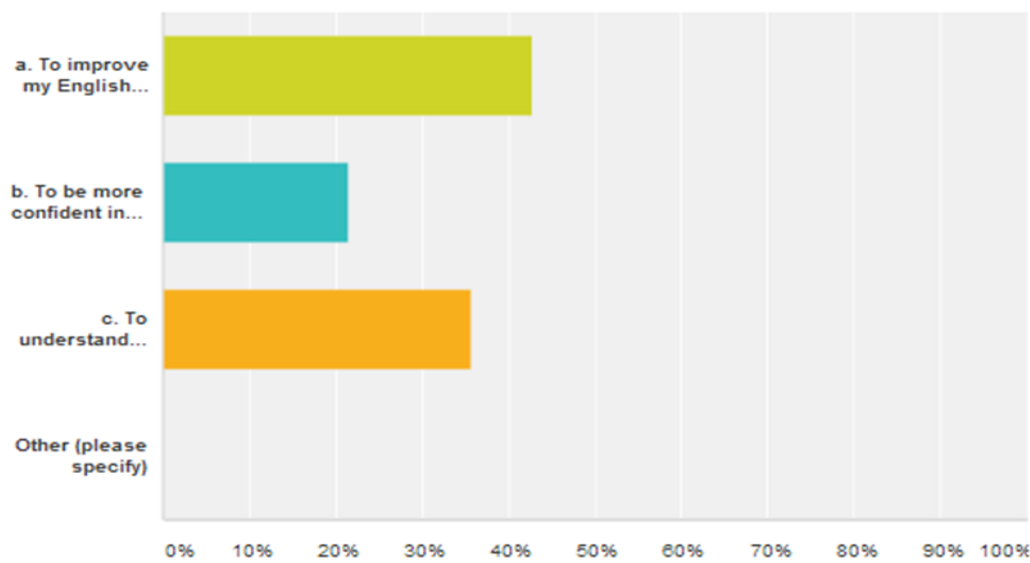## Which language do you use the most in your class?

Answered: 14   Skipped: 0

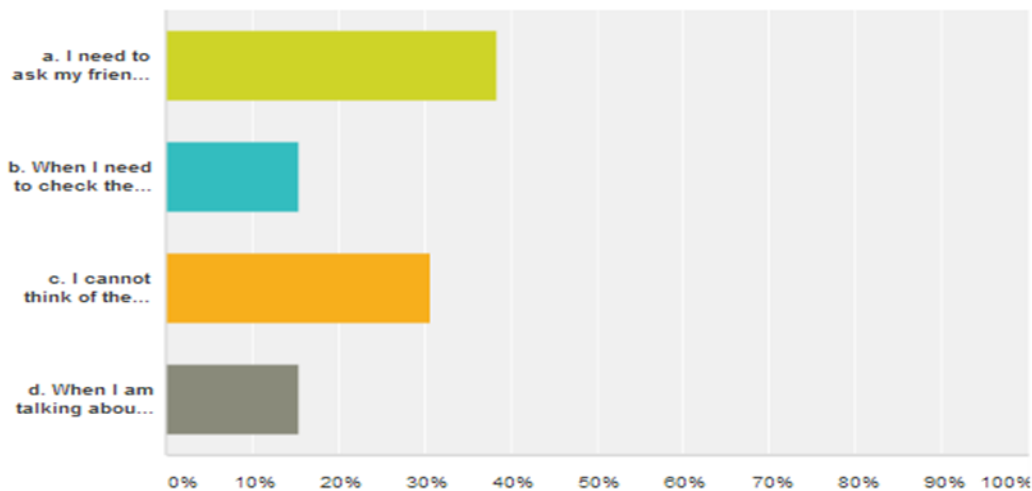

Question three:

