

Teachers' Perceptions and Practices of Using L1 (Arabic) in EFL Classrooms at UTAS-Salah

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Received: July 11, 2023 Accepted: August 14, 2023 Online Published: August 29, 2023

doi:10.5430/wjel.v13n7p540

URL: <https://doi.org/10.5430/wjel.v13n7p540>

Abstract

Using the first language (L1) in teaching English as a foreign language (EFL) has been debatable for decades. Therefore, this study draws on prior research and investigates teachers' perceptions and the use of Arabic (L1) in EFL classes in the Sultanate of Oman. A sample of 45 EFL teachers, chosen from the English Language Unit, Center for Preparatory Studies at the University of Technology and Applied Sciences (UTAS)-Salalah, answered a 5-point Likert scale questionnaire. It was distributed as a Google form to collect data. The dataset was analyzed statistically using SPSS (Version 26.0). The study findings showed that the EFL teachers at the English Language Unit have positive perceptions towards using L1 in EFL teaching, especially for translation purposes. Besides, a positive correlation value ($r = .826^{**}$) was found between perceptions and practices of L1 in the EFL classes. In addition, the findings showed no significant differences between the groups, neither in perceptions of nor in practices of L1 in the EFL classroom ($p > .05$). Based on the findings, the study provides some important recommendations and implications for EFL teachers in Omani EFL settings and can be useful in other similar contexts.

Keywords: correlation, EFL, L1 (Arabic), Omani EFL context, UTAS-Salah

1. Introduction

There has been much debate for decades regarding whether or not first language (L1) input should be allowed in English as a foreign language (EFL) classes. It has been a bone of contention among language researchers, who come up with positive and negative sides of the phenomenon. Many authors have stressed the importance of L1 in L2 contexts. Several studies encourage using the mother tongue when teaching English (see, for instance, Al-Hinai, 2006; Al-Shidhani, 2009; Listyani & Al-Kadi, 2022; Nation, 2003; Mudhsh, 2021; Moqbel, 2022; Schweers, 1999). There are several arguments in favor of using L1 in teaching L2. Some authors argue that L1 facilitates learning EFL as it saves time, makes things clear to the learners, and hence helps EFL students acquire the target language relatively quickly (Nation, 2003; Schweers, 1999). Miles (2004) asserts that limited usage of the original language sources can actually help rather than inhibit L2 learning, and hence L1 can be incorporated to solve specific complicated issues. Nation (2003) and Schweers (1999) stated that using the mother tongue can be very beneficial in the classroom when students are struggling to understand a concept or a grammar point; using L1 can help them grasp the meaning more easily.

Other than that, L1 can be used to build rapport with students and create a more comfortable learning environment. Arguably, when students feel comfortable, which is when their first language is involved, they are more likely to be engaged and motivated to learn the target language (Atkinson, 1987; Mudhsh & Laskar, 2021; Listyani & Al-Kadi, 2022). It can be used to shelter students who are falling behind and give them a sense of hope to keep going. It gives them hope that they can make progress. According to Brown (2000) and Schweers (1999), learners' native language at the beginning of the class makes them feel included, which provides a sense of belonging and validates their learning experiences.

Few authors would dispute that the first language reduces exposure to the target language, which is essential to developing accuracy and fluency in the second language (Elridge, 1996; Moqbel, 2022). Apart from that, it creates a dependency on the L1 and hinders the development of communicative competence (Al-Shidhani, 2009; Hanáková & Metruk, 2017; Listyani & Al-Kadi, 2022; Kaynaradağ, 2016).

Although both arguments are quite convincing, more questions are still open and need more investigation. Given the advantages of using L1 to facilitate the comprehension and acquisition of L2 knowledge, as well as reduce learners' anxiety and enhance their motivation, there are some pitfalls concerning the interference with learners' exposure and practice of L2, as well as creating dependency and fossilization. The question that has puzzled many researchers is how much L1 may be used in EFL situations (Hanáková & Metruk, 2017).

