
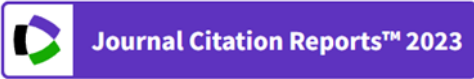



**The Influence of L1 in English Language Acquisition: A Case Study of ESL Learners at King Saud University**

**INTERACTIVE ARTICLE COVER**





**About the Journal**

<b>Journal DOI</b>	<a href="https://doi.org/10.21659/rupkatha">https://doi.org/10.21659/rupkatha</a>
<b>Journal Home</b>	<a href="http://www.rupkatha.com">www.rupkatha.com</a> 
<b>Indexed in</b>	Web of Science Core Collection™ Emerging Sources Citation Index (ESCI)
<b>Journal Impact Factor (JIF)™</b>	2022: 0.2   5 year: 0.2 <i>Source:</i> 

**About the Issue**

<b>Issue</b>	Volume 15, Number 2, 2023
<b>Issue DOI</b>	<a href="https://doi.org/10.21659/rupkatha.v15n2">https://doi.org/10.21659/rupkatha.v15n2</a>
<b>TOC</b>	<a href="https://rupkatha.com/v15n2.php">https://rupkatha.com/v15n2.php</a> 

**About the Article**

<b>Title</b>	<b>The Influence of L1 in English Language Acquisition: A Case Study of ESL Learners at King Saud University</b>	
<b>Author/s</b>	Syed Sarwar Hussain	
<b>Affiliation</b>	Department of English Language and Translation, College of Languages and Translation, King Saud University, Saudi Arabia	
<b>ORCID IDs</b>	<a href="https://orcid.org/0000-0001-9973-5477">0000-0001-9973-5477</a>	
<b>Review DOI</b>	<a href="https://doi.org/10.21659/rupkatha.v15n2.05">https://doi.org/10.21659/rupkatha.v15n2.05</a>	<b>Pages:</b> 1-24
<b>Full-text</b>	<a href="https://rupkatha.com/v15n205">https://rupkatha.com/v15n205</a> 	
<b>Full-text PDF</b>	<a href="https://rupkatha.com/V15/n2/v15n205.pdf">https://rupkatha.com/V15/n2/v15n205.pdf</a> 	
<b>Article History</b>	Submitted 10 April 2023, modified 29 May 2023, accepted 30 May 2023, first published 06 June 2023	
<b>Article Impact</b>	<a href="#">Check Dynamic Impact</a> 	
<b>Copyright</b>	Author/s	
<b>Licensing</b>	<a href="https://creativecommons.org/licenses/by-nc/4.0/">Creative Commons Attribution Non-Commercial 4.0</a> 	

# The Influence of L1 in English Language Acquisition: A Case Study of ESL Learners at King Saud University

Syed Sarwar Hussain

Associate Professor, Department of English Language and Translation, College of Languages and Translation, King Saud University, Saudi Arabia. Email: sayedshussain@yahoo.com

---

## ABSTRACT

This study aims to analyze the important role First Language (FL) plays in Target Language (TL) acquisition. Researchers have repeatedly pointed to the need for Target Language (TL) teachers to maximize the use of TL while minimizing the use of L1. Teachers alternate between L1 and TL. Common Language Errors occur in the L1 transition to TL. These include over-extension of analogy, transfer of structure, and interlingual errors. The depth of these errors depends on the level of similarity between one language to the other. Once teachers understand that although acquiring TL is important, the use of L1 cannot be eliminated in classrooms, rather, it facilitates learning. This study aimed at investigating the reasons for using L1 in foreign language teaching and learning, as well as the positive benefits of L1. For the analysis purpose, survey data were collected from 54 King Saud University students using an open-ended questionnaire. The findings revealed that the proficiency of both TL and L1 was good and from the Chi-square test and the vocabulary-based questions, the perceived proficiency showed an association with an understanding of cognates. Also, the result revealed that there was no association between opinion on L1-TL interference and sentence structure-based difficulties at a 5% level of significance.

**Keywords:** First Language, Target Language, Language Transition, Language Errors.

## 1. INTRODUCTION

L1 is a person's first language, sometimes known as their native tongue or mother tongue. A natural speaker of a language is someone who speaks it fluently (Mizza 2014). Every human being with normal development has a first language. L1 is a language that students utilize to help them learn English. It helps them understand what they are learning and reduces their fears. Insecurities may occur as a result of a lack of linguistic skills. The question that many teachers have is whether or not they should allow L1 usage in foreign language schools (Pan et al., 2010). Even though it is frequently chastised, L1 is a common occurrence in foreign language schools (Pan and Pan 2010). The requirement for Target Language (TL) teachers to maximize the usage of TL while minimizing the use of L1 has been frequently highlighted by researchers (Ash 2015). L1 has a role in Foreign Language (FL) schools though. What are the justifications for using L1 in foreign language classes (Ash 2015)? What are the limitations of L1 in terms of TL acquisition? Teachers switch between L1 and TL, according to classroom studies. Language is elicited, comprehension is assessed, instructions are given, and grammar is explained using TL. It encourages people to go from L1 to TL mode (Turnbull 2001). Overall, L1 improves TL understanding when utilized correctly.

The usage of L1 in language courses has been noted by many researchers (English as well as other popular languages). Villamil and Guerrero observed Spanish-speaking students engaged in peer revision in a 1996 study. He concluded that L1 is critical for moulding the meaning of context, leading pupils through the task, and maintaining meaningful communication in general. He remarked that if the pupils had not used L1 in such a situation, communication between them would have been

severely constrained (Villamil and Guerrero 1996). As a result, their goals would not have been met. In terms of classroom teaching, they discovered that allowing pupils to translate into their native language improved students' learning significantly (Al-Musawi January 2014). It improves one's understanding of the English language. By categorizing the information, pupils were able to master reading methods and improve their vocabulary. Most importantly, it makes it easier for teachers to better understand pupils to motivate them by allowing them to gain a deeper understanding of their cultural backgrounds. Regardless of the benefits offered by L1, it is nonetheless recommended that the usage of the first language be kept to a minimum (Pan and Pan 2010). It has the potential to be a useful tool for improving language learning.

### **1.1. STUDY OBJECTIVE**

The main objective of this study is to examine the reasons for using L1 in foreign language teaching and learning, as well as the positive benefits of L1.

#### **1.2. Research questions**

- i. What are the overall perceived benefits of using L1 in foreign language teaching and learning?
- ii. What are the potential barriers to using L1 in foreign language teaching and learning?

## **2. LITERATURE REVIEW**

### **2.1 THEORETICAL LITERATURE REVIEW**

#### **2.1.1 Interactionist Perspective & Theory**

Interactionism is a theory used by sociologists that focuses on small-scale interactions between individuals rather than the society at large. Unlike other theories, it does not attempt to conquer the social system of human beings or provide a resolution to the response to the system. Instead, it seeks to understand the interaction process of individuals by examining all the actions of the people involved in the connections and interactions over a certain period. According to Wu et al. (2019), the behavior and relation of a person to others contribute to learning language more straightforwardly by making solid social relations. The theory does not consider the language knowledge background.

G.H. Mead is one of the people who argued that to understand the interactions between people over the world, one must consider the interactive relationship at the smallest group of society by handling the general questions from the theory first, involvement in thinking and acting. According to Wu et al. (2019), interaction brings about a sense of morality, ethics, and values. The reality is shown through the interactionist theory, where they are created by interacting with one another. The interactionist perspective theory assumes that when understanding the sociology of human beings, an individual point of view does not exist. It also believes that society can be a product of the everyday interactions of individuals. The theory emphasizes the cognitive aspect and focuses on how people view and describe meanings in daily life. Symbolic interactionism has a unique view of human beings, interaction, and society and provides an answer to most questions about how people can act together.

#### **2.1.2 LINGUISTIC THEORY**

Noam Chomsky put forward this theory, which explains the term language as grammar independent of language use. The theory posits that acquiring a language is guided by specific rules common to all humans (Boleda, 2020). Across the universe, there are several similarities in the development of

linguistics. These similarities are caused by the innate language acquisition device (LAD), which is a special meter for measuring language that has linguistic principles that are universal and provide newborns in a community with the natural language and knowledge of how to talk and speak. The environment that the child grows up in only serves as the maturation area for the LAD. The theory believes that language is unique according to species-specific and individual humans.