I usually communicate in English

Answered: 14   Skipped: 0

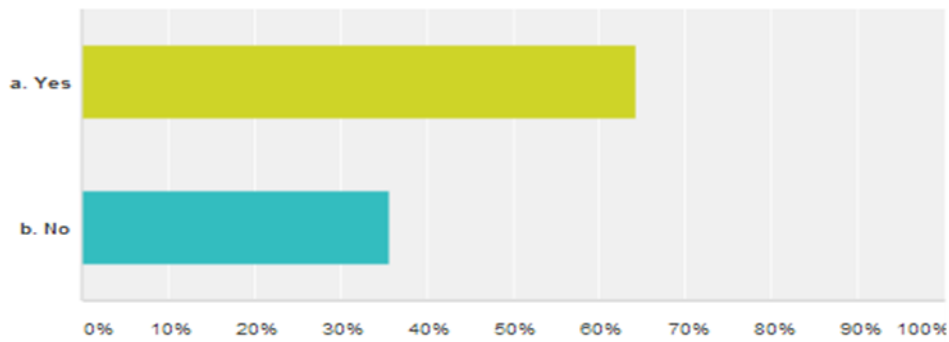
Question four:

I communicate in my first language when

Answered: 13   Skipped: 1

Question five:

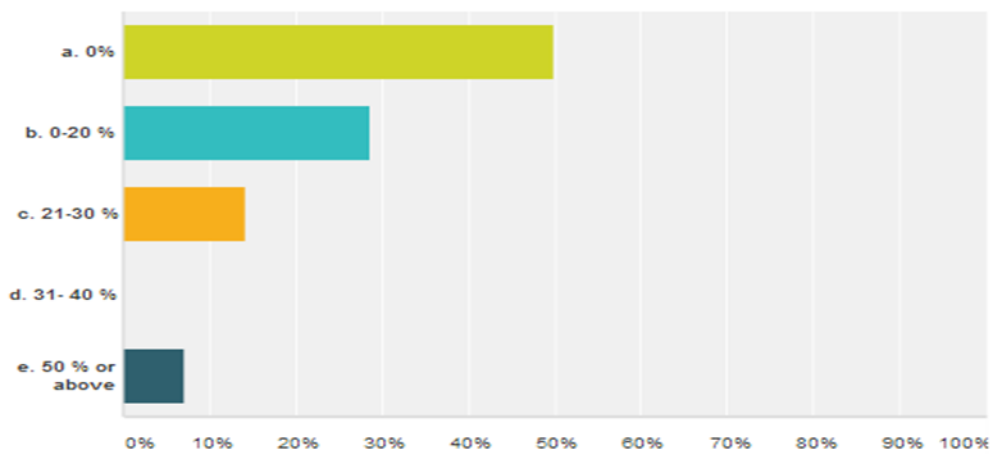## Do you feel that English only rule will enhance your learning level?

Answered: 14   Skipped: 0

Question six:

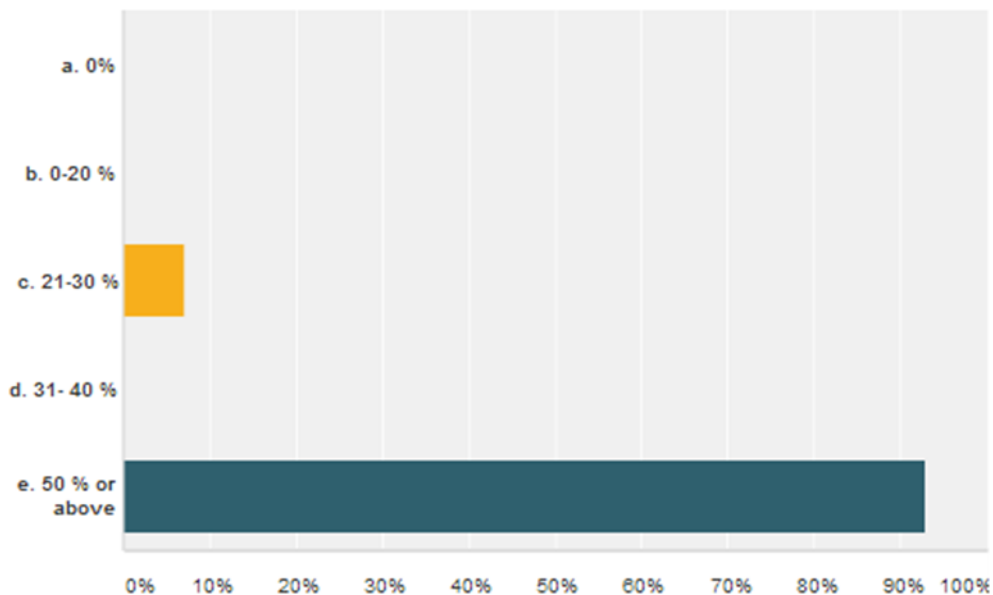## According to you, what percentage of time should first language be used in your English classrooms?