Discussing this issue in the Omani context, where Arabic is the first language of the learners, it is generally accepted that using L1 (Arabic) in EFL teaching and learning builds the confidence of the Omani EFL students. Nevertheless, it is necessary to explore the EFL

teachers' perceptions and their uses of L1 in their EFL teaching with data collected from the University of Technology and Applied Sciences in the City of Salalah, Oman. The study is important because it will help EFL teachers, curriculum designers, and policymakers make informed decisions based on research instead of general impressions.

1.1 Research Questions

The study addressed the following questions:

1. What is the degree of EFL teachers' perceptions towards using L1 in EFL teaching in the Omani context?
2. For what purposes do they use L1 in the EFL classes?
3. Are there any significant differences between gender, educational qualification, years of teaching experience, specialization, level of teaching, and native language in terms of perceptions and practices of L1 in EFL teaching?
4. Is there any correlation between the EFL teachers' perceptions and practices of L1 in the EFL classes?

2. Literature Review

2.1 Theoretical Background

The use of L1 in EFL classrooms has been controversial for decades, with some approaches advocating for an English-only policy and others acknowledging the benefits of L1 as a scaffolding tool. The arguments for minimizing or avoiding L1 use are based on theories such as Krashen's (1981) input hypothesis, which claims that learners acquire L2 in the same way as they acquire their L1, and contrastive analysis, which suggests that L1 and L2 should be kept separate to prevent negative transfer (Listyani & Al-Kadi, 2022). However, recent research has challenged the monolingual tenet, providing evidence for the positive effects of L1 use in EFL classrooms, such as facilitating comprehension, reducing anxiety, enhancing motivation, and promoting collaborative learning (Carless, 2007; Nation, 2003; Schweers, 1999; Miles, 2004). The use of L1 in EFL classrooms can also be justified from a sociocultural perspective, which views language learning as a social and cultural activity mediated by various tools, including L1 (Nitisakunwut et al., 2023). According to this perspective, L1 can serve as a cognitive and metacognitive resource (Atkinson, 1987) that helps learners construct meaning, regulate their thinking, and reflect on their learning (Nitisakunwut et al., 2023).

2.2 Previous Studies

The advantages of using L1 in the EFL context resulted from a range of studies in the international EFL context. Numerous studies have shown that utilizing L1 in English classes may be beneficial or even necessary (see, for instance, Cook, 2001; Storch & Wigglesworth, 2003; Atkinson, 1987; Gill, 2005; Al-Hinai, 2006; Al-Alawi, 2008; Al-Hadrami, 2008; Al-Shidhani, 2009). According to Cook (2001), L1 offers scaffolding assistance. Through L1, students may explain the duties to one another, decide what part they will play, and compare their comprehension and language use to their peers. When engaging in problem-solving activities, he claims that L1 is particularly beneficial since it allows for group discussion of the problem(s) at hand. Moreover, Storch and Wigglesworth (2003) seem to be in line with Cook's view, where they state that L1 may offer students "cognitive support" to explore language and generate higher-quality work. Furthermore, they recommend that instructors admit that some L1 usage might be a typical mental process that enables students to establish and maintain verbal engagement in group or pair work rather than outright forbid it.

Some authors believe that it is particularly beneficial for learners whose level is low. For instance, Atkinson (1987) states that students with low competency levels often need help comprehending instructions delivered in the target language. So that the students can comprehend what the instructor is asking them to do, it is conducive to delivering instructions in their first language (L1). Similarly, Gill (2005) favors implementing L1 in the classroom. The first language is seen as an implementer for learning L2, claims Stern (1992). In other words, contrasting two or more languages may speed up learning. According to Chavez (2002), learners prefer both L1 and L2 because the teaching space is not an authentic environment for L2 as a social culture.

L1 (Arabic) in EFL classrooms has received considerable attention in the Gulf countries. For instance, Al-Hinai (2006) researched school tutors and their students of elementary levels in Muscat, in the Sultanate of Oman, to find out their views and ideas towards using L1, Arabic, in elementary school. Lesson recordings, observations in the classroom, and interviews (with tutors and students) were used to gather the data. The author summarized that Arabic was often utilized in EFL classes. It was regularly used for interpretation, classroom control, and management, but never to explain abstract terms.