Linguistic theory can be classified into two categories: lexical categories and functional categories. Lexical categories have common content, and the semantic content is the verb, noun, adjective, adverb, and preposition. Functional categories contain grammatical properties. The specific valuable types can be referred to as the comp (C) inflection categories (Infl I), tense (T) agreement (Agr), negation (Neg) determiner (DET), and the number NUM category Num. Although most of these classes are identified and proposed in most recent literature, it is sometimes difficult to assume that the variety is represented in all languages (Boleda, 2020). Much of the research done considering grammar usually varies across many linguistics according to said classification and all the characteristics they share with other languages. In linguistic theory, researchers aim to discover whether semantic categories exist for languages requiring linguistic theory so that the meaning of some complex explanations may be explained at the end.

## **2.2 EMPIRICAL LITERATURE REVIEW**

First language (FL) has been a determining and influencing factor when it comes to acquiring a second language by either students, young people, or adults. In many countries, English is viewed as a Foreign Language (FL) as it is learned as a second language, especially in countries like Saudi Arabia, where the first language is Arabic which also serves as the official language (Alzamil, 2019). This makes such countries view the English language as a foreign language that their citizens should be taught so that they can feel like part of the world as the highest percentage of the world's countries use English in communication while others use it as their first language or official language. This shows that every country has its own language culture, that those countries use English as their first language while others learn it as a second or foreign language. Therefore, the culture and how the first language is used in any country affect second language acquisition (August & Shanahan, 2017). For example, how Saudi Arabis citizens use their first language greatly affects acquiring a second language like English. The usage of phrases and the sentence making of the first language greatly affect learning of the second language as, in many cases, the phrases and making of the first language are different from those of the second language.

According to Bećirović & Hurić - Bećirović, (2017), second language learning for adults is difficult compared with second language learning by children. Children will find learning and acquiring a second language simpler than adults, as they have not been into the first language much. Children have a higher ability to acquire and learn a second language or any language as their minds are sharp with fewer things running in their heads compared to adults, whose minds are filled with many things about life and hustling. This makes it harder for them to learn a language than children. In the natural selection of second language learning, it is evident that children or young children do better while learning a language than adults (August & Shanahan, 2017). Regardless, little children may not be subjected to learning a second language; they have the best capacity and mindset to learn the second language easily. It is interesting that in many cases where young children are taught a second language at a low age, they may end up forgetting some wordings of the first language; hence not advisable to teach young children a second language until the time or at the age where their first language is not affected. The effects found on children's first language to second language learning are minimal compared to those found when adults are learning the second language (Bećirović &

Hurić - Bećirović, 2017). This shows that the effect of the first language on the acquisition of the second language varies depending on the learner's age; that is, in little children, young adults, and adults, their effects of the first language are different and more intense if one elder. Teaching children in the first language forms the basis for second language learning, which should be the best strategy or background for the second language (Hopp et al., 2019).

According to the study by Hummel, (2021), the population and the levels of globalization are increasing at a high rate where different cultures are developed, coming into greater contact with others which has brought the need to learn different ways of communication. These different ways of communication involve learning and acquiring a second language, especially in those countries that do not use English as their official language. Many businesses across the globe and communication are done using the English language, which brings the need for countries where citizens do use this language to acquire it as a second language (Johnson, 2017). This has made the aspect of bilingualism so common in many countries across the world; people are aiming at becoming more professionally successful hence making bilingualism the key component in the education sector across the world. High schools, elementary schools, universities, and colleges worldwide have adopted the aspect of offering language teaching services in their curriculum so that the students can learn the language they want freely with all the materials, good instructors, and resources required. This helps open up opportunities for the students as they can explore job opportunities worldwide and be well-compatible with any language. The level of proficiency in the second language, especially English, will be high if the students are introduced to the learning and shown the importance of learning the second language in their first year in school.

According to Mitchell, Myles & Marsden, (2019), it is challenging for teachers and instructors of English as the second language can only teach the language using the mother tongue or the first tongue. While in the classrooms, to make the students understand the concepts of the second language, the teacher and instructors introduce the new language using the students' first language. Doing this can be useful as many people understand concepts better when taught or introduced to them using their mother tongue or first language. Using the first language to teach the second language is not healthy when teaching the second language. Different researchers have given different opinions and views on the issue of using the first language to teach a second language. In bilingual schools, teachers and instructors in the classroom using the first language in teaching the second language makes it easier for the learners to connect the existing knowledge of their first language and those of the second language (Sánchez-Gómez, Pinto-Llorente & García-Peñalvo, 2017). The learners try to connect all the concepts, theories, and presentations of the first and second languages, making them easily understand more about the second language. Consequently, the use of the FL in teaching the SL also has negative effects on learning the second language. According to mainly, the use of the FL in teaching a second language should be allowed in the classrooms, but it should be used constantly to reduce the effect of the first language replacing the second language or the target language being taught.

The best and the only way a learner can communicate and write using the second language is through translating the main language concepts from the first to the second. Students tend to translate concepts of verbs, nouns, pronouns, and adverbs from the first learner's language to their second language or target language for easier understanding of the second language and avoid making errors in the second language learning (August & Shanahan, 2017). This shows that learners only rely on the first language to succeed in learning a second language. Without using the FL in learning the SL, learners will be discouraged from learning as they will make more errors than when the first language is supported (Sánchez-Gómez, Pinto-Llorente & García-Peñalvo, 2017). Learners encounter difficulties when learning a second language, including grammar, vocabulary, and

phonology issues due to the habits and being used to the first language. These issues experienced by learners of the second language cause interference in the learning process of the second language leading to different errors. These errors can be classified into developmental, ambiguous, and unique errors.

According to the study done by Sánchez-Gómez, Pinto-Llorente & García-Peñalvo, (2017). No matter the proficiency level, learning the second language must be affected by the first language, as there is a direct transition from the first to the second. The second language activates the first language as it is a requirement that any second language learner must be well conversant with the first language. The same case for the teachers and instructors who are required to be well conversant with the first language of the students they are teaching the second language. Suppose the classroom of learners learning a second language has their first language as Spanish or Arabic. In that case, the teachers or the instructors must be well conversant with those languages as that is where they form the bases to approach and teach the second language (Mitchell, Myles & Marsden, 2019). Even if, in some circumstances, teachers and instructors avoid and forbid the use of the mother tongue by the learners. At the same time, in the classroom, there still exist links and connections between the mother tongue, the first language, and the second language.

### **Disadvantages of Cutting out L1 in TL Learning**

In language learning courses, L1 can be a useful tool. Eliminating its use has its own set of drawbacks. It would almost certainly result in pupils repeating phrases and sentences because they would be unsure of the terminology being used at times. Students would also talk more slowly because they would naturally swap complex terms for easy ones due to a lack of confidence. If all of these continue, it will have unfavorable repercussions, such as students refusing to acquire complex linguistic skills. According to the interactionist learning hypothesis, input alone is insufficient for language learning (Kwame 2017). Students will never be able to master one of the skills of language learning - speaking - if they do not communicate (Wagner 1994). Speaking up lowers affective barriers, which boosts student confidence (Buarqoub 2019). When students realize that they have options for expressing themselves, they are more likely to utilize the target language (TL) regularly (Buarqoub 2019). When students are aware that they have the choice of using L1, they are more likely to use TL consistently. This is because they know that, in the end, they will be allowed to make their argument rather than being cut off. As a result, there is a more meaningful contribution, discussion, and engagement in classes. As a result of using L1, students are more inclined to communicate vocally and share their ideas. Teaching in TL is the best option for language learners to develop advanced language skills. Expressions differ from one language to the next (Castillo 2015). 'Raised in the gutter', for example, may indicate 'raised from poverty' in L1. It would be incorrect for the teacher to categorize this as being raised in a poor negative manner for the children. As a result, the context of L1 is required in this situation.