Answered: 14   Skipped: 0

Question seven:

According to you, what percentage of time should English be used to teach you in your English classrooms?
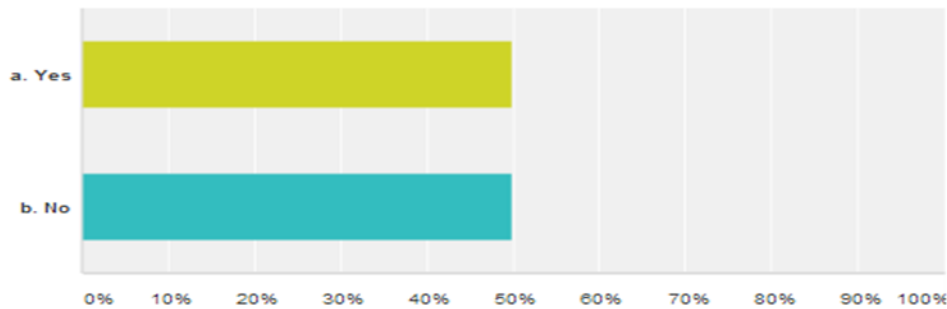
Answered: 14   Skipped: 0

Question eight:

Do you feel use of both languages (first language and second language) makes learning English language confusing?

Answered: 14   Skipped: 0

Appendix D
Interview Questions for Teachers using L1 in teaching (Teacher A)
1. What are your feelings towards using first language in your classroom?
2. When and why do you use first language in your classroom the most?
3. The percentage of time I use first language to communicate with my students is
a. 0%
b. 0-20 %
c. 21-30 %
d. 31- 40 %
e. 50 % or above
4. I feel using first language aids in
a. Learning new concepts
b. Understanding difficult words and concepts
c. Making students gain confidence
d. To teach them proper grammar and usage
5. Do you think using first language in the classroom affects the learning environment in the classroom? If yes how?
6. What are the main advantages and disadvantages of using first language in the classroom?
7. Are there particular moments when using first language becomes mandatory? If yes when?
8. When do students respond more? While using English or first language in classroom?

Appendix E
Interview Questions for Teachers using L2 in teaching (Teacher B)
1. Why have you opted for using English language in your class rather than first language?
2. What are the advantages and disadvantages of using English language in the classroom?
3. Do you feel that students might respond more if spoken in first language? If yes/no why?
4. The percentage of time I use English language to communicate with my students is
a.   0%
b.   0-20 %
c.   21-30 %
d.   31- 40 %
e.   50 % or above
5.   I feel using English language aids in
a.   Learning new concepts
b.   Understanding words and concepts
c.   Making students gain confidence
d.   To teach them proper English grammar and usage

6. What are your feelings towards teachers who make use of first language in classrooms during teaching?

7. Which language is mostly used by students in your classroom? How do you encourage them to use English language?

8. What are the moments when you feel that using English language is mandatory?