Likewise, Al-Alawi (2008) approached five English instructors in the Batinah North Region of Oman to learn more about their opinions about using their first language (L1) in English classrooms. Interviews and classroom observations were used to collect the data. He discovered that some professors often lecture and make jokes in Arabic. Perhaps surprisingly, Arabic was seldom used as a management tool in the classroom. In a similar study, Al-Hadrami (2008) researched four instructors to learn more about their opinions and convictions on using L1, i.e., Arabic, in English instruction in Oman. Al-Hadrami found and agreed that Arabic in EFL classrooms can be beneficial, especially for elucidating vocabulary and ideas. However, three of the four respondents were also against using it significantly. Additionally, Al-Buraiki (2008) conducted a study to see the views of Omani teachers in elementary education schools, and the results showed that the teachers thought that L1 may help instruct young students. Al-Shidhani (2009) examined 150 instructors in the Sharqiya in Oman to see their attitudes toward teaching Arabic alongside English. A questionnaire was used to gather the information. There were five parts to the questionnaire. One dealt with the instructors' views on teaching Arabic in English-speaking classrooms. According to the

study, the instructors' beliefs about using L1 in classrooms of communicative English were incompatible with the "communicative approach", despite the fact that their students expected them to do so.

Some authors in the literature voiced some disadvantages of using L1 in EFL. For instance, Kaynarđag (2016) argues that when L1 is used, there is a good chance that students will refer to it even when it is not essential. Thus, excessive L1 usage might happen. When considering the teaching and learning of foreign languages, the goal may not be achieved. Moreover, Elridge (1996) states that when L1 is exploited carelessly, L2 exposure stays constrained. When taking into account the target language, learning environments where L2 exposure may not always be maintained.

Consequently, students are less likely to increase their ability to speak the target language. Carless (2007) believes that contrary to popular belief, increasing L2 may also increase students' motivation, notwithstanding what is said about their lack of drive when L1 is disregarded. This puts students in a position where they must ensure that they can communicate effectively through speaking. This immediately boosts students' confidence in their proficiency in the target language.

Along with these studies, numerous scholars, such as (Auerbach, 1993; Pachler& Field, 2001; Krashen, 1981; Kellerman, 1995; Weschler, 1997) have argued that native language should not be used when teaching foreign languages for various reasons. Students' target language development may not meet expectations; students may not be autonomous learners during target language acquisition; and teachers' code-switching may demotivate other international students. Language instructors' code-switching behaviors in EFL classes may also be highlighted by prominent academics' key assumptions and the rationales underlying when to use L1 and when not to use L1.

In summary, this review shows a divergent view about using the mother tongue in teaching English as an EFL. It has been widely accepted that the use of L1 in EFL classrooms where teachers and students have the same L1 can be seen as both unavoidable and beneficial. However, recent EFL research has challenged the arguments of those who support an English-only policy in EFL settings. Therefore, it is important to explore the pedagogical implications of this issue in the context of Omani EFL at the university level.

3. Method

The study took place at the English Language Unit, Center for Preparatory Studies, University of Technology and Applied Sciences in Salalah, Sultanate of Oman, at the end of the second semester of 2023. It focuses on teachers' perceptions and practices towards using Arabic in an EFL classroom for General Foundation Program and Post-Foundation Program students at UTAS-Salalah. The central aim of the study is to unveil EFL teachers' perceptions and uses of L1 in the Omani EFL setting and the differences between the teacher groups in terms of their perceptions and uses of L1 in the EFL classroom.