### **The Rationale for Restricting L1 Use in Foreign Language Classrooms**

Teachers still utilize the translation technique to teach TL, even though it is no longer widely used. This strategy encouraged people to utilize their first language more often (Giaber 2014). This use of L1 has mostly become obsolete, as some teachers believe it is ineffective in improving learners' communication abilities. This can be accomplished in a variety of ways. Following this, certain emerging approaches virtually completely prohibited the use of the L1. The Direct Method is one of these (Batoool, Anosh, et al. 2015). The usage of the first language was strictly prohibited in this strategy. Students were taught in a picturesque manner for this method, with objects, replicas of objects, drawings, and descriptions of a clear relationship between an object or abstract and what it signifies (Soviyah and Purwaningtias 2018). The teacher responds to the students by demonstrating

rather than translating. To define or explain more complex terms or words, the teacher uses simpler, less complex terminology. This is still widely used today.

**Audio-Lingualism, Community Language Learning, and Silent Ways** are some of the more modern ways (Ahamefula, Udechukwu, et al. 2014). All of these factors worked against the usage of the first language. They only allowed the use of the first language when it was required. All of these strategies were designed to promote student autonomy. Self-correction is a crucial component of these techniques. Teachers are only authorized to assist students when they reach a dead end. The objective of the mother tongue in the Community Language Learning Method is to provide a bridge to the unfamiliar. In the first language, the meaning of words is evident. When the meaning of a term in the TL is obvious, it is easier to combine, use, and expand vocabulary in the TL. All of these are intended to provide a safe environment in which learners can learn independently (Ahamefula, Udechukwu, et al. 2014).

During the 1970s and 1980s, the use of just English to teach English was widely promoted. This approach began with the idea that Foreign Language (FL) should be learned in the same way that L1 is learned - that is, without any prior knowledge of another language. As a result, L1 should be viewed as non-existent. The goal is to get as much L1 exposure as possible (Batool, Anosh, et al. 2015). According to modern language acquisition approaches, using L1 extensively is discouraged (Ash 2015). Each of these strategies is distinct and has its own set of advantages and disadvantages. When learners try to acquire the English language from several teachers, they encounter difficulty. Different teachers prefer different teaching strategies when it comes to teaching TL/FL. The question remains: should monolingual or bilingual approaches to English language teaching be encouraged?

### **Answering the Age-Old Question: Should English Language Instruction Be Monolingual or Bilingual?**

**The Monolingual Approach:** In an English Language school, a monolingual approach mandates that foreign language should be the sole medium of communication allowed. It is thought that by using this method, learners will be compelled to learn synonyms in the Target Language. Educators do not want the use of L1 to become ingrained in their minds. This would be a continual obstacle for students, switching between languages difficult. The reasoning behind this is that the more pupils are exposed to the English language as a whole, the better and faster they will be able to use TL. They will assimilate the information and begin to think in English.

**The Bilingual Approach:** The monolingual approach is unquestionably preferred, popular, and favored above the bilingual approach. Many believe that excluding L1 from the classroom is not only impracticable but also deprives students of a crucial learning tool. Others promote the use of L1 in a principled manner. Meaningful learning occurs when the student understands the content and can demonstrate that understanding when it is needed. In EFL lessons, L1 facilitates both teaching and learning by systematizing EFL structure comprehension (Castillo 2015). In most cases, it results in real learning. However, knowing when and how to use L1 is still crucial. Advanced EFL classes, for example, should not be allowed to revert to L1.

Whether teachers like it or not, the learner's original language is constantly there in their minds. Students attempt to always build a conscious or unconscious connection between the two languages. Rapport is a technique for instilling confidence in students. In a humanistic approach, L1 permission should be incorporated. Affective barriers are broken down, and communication learning is successful. Suppressing the natural need to use L1 just generates an unproductive conflict. L1 techniques cut down on the time it takes to explain difficult concepts to students. Mother tongue can help you promote dialogue, create clarity and flexibility in your thoughts, and become more aware of inevitable interactions (Giaber 2014). The acknowledgment of L1 was reflected in the

majority of positive responses. Teachers who are qualified and adequately taught can help students develop their target language abilities (Mizza 2014). Teachers should be appropriately trained to apply L1 judiciously and effectively, to assure basic understanding. L1 is a valuable teaching and learning tool.

### **Lexical Categorization**

There are disparities in lexical classification among languages, according to decades of research. This domain categorization may be found in all common target languages, such as **Spanish, English, Chinese, Dutch, French, and Russian** (Lobachev 2008). Because of this disparity, fine-tuning lexical categories is a critical tool for learning and using language like a native speaker. It illustrates the enormous language difficulty that learning words and vocabulary poses.

### **Language Translation Errors**

It is necessary to develop proficiency in a non-native language's phonology, morphology, syntax, semantics, and vocabulary. Language learners rely on the structure of their mother tongue. When writing and speaking in the target language, this is especially true. While it is natural to think of an unfamiliar language in the context of a fully learned one, the differences in structure between languages make this process difficult; the result is a high frequency of errors that can be traced back to habits that were unsuccessfully transferred over from the speaker's L1 (Valcea 2020). Negative transfer mistakes are the most common type of error (Bardovi-Harlig and Sprouse March 2017). When the structures of two languages are similar, it is a positive transfer (Bardovi-Harlig and Sprouse March 2017).

Second Language Acquisition theory was investigated as it related to negative transfer in a study conducted at the University of California, Los Angeles (Brogan and Son 2015). This principle was used with three different types of students. The sorts of errors were examined, and the frequency of these errors was recorded. These findings were examined to better understand the transfer process, the errors that occurred, and which kinds of errors were associated with different levels of language learning. The errors identified are listed below. The level of interference between the two languages to be utilized - the TL and the L1 - must be understood. Identifying underlying differences and similarities can assist in preventing language transfer mistakes. How are negative errors prevented? These are mistakes that have been identified as being made by language learners. When these errors are made, we may trace them back to their linguistic origins and examine structural differences between the learners' first and second languages. Is negative transfer more common in languages with comparable or dissimilar structures? This is because they are subject to misinterpretation, and more identical languages are more likely to generate a negative transfer. It's more difficult to distinguish one from the other. Consider two similar languages: Spanish and Portuguese. These two languages would be more prone to mutual misunderstanding than any other pair. Why? Spanish and Portuguese are two languages that are closely connected. There would be less interference between two extremely diverse languages - English and Chinese (Brogan and Son 2015).

Even yet, learning a whole other language from the perspective of an L2 learner is exceedingly challenging. The most reliable results will come from identifying negative transfer between two completely unrelated languages, such as English and Spanish. Even though they are both Indo-European languages, English and Spanish have separate historical branches (German and Italic, respectively). They have similar alphabets and numerical systems.

As a learner gains skill, how does the frequency of each sort of transfer-induced error increase? Which errors are more or less universal among students? Written work encourages students to think. Speaking, on the other hand, is employed as a context in this situation. The ability to revise written



material is a plus. The speaker is forced to develop the target language on the spot in spontaneous and semi-spontaneous speech. As a result, native language practices become more important. Scenarios are essentially role-playing and conversation starters.

The negative errors are classified into three, as described below.

1. **Overextension of Analogy:** This occurs when a student misunderstands an item in the L2 because it resembles the item form in the L1. On a phonological, lexical, or orthographic level, this can happen. For example, an English speaker learning Spanish would use the word 'embarazada' (pregnant) to indicate 'embarrassed.' This is one of the terms for "embarrassed". The two languages, appear to be the same but have different meanings.

2. When a learner uses a feature of the L1 instead of the target language, this is known as **Structural Transfer**. This is known as negative transfer, and it can happen at the phonological, lexical, or syntax level.

3. **Interlingual/intralingual errors** occur when one language has a distinction that the other does not. While English people differentiate between the verbs "to do" and "to make," Spanish has only one equivalent, "hacer," which contains both meanings.

### 3. METHODOLOGY

#### 3.1. Research design

In this study, a qualitative research design was used in answering the structured research questions. Qualitative research design is well-known for a qualitative phenomenon. For instance, if one is interested in investigating the reasons for human behavior then the qualitative design is the best approach. Qualitative research design is important since it aims at finding the underlying motives and opinions using questionnaires, surveys, and interviews (Kothari,2004).

#### 3.2. DATA

In this study, primary data was used, and the participants were asked to fill out a questionnaire on the information regarding barriers and benefits of L1 in teaching and learning a foreign language. For data collection purposes 55 participants, who were ESL students at King Saud University, were involved in this study.

### 4. RESULTS

Table 1 below consists of the frequencies and descriptive statistics for the first 10 questions in the questionnaire. From the table below some of the responses comprises complete cases, that is n=54 whereas others comprise 53 cases.

#### 1. General Information

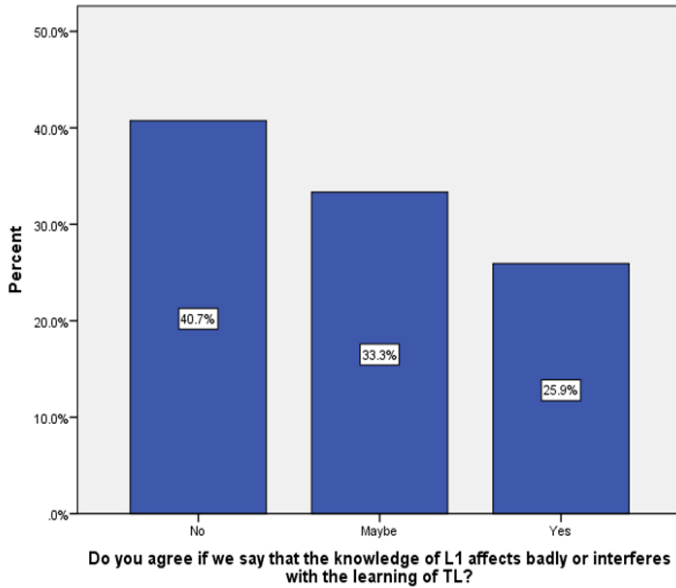
**Table 1:** Frequencies & descriptive statistics of Basic information and their responses

General	Levels	Frequency	Percent (%)	n
Medium of Instruction in School	Others	35	64.8%	54
	English	19	35.2%	
Friends/Family who speak English	No	16	29.6%	54
	Yes	38	70.4%	
Language of Communication with Friends/Family	Others	45	83.3%	54
	English	9	16.7%	

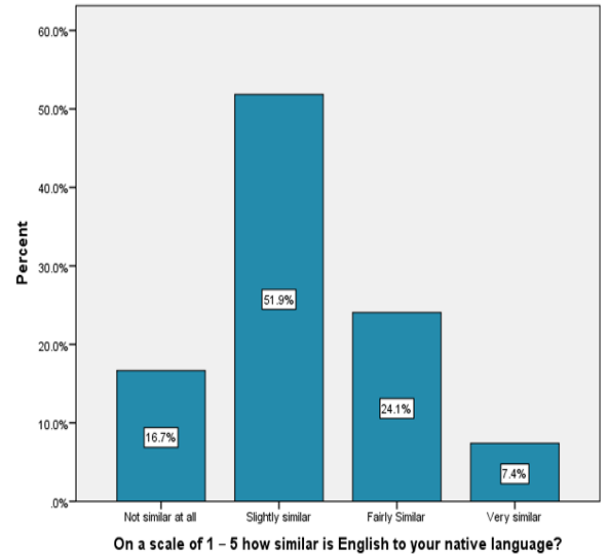
Similarity in respondent's L1 with TL	Not similar at all	9	16.7%	54
	Slightly similar	28	51.9%	
	Fairly similar	13	24.1%	
	Very similar	4	7.4%	
Number of languages known	1	4	7.4%	54
	2	31	57.4%	
	3	15	27.8%	
	4	4	7.4%	
Proficiency in L1	Low	1	1.9%	54
	Moderate	8	14.8%	
	Good	29	53.7%	
	Advanced	16	29.6%	
Proficiency in TL	Very low	4	7.4%	54
	Low	9	16.7%	
	Moderate	13	24.1%	
	Good	28	51.9%	
Preferred Medium of Instruction for learning TL	Native language	24	44.4%	54
	Target language	30	55.6%	
Perceived difficulty in learning TL	Not difficult	7	13%	54
	Slightly difficult	19	35.2%	
	Moderately difficult	15	27.8%	
	Very difficult	11	20.4%	
	Extremely difficult	2	3.7%	
How long have you been learning English	Mean=10.69 Std.Dev=7.92			53

From the table above it's evident that the students take 10.69 minutes on average with a standard deviation of 7.92 minutes. It's also noticeable that most students learned Arabic medium school compared to the English language. The results indicate that 35(64.8%) studied an Arabic medium school whereas 19(35.2%) studies English. The students were asked if they have a friend/family who speaks English. The findings to this question show that majority of the students have a friend/family who speaks English, 38(70.4%) whereas 16(29.6%) reported that they do not have a friend/family who speaks English. It's also evident that when it comes to the number of languages the students know its evident that 31(57.4%) of the students know 2 languages. When it comes to the proficiency of L1 & TL the findings show that majority of the students rated the proficiency of the two languages as good. This can be noticeable since 29(53.7%) students indicated that the proficiency of L1 was good and on the other hand 28(51.8%) reported that the proficiency of TL was good. Further, the findings revealed that most of the students,45(83.3%) use other languages when communicating with their friends and teachers whereas 9(16.7%) use English when communicating with their teachers and friends. Also from the findings,30(55.6%) of the students prefer the method of instruction to be in the Target Language(TL). Figures 1-3 present the responses on

- Do you agree if we say that the knowledge of L1 affects badly or interferes with the learning of TL?
- How similar is English to your native language?
- Do you prefer the method of instruction to be in L1 or TL?

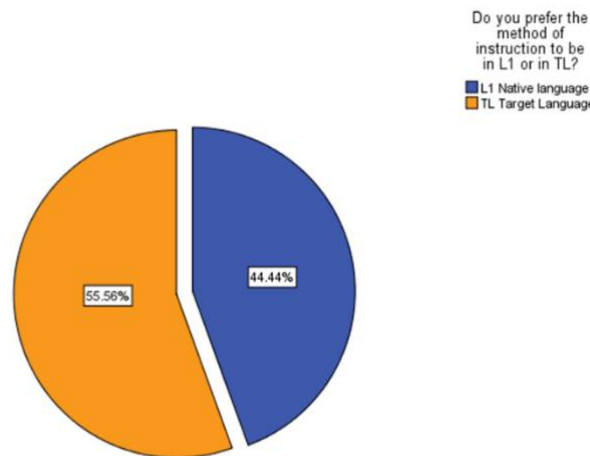


**Figure 1:** Do you agree if we say that the knowledge of L1 affects badly or interferes with the learning of TL?



**Figure 2:** How similar in English to your native language?

Figure 1 shows that 40.7% of the students do not agree that the knowledge of L1 affects badly with the learning of TL. However, 25.9% of the students agree that the knowledge of L1 affects badly with the learning of TL. On the other hand, Figure, 2 shows that 51.9% of the students indicated that the similarity of their English to their native language is slightly similar.



**Figure 3:** Do you prefer the method of instruction to be in L1 or TL?

From Figure 3 above, 55.56% of the students prefer the method of instruction to be in the target language whereas 44.44% of the students prefer the instructions to be in the native language.

## 2. Vocabulary-Based Questions

Table 2 below presents the summary statistics of the questions related to vocabulary. Their findings are as well presented in bar plots (Figures 4-6) as shown below.

**Table 2:** Vocabulary-based questions

	Level	Frequency	Per cent (%)	n
Translating TL to L1	Disagree	13	24.1%	54
	Neutral	11	20.4%	
	Agree	22	40.7%	
	Strongly Agree	8	14.78%	
Misunderstand similar words	Strongly disagree	4	7.4%	54
	Disagree	16	29.6%	
	Neutral	15	27.8%	
	Agree	16	29.6%	
	Strongly Agree	3	5.6%	
Understand cognates	Strongly Disagree	6	11.1%	54
	Disagree	6	11.1%	
	Neutral	10	18.5%	
	Agree	25	46.3%	
	Strongly Agree	7	13%	

From the findings, 22 (40.7%) of the students agree that translating English words/sentence to their native language makes it easier for them to understand their meaning. However, 13 (24.1%) of the students disagree with the claim. On the other hand, an equal number of students, 16 (29.6%) agree that they often misunderstand meanings in English when words are similar to their native language. The same number of students disagree with the claim. Lastly 25 (46.3%) of the students agree that you can understand the target language well when its meaning is explained in the same language. The findings from the table above are presented in percentages in Figures 4-6 below.