3.1 Participants

Table 1. Demographic Information of the Participants in Frequency and Percentage

Variables	Groups	Frequency	Percent (%)
Gender	Female	21	46.7
	Male	24	53.3
Educational Qualification	Bachelor	3	6.7
	Master	26	57.8
	Ph.D.	16	35.6
Years of Teaching Experience	4-7 years	3	6.7
	8-10 years	4	8.9
	more than 10 years	38	84.4
Specialization	General English	4	8.9
	TESOL	19	42.2
	TESL/TEFL	1	2.2
	English Language and Literature	2	4.4
	Linguistics/ Applied Linguistics	11	24.4
Level of Teaching	ELT	8	17.8
	Level 1	6	13.3
	Level 2	14	31.1
	Level 3	11	24.4
	Level 4	6	13.3
Native Language	Post-Foundation	8	17.8
	Non-Arabic	21	46.7
	Arabic	24	53.3

Table 1 presents the demographic information in terms of frequency and percentage of the study participants. Forty-five EFL teachers at the University of Technology and Applied Sciences, Salalah, voluntarily participated in this study. Twenty-one (46.7%) are females, and twenty-four (53.3%) are males. Their educational qualifications are Bachelor, Master, and PhD, 3(6.7%), 26(57.8), and 16(35.6), respectively. Their teaching experience was divided into three groups: 4-7 years (3=6.7%), 8-10 years (4=8.9%), and more than ten years (38 = 84.4%). Their specialization is in General English, ELT, Linguistics, or Literature. They teach Level 1, Level 2, Level 3, Level 4, and Post-Foundation Level. Their native language is Arabic (24=53.3%) or non-Arabic (21=46.7%).

3.2 Instrument

A 5-point Likert questionnaire was used to collect data from the participants. It was divided into three sections: the first section was used to collect demographic information. The second section, which consisted of 10 items, was specified to collect data about the teachers' perceptions of using Arabic in the EFL classroom. The third section, which consisted of 16 items, was used to collect data on the teachers' use of L1 in the EFL classroom.

3.3 Procedures

Table 2. Reliability of the Questionnaire

	Perceptions	Practices	All Items
Number of Items	10	16	26
Cronbach's Alpha	.908	.965	.969

Table 2 shows the results of reliability of the questionnaire. After designing the questionnaire, it was sent to an expert in questionnaire design and statistical analysis for evaluation and review. Then the final version of the questionnaire was distributed as a Google Form for the teachers to complete. The collected data underwent coding, feeding into SPSS (Version 26.0), and analysis. The reliability of the data was first checked using Cronbach's alpha, which showed that Cronbach's alpha (α) of all the questionnaire items was .969, indicating that the reliability of the data was high, and thus valid for use in this study.

3.4 Data Analysis

The data were analyzed with the help of a statistical analyst. Some statistical tests were used to achieve the objectives of the study. Descriptive statistics were used to measure the participants' demographic information in terms of frequency and percentage. The same measurement was also used to test the means and standard deviations of the questionnaire items specified for the participants' perceptions and practices of L1 in the EFL classroom. To find the differences between the variables of gender and native language in their perceptions and practices of L1 in the EFL classroom, the Mann-Whitney U Test was used because the variable groups are two. The Chi-square Test was used to measure the differences between other variables of participants in perceptions and practices of L1 in the EFL classroom because the variable groups are more than two. The Pearson Test was used to measure the correlation coefficients between the participants' perceptions and practices of L1 in the EFL classrooms.

4. Results

The results are arranged in this section under three parts: perceptions towards using L1 in the EFL classroom, practices of L1 in the EFL setting, and differences between perceptions and practices.

4.1 Research Question 1: What Is the Degree of EFL Teachers' Perceptions towards Using L1 in EFL Teaching in the Omani Context?

The first research question is about perceptions of using L1 in EFL situations.

Table 3. Means and standard deviation of the perception items

No.	Statement	Mean	Std. Deviation
1	Using L1 in the EFL classroom is beneficial.	3.5333	1.12006
2	Using L1 in certain contexts in the EFL classroom is favorable and interesting.	4.0889	.82082
3	I feel comfortable when using L1 in the EFL classroom.	3.0444	1.14724
4	Using L1 in the EFL classroom has a positive impact on EFL learning.	3.5778	1.05505
5	I think it is impossible to learn a foreign language without using the students' L1.	2.7556	1.06931
6	Using the Grammar-Translation Method is convenient to be used in the EFL classroom.	3.1778	1.02888
7	The more L1 you use in the EFL classroom, the higher your student's language proficiency is.	2.5111	1.19891
8	The use of L1 in the EFL classroom depends on the students' proficiency level.	4.0667	.83666
9	Using L1 in the EFL classroom is based on the students' needs.	4.0889	.82082
10	Using L1 in the EFL classroom is based on the lesson content.	3.6667	1.06600
	Total	3.4511	.75757