**Figure 4:**Translating TL to L1**Figure 5:** Misunderstand similar words

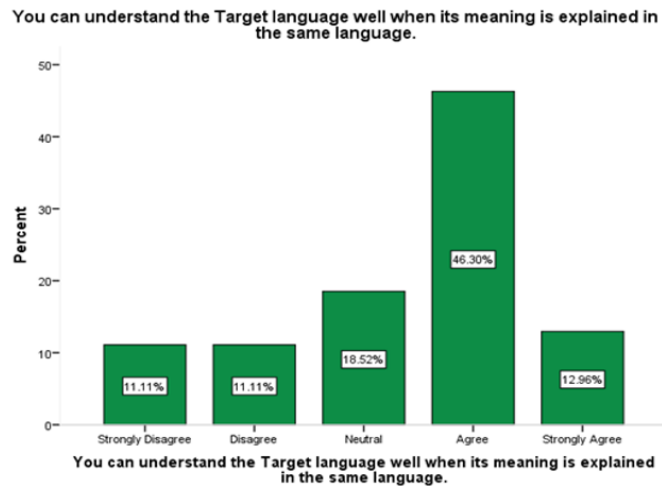


Figure 6: Understand Cognates

### 2.1. Hypothesis Testing

For hypothesis Testing Chi-square test of independence was applied to determine whether there's an association between the variables of interest. The test was conducted at a 5% level of significance as discussed below. The null hypothesis tested is that there is no association between the variables and the alternative is that there is an association between the variables.

#### 2.1. Is there an association between perceived proficiency and L1 vocabulary-based difficulties in TL acquisition

	Perceived Proficiency in TL	
Translating TL to L1	Chi-square	7.255
	df	9
	Sig.	.611 <sup>a,b</sup>
Misunderstand similar words	Chi-square	27.953
	df	12
	Sig.	.006 <sup>a,b,*</sup>
Understand cognates	Chi-square	26.233
	df	12
	Sig.	.010 <sup>a,b,*</sup>

From the results above it's evident that there is no association between proficiency in TL and the ability of students to understand the meanings of words when their meaning is explained in their native language. This is because the Chi-square reports a p-value of 0.611 which is greater than 0.05. However, on the other hand, the findings indicate that there is a significant association between proficiency and their ability to understand cognates ( $p=0.01 < 0.05$ ). Lastly, it's also evident that there is a significant association between proficiency in TL and mistakes arising from words similar. Cross tabulation of the vocabulary-based questions against the proficiency in TL showed that higher proficiency resulted in a lesser need for translating words to L1 to understand their meaning and lower chances of misunderstanding words similar in TL and L1. On the other hand, more proficient English speakers were found to have a better ability to understand meanings explained in TL i.e. cognates.

## 2.2. Is there an association between Opinion of L1 TL interference and L1 vocabulary-based difficulties in TL acquisition

	Opinion on L1 - TL Interference	
	Translating TL to L1	Chi-square
df		6
Sig.		0.295
Misunderstand similar words	Chi-square	18.663
	df	8
	Sig.	0.017
Understand cognates	Chi-square	6.572
	df	8
	Sig.	0.583

The findings from the Chi-square test indicate that there is no significant association between the interference of L1 in TL acquisition and the ability of the students to understand cognates and translate TL to L1 as well. However, the output shows that there is a significant association between the interference of L1 in TL acquisition and misunderstanding of similar words at a 5% level of significance.

## 2.3. Is there an association between Total time studying TL and L1 vocabulary-based difficulties in TL acquisition

	English Studying Time	
	Translating TL to L1	Chi-square
df		6
Sig.		0.094
Misunderstand similar words	Chi-square	15.57
	df	8
	Sig.	0.049
Understand cognates	Chi-square	26.121
	df	8
	Sig.	0.001

Students that were studying the TL for a longer period were found to be less likely to misunderstand similar words in TL and L1 (significant at the 95% confidence interval) and better able to understand meanings taught in TL (significant at the 95% confidence interval). Therefore, at a 95% confidence interval, we reject the null hypothesis for the association between translating TL to L1 and English study time.

## 2.4. Is there an association between having friends and family who speak English and L1 vocabulary-based difficulties in TL acquisition?

	Have Friends / Family who speaks English	
	Translating TL to L1	Chi-square
df		3
Sig.		0.139
Misunderstand similar words	Chi-square	5.86
	df	4
	Sig.	0.21
Understand cognates	Chi-square	8.401
	df	4
	Sig.	0.078

From the findings, it's evident that at a 5% level of significance we fail to reject the null hypothesis and conclude that there is no association between having Friends/Family who speak English and the three vocabulary-based questions.

#### 4. SENTENCE STRUCTURE

**This section illustrates the following questions**

You often make sentence structural mistakes in English because its grammar is similar to/different from your native language.

You often use sentence structures from your native language when speaking in English.

How much does the grammar of your native language interfere with and confuse your learning of the target language?

How often do you find problems in learning morphology (using prefixes, suffixes, articles, conjunctions, etc.) of a new language when it differs from your native language?

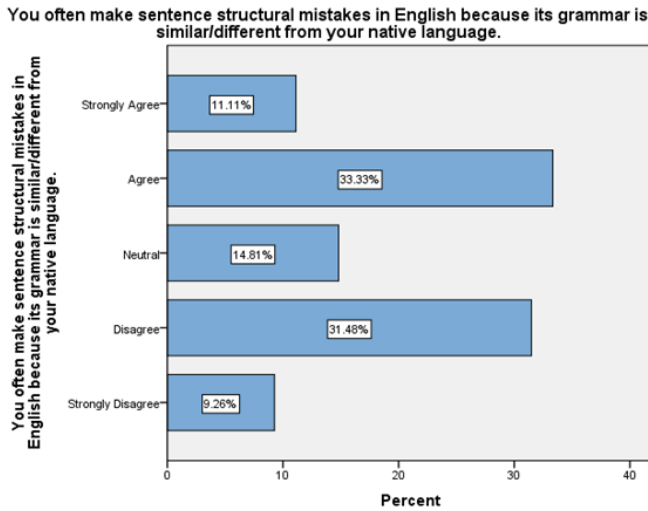
Some scholars say that limited use of L1 in TL classrooms helps learners to learn by comparing and contrasting some grammatical constructions. Do agree?

**Table 3:** Frequencies for sentence structures

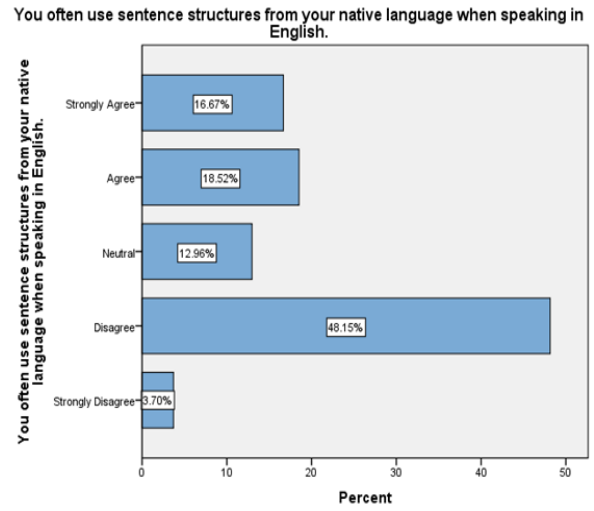
	Level	Frequency	Percent (%)	n
Sentence Structural Mistakes	Strongly Disagree	5	9.3%	54
	Disagree	17	31.5%	
	Neutral	8	14.8%	
	Agree	18	33.3%	
	Strongly Agree	6	11.1%	
Using Sentence Structures from L1	Strongly disagree	2	3.7%	54
	Disagree	26	48.1%	
	Neutral	7	13%	
	Agree	10	18.5%	
	Strongly agree	9	16.7%	
Grammatical Errors b/w L1 & TL	Strongly disagree	5	9.3%	54
	Disagree	19	35.2%	
	Neutral	15	27.8%	
	Agree	13	24.1%	
	Strongly agree	2	3.7%	
Problems in Morphology	Strongly disagree	6	11.3%	53
	Disagree	11	20.8%	
	Neutral	11	20.8%	
	Agree	20	37.7%	
	Strongly Agree	5	9.4%	
Limited use of L1	Strongly disagree	1	1.9%	54
	Disagree	4	7.5%	
	Neutral	11	20.8%	
	Agree	30	56.6%	
	Strongly agree	7	13.2%	