Table 3 provides the means and standard deviations of the perceptions items. The overall mean of the perceptions of using Arabic (L1) in EFL classes at the University of Technology and Applied Sciences is 3.45, which suggests high perceptions towards using L1 in EFL classes. Examining the data in the Table more closely, the highest mean values belong to Item 2 (M=4.09) and Item 9 (M=4.09), followed by Item 8 (M=4.07). On the other hand, the least level of perception towards using L1 in the EFL classroom relates to Item 7 (M=2.51) and Item 5 (M=2.76), respectively. Generally, this indicates that the EFL teachers in question positively perceive using L1 in the EFL classroom, especially when the learners need it.

4.2 Research Question 2: For What Purposes Do They (EFL Teachers) Use L1 in the EFL Classes?

The second research question is about the purposes of using L1 in the EFL classroom.

Table 4. Means and Standard Deviations of Practices

		Mean	Std. D.	M	Std. D.
Interlingual purposes	I use L1 in the EFL classroom to link between the students' mother tongue and English.	2.8667	1.14018	2.84	1.19
	I use L1 in the EFL classroom to show the similarities and differences between the students' mother tongue and English.	2.6222	1.31924		
	I use L1 in the EFL classroom to clarify the ambiguities of English.	3.0889	1.36219		
	I use L1 in the EFL classroom when teaching some language skills more than others.	2.7778	1.31233		
Translation purposes	I use L1 in the EFL classroom only for translating, not for explaining.	2.9778	1.23378	3.01	1.11
	I use L1 in the EFL classroom when I say words that I feel they are new to the students.	2.8667	1.14018		
	I use L1 in the EFL classroom to translate only specific words, phrases and sentences.	3.0889	1.22144		
	I use L1 in the EFL classroom to define new words / vocabularies.	3.1111	1.22886		
Writing purpose	I use L1 in the EFL classroom to write something on the board.	1.8667	1.30732	1.8667	1.30
Comprehension purposes	I use L1 in the EFL classroom to check students' comprehension.	2.3333	1.26131	2.36	1.26
	I use L1 in the EFL classroom to provide reinforcement feedback.	2.3778	1.36995		
Out-of-lesson purposes	I use L1 in the EFL classroom with some students only.	2.7556	1.22763	2.62	1.07
	I use L1 in the EFL classroom only in marginal sentences (irrelevant to the lesson).	2.6000	1.32116		
	I use L1 in the EFL classroom to manage the classroom.	2.2889	1.25449		
	I use L1 in the EFL classroom to build a rapport with the students.	2.6222	1.30190		
	I use L1 in the EFL classroom to create an atmosphere of psychological comfort for the students.	2.8222	1.23009		
Total		2.6917	1.02650		

Table 4 shows the means and standard deviations of the EFL teachers' practices of L1 in the EFL classroom, with a total mean (2.69), indicating that their perception of using L1 in the EFL classroom is greater than their practices. This can be due to the fact that almost half of the teachers (46.7%) are non-Arabic speakers. So, they favor using L1 in the EFL classroom but cannot use it freely in all situations. The most common use of L1 in the EFL classroom is to define new words or vocabularies (M=3.11), clarify ambiguities, translate some specific words, phrases, and sentences (M= 3.09). The least use of L1 in the EFL classroom is to write something on the board (M=1.87). This means that EFL teachers tend to use L1 more orally in the EFL classroom, not in written form. To go into depth, L1 is used more in the EFL classroom for translation purposes (M= 3.01), but the minor use of L1 in the EFL classroom is for writing purposes (M = 2.36).

4.3 Research Question 3: Are There Any Significant Differences between Gender, Educational Qualification, Years of Teaching Experience, Specialization, Level of Teaching, and Native Language in Terms of Perceptions and Practices of L1 in EFL Teaching?

This question is about the differences between perceptions and practices.

Table 5. Differences between Perceptions and Practices

Grouping Variable	Test Used	Asymp. Sig (P-Value)	
		Perceptions	Practices
Gender	Mann-Whitney U	.269	.228
Educational Qualification	Chi-Square	.770	.362
Years of Teaching Experience	Chi-Square	.244	.199
Specialization	Chi-Square	.280	.327
Level of Teaching	Chi-Square	.993	.932
Native Language	Mann-Whitney U	.715	.601

Table 5 shows the difference between the perceptions and practices of the EFL teachers' responses regarding their uses of L1 in EFL classrooms across all the groups. The results show no significant differences between the groups, neither in perceptions towards nor in practices of L1 in the EFL classroom (p.>.05). This can be attributed to the fact that the groups for each variable follow the same teaching methods and practices.

4.4 Research Question 4: Is There Any Correlation between the EFL Teachers' Perceptions and Practices of L1 in EFL Classes?

This question is about the correlation between perceptions and practices.

Table 6. Correlation between Perceptions and Practices

		Perceptions	Practices
Perceptions	Pearson Correlation	1	.826**
	Sig. (2-tailed)		.000
	N	45	45
Practices	Pearson Correlation	.826**	1
	Sig. (2-tailed)	.000	
	N	45	45

** Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows the results of the Pearson Correlation Test which was used to calculate the correlation between the variables of the study. It shows a strong positive correlation between the EFL teachers' perceptions towards using L1 in the EFL classroom and their practices of L1 in the EFL classroom ($p=.00$), (correlation coefficient (r)= 0.826^{**}). This means that when perceptions increase, practices increase, and vice versa.

5. Discussion

In this study, the EFL teachers' perceptions of using L1 in the EFL classroom were positively evident. This finding goes in parallel with the arguments of earlier studies, including Cook (2001), Storch and Wigglesworth (2003), Atkinson (1987), Gill (2005), Al-Hinai (2006), Al-Alawi (2008), Al-Hadrami (2008), Al-Shidhani (2009), and Al-Hadrami (2008). This range of previous studies revealed the benefits or necessity of using L1 to teach English as a foreign language. Some of these studies, namely Cook (2001) and Storch and Wigglesworth (2003), reported that using L1 in an English classroom can be a mental process that facilitates the learning process. The teachers' perceptions in the current study support prior findings. Alongside that, the EFL teachers in the study stated that more use of L1 in the EFL classroom depends on the learners' needs and proficiency level. This finding aligns with Atkinson (1987), which states that L1 benefits students with low levels of competency in the target language.

Regarding the EFL practices of L1 in the classroom, the study revealed that the highest use of L1 in the EFL classroom was considered for translation purposes. This finding confirms the findings of Al-Hinai (2006), which summarized that Arabic, as the first language of Arab students, was often used for interpretation. On the other hand, there are some studies, like Kaynardağ (2016), Elridge (1996), and Carless (2007), that are against using L1 in EFL classrooms, contrary to the findings of this study.

With these and previous studies' findings, using the mother tongue in teaching English can be useful. The amount and purpose of use depend on the learning situation and the perceptions of the teachers in charge of the learning situation. Generally speaking, EFL teachers in Arab countries, particularly in Oman, positively perceive using L1, Arabic, in the EFL classroom. This implies that the teachers in question intend to use the grammar-translation method rather than the communicative one, especially when students need L1.

This implication supports the study's second finding that using L1 in the EFL classroom is for translation purposes. It was also found that there is no difference between the perceptions and practices of L1 in the EFL classroom among the study groups. So, it can be said that the teachers' gender, qualification, years of teaching experience, specialization, the level they are teaching, and native language do not significantly influence their perceptions and practices of L1 in the EFL classroom. The correlation between the EFL teachers' perceptions and practices in L1 was positively reported. This can imply that the EFL teachers' perception of using L1 directly influences their practices and vice versa.