From the findings above it's evident that the majority of the students 18(33.3%) of the students often make sentence structural mistakes in English because its grammar is similar/different from your native language. However, 17(31.5%) of the students disagree with this. For the second question, the highest number of students 26(48.1%) disagree that they often use sentence structures from their

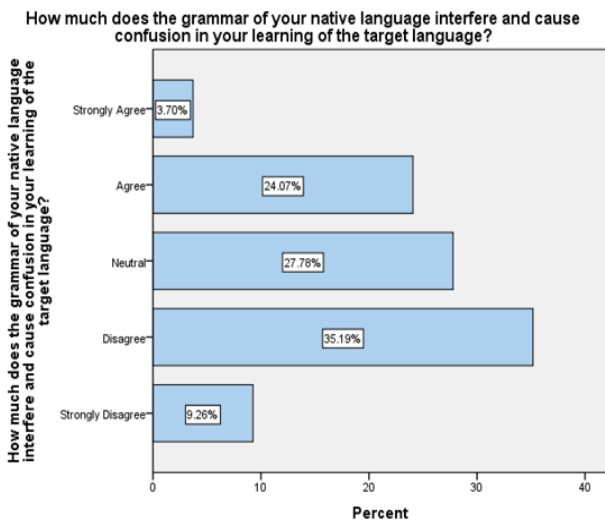
native language when speaking in English. Further, the findings show that 30(56.6%) of the students agreed with the claim that some scholars say that limited use of L1 in TL classrooms helps learners to learn through comparing and contrasting some grammatical constructions. The graphical presentation of some of the responses is shown in Figures 7-10.



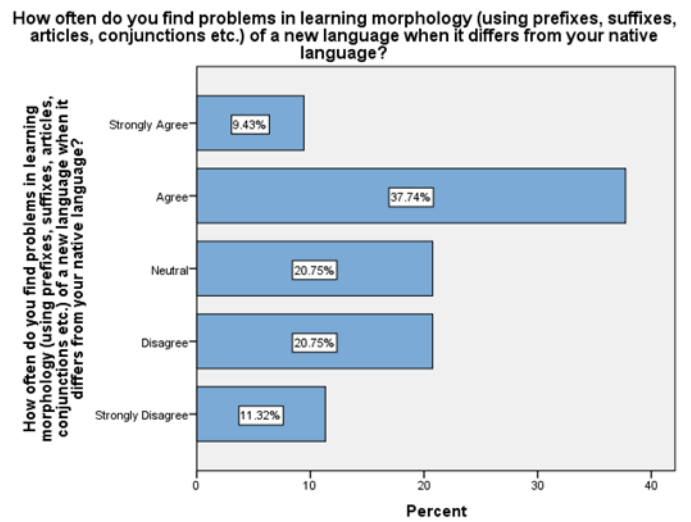
**Figure 4:** Structural mistakes



**Figure 5:** Using sentence structure



**Figure 6:** How much does the grammar of your native language interfere with and cause confusion in your learning of TL?



**Figure 7:** How often do you find problems in learning the morphology of a new language when it differs from your native language?



**3.1. Is there an association between perceived proficiency and L1 Sentence structure-based difficulties in TL acquisition?**

	Perceived Proficiency in TL	
Sentence Structural Mistakes	Chi-square	22.875
	df	12
	Sig.	.029
Using Sentence Structures from L1	Chi-square	24.235
	df	12
	Sig.	.019
Grammatical Errors b/w L1 & TL	Chi-square	21.095
	df	12
	Sig.	.049
Problems in Morphology	Chi-square	21.528
	df	12
	Sig.	.043
Limited use of L1	Chi-square	22.702
	df	12
	Sig.	.030

At a 5% level of significance, we reject the null hypothesis of the test for independence and conclude that there is an association between perceived proficiency and L1 Sentence structure-based difficulties in TL acquisition.

**3.2. Is there an association between opinion on L1-TL interference and L1 Sentence structure-based difficulties in TL acquisition?**

	Opinion on L1 - TL Interference	
Sentence Structural Mistakes	Chi-square	10.442
	df	8
	Sig.	0.235
Using Sentence Structures from L1	Chi-square	5.592
	df	8
	Sig.	0.693
Grammatical Errors b/w L1 & TL	Chi-square	13.619
	df	8
	Sig.	0.092
Problems in Morphology	Chi-square	4.553
	df	8
	Sig.	0.804
Limited use of L1	Chi-square	4.149
	df	8
	Sig.	0.843

From the Chi-square test above its evident that there is no association between opinion on L1-TL interference and L1 Sentence structure-based difficulties in TL acquisition.

**3.3. Is there an association between time studying TL and L1 Sentence structure-based difficulties in TL acquisition?**

English Studying Time		
Sentence Structural Mistakes	Chi-square	16.752
	df	8
	Sig.	0.033

Using Sentence Structures from L1	Chi-square	14.087
	df	8
	Sig.	0.08
Grammatical Errors b/w L1 & TL	Chi-square	17.076
	df	8
	Sig.	0.029
Problems in Morphology	Chi-square	12.28
	df	8
	Sig.	0.139
Limited use of L1	Chi-square	11.05
	df	8
	Sig.	0.199

The findings revealed that there is an association between English studying time and sentence structural mistakes at a 5% level of significance. Also, there is a significant association between English studying time and using sentence structures from L1. However, the findings revealed that there is no association between English studying Time and problems in Morphology and Limited use of L1 as well.

### 3.4. Is there an association between having English-speaking friends or family and L1 Sentence structure based difficulties in TL acquisition

Have friends and Family who speak English		
Sentence Structural Mistakes	Chi-square	8.645
	df	8
	Sig.	0.071
Using Sentence Structures from L1	Chi-square	5.611
	df	4
	Sig.	0.23
Grammatical Errors b/w L1 & TL	Chi-square	4.766
	df	4
	Sig.	0.312
Problems in Morphology	Chi-square	4.011
	df	4
	Sig.	0.405
Limited use of L1	Chi-square	6.268
	df	4
	Sig.	0.18