6. Conclusion

This study investigated using Arabic, which is the first language of the learners in the Sultanate of Oman, through a survey of a sample of the teachers, and the findings showed positive perceptions about using L1 (Arabic) in EFL teaching. This positive stand directly influences EFL teachers' use of the mother tongue in their EFL classes. In light of the findings, EFL teachers are recommended to use L1 in teaching EFL if they find it helpful for their learners in developing their English proficiency and accuracy. The syllabus designers and policymakers are also recommended to determine the extent and the situations in which the teachers can use L1. Also, policymakers should conduct some training and workshops on how teachers can effectively use L1 in their EFL classrooms. Further studies can be conducted on the skills in which L1 can be helpful in EFL learning.

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Appendix

Questionnaire

Dear teachers,

We kindly invite you to participate in completing the following questionnaire, which focuses on teachers' perceptions and practices of L1 (Arabic) in EFL classrooms at the English Language Unit, Center for Preparatory Studies at the University of Technology and Applied Sciences (UTAS)-Salalah. The researchers confirm that your information and responses will be kept confidential and will be used for research purposes only. The questionnaire will not take more than 10 minutes of your time to complete. Your valuable input will contribute significantly to our study and help to enhance our understanding of teachers' perceptions and practices regarding the incorporation of L1 (Arabic) in EFL instruction.

Thank you in advance for your participation and we greatly appreciate your cooperation.

Name: (optional)

Gender: Male / Female

Educational Qualification:
BA
MA
Ph.D.

Years of Teaching Experience:
0 - 3
4 - 7
8 - 10
More than 10

Specialization:
General English
Linguistics/Applied Linguistics
TESL/TEFL
TESOL
ELT
English Language and Literature
Other (please specify)

Level you are teaching:
Level 1
Level 2
Level 3
Level 4
Post-Foundation

Your native language:

Please tick the most appropriate option. Note that L1 refers to Arabic Language

Table 1. Perceptions

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Using L1 in the EFL classroom is beneficial.					
2	Using L1 in certain contexts in the EFL classroom is favorable and interesting.					
3	I feel comfortable when using L1 in EFL classroom.					
4	Using L1 in the EFL classroom has a positive impact on EFL learning.					

- 5 I think it is impossible to learn a foreign language without using the students' L1.
- 6 Using Grammar-Translation Method is convenient to be used in EFL classroom.
- 7 The more L1 you use in EFL classroom, the higher your students' language proficiency is.
- 8 Use of L1 in EFL classroom depends on the students' proficiency level.
- 9 Using L1 in EFL classroom is based on the students' needs.
- 10 Using L1 in EFL classroom is based on the lesson content.

Do you have any more receptions towards using L1 in EFL classroom? If yes, please write in the following blank.

.....

Table 2. Practices

No.	Statement	Always	Usually	Sometimes	Rarely	Never
1	I use L1 in EFL classroom to create an atmosphere of psychological comfort to the students.					
2	I use L1 in EFL classroom to link between the students' mother tongue and English.					
3	I use L1 in EFL classroom to show the similarities and differences between the students' mother tongue and English.					
4	I use L1 in EFL classroom to clarify the ambiguities of English.					
5	I use L1 in EFL classroom when teaching some language skills more than others.					
6	I use L1 in EFL classroom only for translating, not for explaining.					
7	I use L1 in EFL classroom when I say words that I feel they are new to the students.					
8	I use L1 in EFL classroom to translate only specific words, phrases and sentences.					
9	I use L1 in EFL classroom to define new words/vocabularies.					
10	I use L1 in EFL classroom with some students only.					
11	I use L1 in EFL classroom to write something on the board.					
12	I use L1 in EFL classroom to check the students' comprehension.					
13	I use L1 in the EFL classroom to provide reinforcement feedback.					
14	I use L1 in EFL classroom only in marginal sentences (irrelevant to the lesson).					
15	I use L1 in EFL classroom to manage the classroom.					
16	I use L1 in the EFL classroom to build a rapport with the students.					

Are there any other contexts you use L1 in EFL classroom? If yes, please mention in the following blank.

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Thank Again You for Your Participation!

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