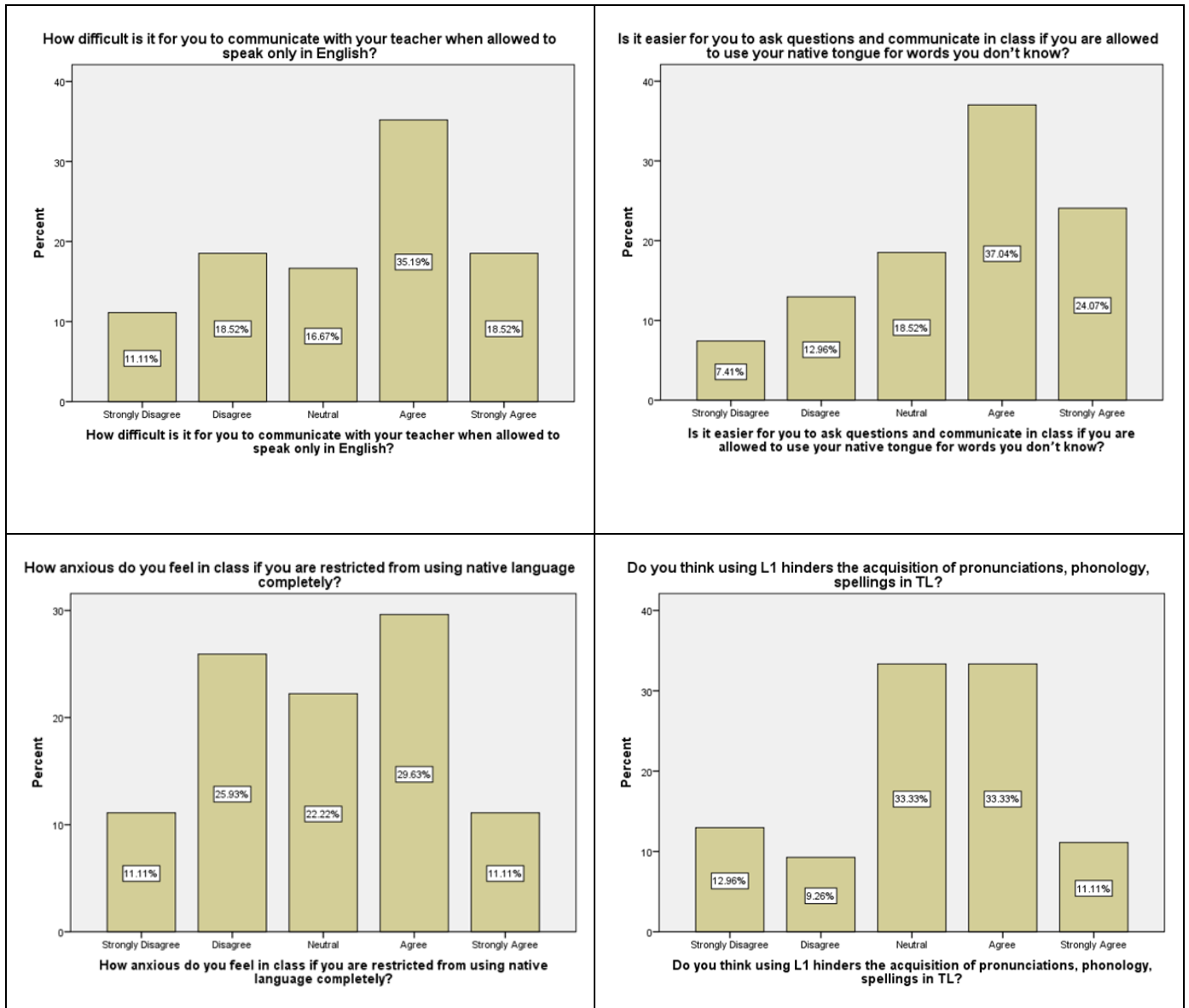
From the Chi-square test above the p-values associated with sentence structures are greater than 0.05 level of significance. Therefore, we fail to reject the null hypothesis and conclude that there is no association between having English-speaking friends or family and L1 Sentence structure-based difficulties in TL acquisition

## 4. COMMUNICATION

The table below shows the frequencies of the research questions associated with communications. From the findings, it's evident that 19(35.2%) of the students agreed that it's difficult to communicate in English with their teachers. On the other hand, 20(37%) agreed that it is easier for them to ask questions and communicate in class if they are allowed to use their native tongue for words they don't know.

**Table 4:** Frequencies for communication-based questions

	<b>Level</b>	<b>Frequency</b>	<b>Percent (%)</b>	<b>n</b>
Easily Communicate / Understand Instructions in TL	Strongly disagree	6	11.1%	54
	Disagree	10	18.5%	
	Neutral	9	16.7%	
	Agree	19	35.2%	
	Strongly agree	10	18.5%	
Ease in Classroom Interaction	Strongly disagree	4	7.4%	54
	Disagree	7	13%	
	Neutral	10	18.5%	
	Agree	20	37%	
	Strongly agree	13	24.1%	
Anxiety when restricted from L1 use	Strongly disagree	6	11.1%	54
	Disagree	14	25.9%	
	Neutral	12	22.2%	
	Agree	16	29.6%	
	Strongly agree	6	11.1%	
Acquisition of pronunciation, phenology, etc	Strongly disagree	7	13%	54
	Disagree	5	9.3%	
	Neutral	18	33.3%	
	Agree	8	33.3%	
	Strongly agree	6	11.1%	
Benefits of L1 in Receptive Skills	Strongly disagree	2	3.7%	54
	Disagree	4	7.4%	
	Neutral	9	16.7%	
	Agree	32	59.7%	
	Strongly agree	7	13%	
Benefits of L1 in Multi-Tasking Skills	Strongly disagree	4	7.4%	54
	Disagree	28	51.9%	
	Neutral	21	38.9%	
	Agree	1	1.9%	
	Strongly agree			
Benefits of L1 in Memory Strategy	Strongly disagree	1	1.9%	54
	Disagree	6	11.3%	
	Neutral	20	37.7%	
	Agree	24	45.3%	
	Strongly agree	2	3.8%	



**4.1 Is there an association between perceived proficiency and L1 Communication-based difficulties in TL acquisition?**

	Perceived Proficiency in TL	
Easily Communicate / Understand Instructions in TL	Chi-square	19.448
	df	12
	Sig.	.078 <sup>a,b</sup>
Ease in Classroom Interaction	Chi-square	25.502
	df	12
	Sig.	.013 <sup>a,b,*</sup>
Anxiety when restricted from L1 use	Chi-square	41.425
	df	12
	Sig.	.000 <sup>a,b,*</sup>
Acquisition of pronunciation, phenology, etc.	Chi-square	12.767
	df	12
	Sig.	.386 <sup>a,b</sup>

Benefits of L1 in Receptive Skills	Chi-square	8.401
	df	12
	Sig.	.753 <sup>a,b</sup>
Benefits of L1 in Multi-Tasking Skills	Chi-square	4.613
	df	9
	Sig.	.867 <sup>a,b</sup>
Benefits of L1 in Memory Strategy	Chi-square	14.73
	df	12
	Sig.	.257 <sup>a,b</sup>

From the result above its evident that there is an association between perceived proficiency in TL and both Ease in classroom interaction and anxiety when restricted from L1 use. However, for the rest of the questions, we fail to reject the null hypothesis and conclude that there is no significant association between them and Perceived Proficiency.

**4.2. Is there an association between opinion on L1-TL interference and L1 Communication-based difficulties in TL acquisition?**

	<b>Opinion on L1 - TL Interference</b>	
Easily Communicate / Understand Instructions in TL	Chi-square	7.749
	df	8
	Sig.	0.458
Ease in Classroom Interaction	Chi-square	5.87
	df	8
	Sig.	0.662
Anxiety when restricted from L1 use	Chi-square	7.663
	df	8
	Sig.	0.467
Acquisition of pronunciation, phenology, etc.	Chi-square	11.543
	df	8
	Sig.	0.173
Benefits of L1 in Receptive Skills	Chi-square	6.691
	df	8
	Sig.	0.57
Benefits of L1 in Multi-Tasking Skills	Chi-square	5.332
	df	6
	Sig.	0.502
Benefits of L1 in Memory Strategy	Chi-square	5.584
	df	8
	Sig.	0.664

The result above reveals that there is no significant association between opinion on L1-TL interference and L1 Communication-based difficulties in TL acquisition at a 5% level of significance.

**4.3. Is there an association between time studying TL and L1 Communication based difficulties in TL acquisition?**

	<b>English Studying Time</b>	
Easily Communicate / Understand Instructions in TL	Chi-square	18.254
	df	8
	Sig.	0.019
	Chi-square	10.129

Ease in Classroom Interaction	df	8
	Sig.	0.256
Anxiety when restricted from L1 use	Chi-square	20.769
	df	8
	Sig.	0.008
Acquisition of pronunciation, phenology, etc.	Chi-square	17.523
	df	8
	Sig.	0.025
Benefits of L1 in Receptive Skills	Chi-square	4.694
	df	8
	Sig.	0.79
Benefits of L1 in Multi-Tasking Skills	Chi-square	7.412
	df	6
	Sig.	0.284
Benefits of L1 in Memory Strategy	Chi-square	5.202
	df	8
	Sig.	0.736

From the result above its noticeable that there is a significant association between English study time only with easily communicate and anxiety when restricted from L1 use at a 5% level of significance.

**4.4. Is there an association between the language of communication with friends and family and L1 Communication-based difficulties in TL acquisition?**

	<b>Language for Communication with friends &amp; family</b>	
Easily Communicate / Understand Instructions in TL	Chi-square	2.076
	df	4
	Sig.	0.722
Ease in Classroom Interaction	Chi-square	6.377
	df	4
	Sig.	0.173
Anxiety when restricted from L1 use	Chi-square	7.907
	df	4
	Sig.	0.095
Acquisition of pronunciation, phenology, etc.	Chi-square	1.954
	df	4
	Sig.	0.744
Benefits of L1 in Receptive Skills	Chi-square	4.339
	df	4
	Sig.	0.362
Benefits of L1 in Multi-Tasking Skills	Chi-square	1.886
	df	3
	Sig.	0.596
Benefits of L1 in Memory Strategy	Chi-square	2.223
	df	4
	Sig.	0.695

From the output above all the p-values are greater than 0.05 level of significance. Therefore at a 5% level of significance, we fail to reject the null hypothesis and conclude that there is no association between the language of communication with friends and family and L1 Communication-based difficulties in TL acquisition.

**4.5. Is there an association between preferred medium of instruction and L1 Communication-based difficulties in TL acquisition?**

	Preferred Medium of Instruction	
Easily Communicate / Understand Instructions in TL	Chi-square	7.7072
	df	4
	Sig.	0.132
Ease in Classroom Interaction	Chi-square	2.383
	df	4
	Sig.	0.666
Anxiety when restricted from L1 use	Chi-square	5.557
	df	4
	Sig.	0.235
Acquisition of pronunciation, phenology, etc.	Chi-square	4.249
	df	4
	Sig.	0.373
Benefits of L1 in Receptive Skills	Chi-square	4.916
	df	4
	Sig.	0.296
Benefits of L1 in Multi-Tasking Skills	Chi-square	6.171
	df	3
	Sig.	0.104
Benefits of L1 in Memory Strategy	Chi-square	7.562
	df	4
	Sig.	0.109

The result reveals that there is no association between preferred medium of instruction and L1 Communication-based difficulties in TL acquisition at 5% level of significance.

**5. CONCLUSION**

The study aimed at investigating the reasons for using L1 in foreign language teaching and learning, as well as the positive benefits of L1. Survey data collected from 54 students were used for the analysis. The findings revealed that the students who participated in the study on average spent 10.69 in learning English. Further, the findings showed that most of the students learned Arabic in their medium school as compared to English. On comparing the proficiency of both TL and L1 the findings revealed that the students agreed that both languages are good. For hypothesis testing, the chi-square test was used to show whether there is an association between the variables. For the vocabulary-based questions, the perceived proficiency showed an association with an understanding of cognates. And on the other hand, there was a significant association between the interference of L1 in TL acquisition and misunderstanding of similar words but the rest were not significant. There was an association between English study time and misunderstanding similar words and understanding cognates as well at a 5% level of significance. The findings revealed that there was no association between opinion on L1-TL interference and sentence structure-based difficulties. While assessing the association between opinion on L1-TL interference and L1 communication-based

difficulties in TL acquisition, the association was not statistically significant at a 5% level of significance.

### **Declaration of Conflicts of Interests**

The authors declare that they have no conflict of interest.

### **REFERENCES**

- Ahamefula, N. O. A., C. Udechukwu and C. L. Okoye (2014). "Language Teaching Methodology: Historical Development and Contemporary Issues " *Journal of Education and Practice* 5(15).
- Al-Musawi, N. M. (January 2014). "Strategic Use of Translation in Learning English as a Foreign Language (EFL) among Bahrain University Students." *Comprehensive Psychology*.
- Alzamil, A. (2019). The effects of the use of first language on learning English as a second language: attitudes of Arabic EFL learners. *Arab World English Journal (AWEJ)* Volume, 10.
- Ash, A. (2015). "Reducing L1." *IH Journal* 38
- August, D., & Shanahan, T. (2017). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Routledge.
- Bardovi-Harlig, K. and R. A. Sprouse (March 2017). "Negative Versus Positive Transfer."
- Batool, N., M. Anosh, A. Batool and N. Iqbal (2015). "The Direct Method: A Good Start to Teach Oral Language " *Journal of Literature, Languages and Linguistics* 5.
- Bećirović, S., & Hurić-Bećirović, R. (2017). The role of age in students' motivation and achievement in learning English as a second language. *The Journal of Linguistic and Intercultural Education*, 10(1), 23.
- Boleda, G. (2020). Distributional semantics and linguistic theory. *Annual Review of Linguistics*, 6, 213-234.
- Brogan, F. D. and J. Son (2015). "Native Language Transfer in Target Language Usage: An Exploratory Case Study." *Voices*.
- Buarqoub, I. A. S. (2019). "Language barriers to effective communication." *Utopía y Praxis Latinoamericana* 24(6): 64-77.
- Castillo, J. M. d. (2015). "Meaning, What is it." *International Journal of Language and Linguistics* 3(6): 1.
- De la Fuente, M. J. and Goldenberg, C. (2020). Understanding the role of the first language (L1) in instructed second language acquisition (ISLA): Effects of using a principled approach to L1 in the beginner foreign language classroom. *Language Teaching Research*, 1-20. DOI: 10.1177/1362168820921882.
- Derakhshan, A. and Karimi, E. (2015). The Interference of First Language and Second Language Acquisition. *Theory and Practice in Language Studies*, 5 (10), 2112-2117. DOI: <http://dx.doi.org/10.17507/tpls.0510.19>
- Hopp, H., Vogelbacher, M., Kieseier, T., & Thoma, D. (2019). Bilingual advantages in early foreign language learning: Effects of the minority and the majority language. *Learning and Instruction*, 61, 99-110.
- Hummel, K. M. (2021). *Introducing second language acquisition: Perspectives and practices*.
- Johnson, K. (2017). *An introduction to foreign language learning and teaching*. Routledge.
- Kazazoğlu, Semin. (2020). The Impact of L1 Interference on Foreign Language Writing: A Contrastive Analysis. *Journal of Language and Linguistic Studies*, 16(3), 1177-1188. Doi: 10.17263/jlls.803621
- Kwame, A. (2017). "Theoretical Perspectives on First Language Acquisition: a contrast between the nativists and interactionists perspectives 1."



Lobachev, S. (2008). "Top languages in global information production." *Canadian Journal of Library and Information Practice and Research* 3(2).

Mitchell, R., Myles, F., & Marsden, E. (2019). *Second language learning theories*. Routledge.

Mizza, D. (2014). "The First Language (L1) or Mother Tongue Model Vs. The Second Language (L2) Model of Literacy Instruction." *Journal of Education and Human Development* 3(3): 101-109.

Pan, Y.-c. and Y.-c. Pan (2010). "The Use of L1 in the Foreign Language Classroom." *Colomb. Appl. Linguist.* 12(2).

Putra, P. P. (2020). *First Language Interference On English Use*. Al-Lughah: Jurnal Bahasa, 9(1), 40-52. doi:10.29300/lughah.v9i1.3226

Sánchez-Gómez, M., Pinto-Llorente, A. M., & García-Peñalvo, F. J. (2017). The Impact of Wikis and Discussion Boards on Learning English as a Second Language. A Mixed Methods Research. *Digital Education Review*, 32, 35-59.

Sinha, A., Banerjee, N., Sinha, A., and Shastri, R. K. (2009). Interference of first language in the acquisition of second language. *Journal of Psychology and Counseling*, 1(7), 117-122. online at <http://www.academicjournals.org/JPC>.

Soviyah, S. and Y. Purwaningtias (2018). "Old but Gold: The Use of Picture Cues to Teach Writing (An Experimental Research)." *English Language Teaching Educational Journal* 1(1): 38.

Syafutri, T and Saputra, A. (2021). The First Language Interference Toward Students' English Speaking as Foreign Language. *Linguistics*, 7(1), 39-51. DOI:10.29300/ling.v7i1.4327.

Turnbull, M. (2001). "There is a role for the L1 in second and foreign language teaching, but...." *Canadian Modern Language Review/ La Revue canadienne des langues vivantes* 57(4): 531-540.

Valcea, C. (2020). "First language transfer in second language acquisition as a cause for error-making in translations."

Villamil, O. S. and M. C. M. d. Guerrero (1996). "Peer revision in the L2 classroom: Social-cognitive activities, mediating strategies, and aspects of social behavior." *Journal of Second Language Writing* 5(1): 51-75.

Wagner, D. A. (1994). "Use It or Lose It? The Problem of Adult Literacy Skills Retention." *Working papers (Literacy.org)* 4.

Wu, G. J., Bagozzi, R. P., Anaza, N. A., & Yang, Z. (2019). A goal-directed interactionist perspective of counterfeit consumption: The role of perceived detection probability. *European Journal of Marketing*.