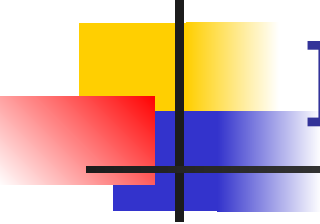


Learners' Perspectives on the Use of L1 in EFL Classes

Cihan University

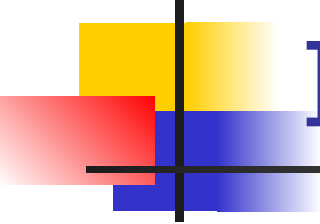
Dept.: International Relations & Diplomacy

Presenter: Attaa Galali



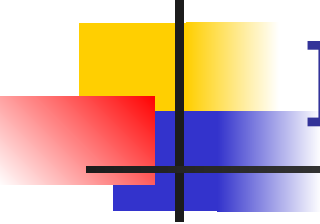
Introduction

- Statement of the problem
- Aim of the study
- Significance of the study
- Limitations



Introduction

- Statement of the problem
 - Learners' inability to utilize properly the TL in their classrooms is one motivation for their dependence upon the L1 for classroom interactions.
 - Non-native English teachers often prefer to communicate with their students via their native language. Why?



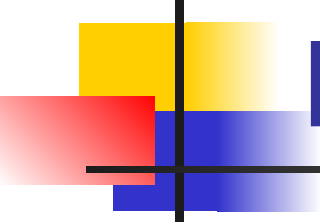
Introduction

- Aim of the study
 - The common reasons behind the use of the L1 in EFL classes.
 - Learners beliefs towards the teachers' use of the L1
 - Different attitudes of (freshmen, sophomore, junior and senior) towards the use of L1, if any.



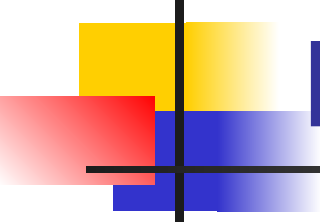
Review of the Literature

- The Role of L1 in English classes
 - Pedagogical role
 - *Prodromou (2002) described L1 use as a 'reservoir that supports learning the target language.'*
 - *students attend English classes with some language backgrounds (Bolitho, 1983)*
 - The sociological role
 - *learning a second language is influenced by classroom environments and the people who speak it.*
 - *L1 use in English classes is a way of removing psychological barriers (Auerbach, 1993).*



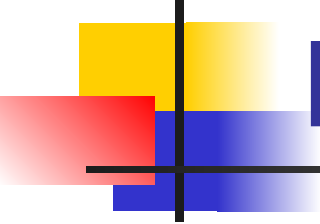
Review of the Literature

- The socio-cultural role
 - *L1 use enables students to make connections between their native culture and the TL culture (Podromou, 2002).*
 - *Classroom cultures are related to many classroom activities (Widdowson, 1996).*



Methodology

- Context
 - This study was implemented at Salahaddin University in Erbil/Iraq.
 - offers more than 75 undergraduate majors and award degrees at the Certificate, Bachelor's, Master's and Doctoral levels.



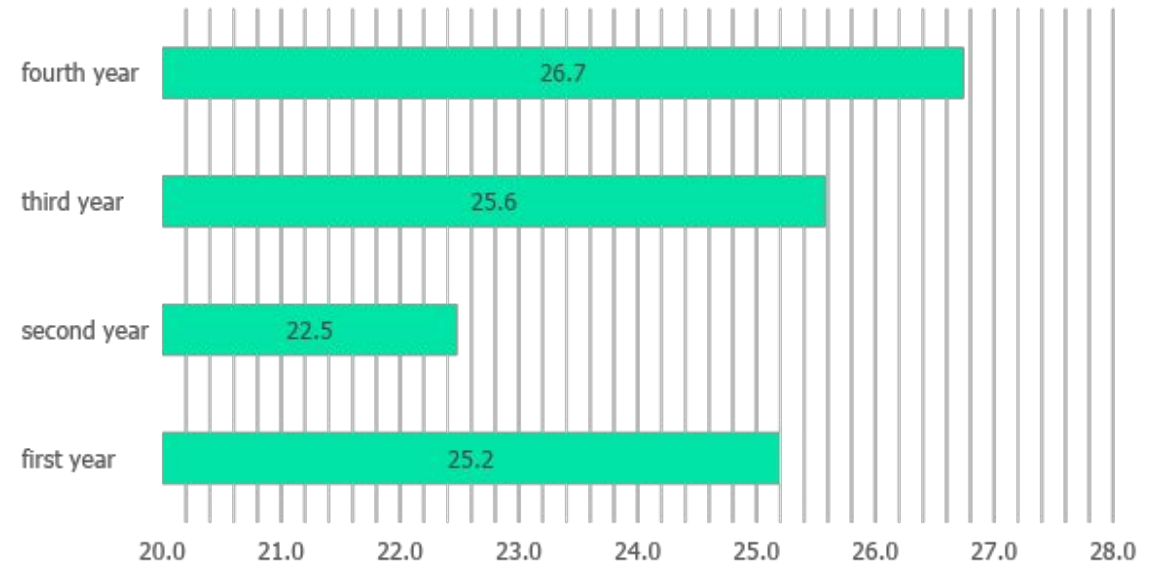
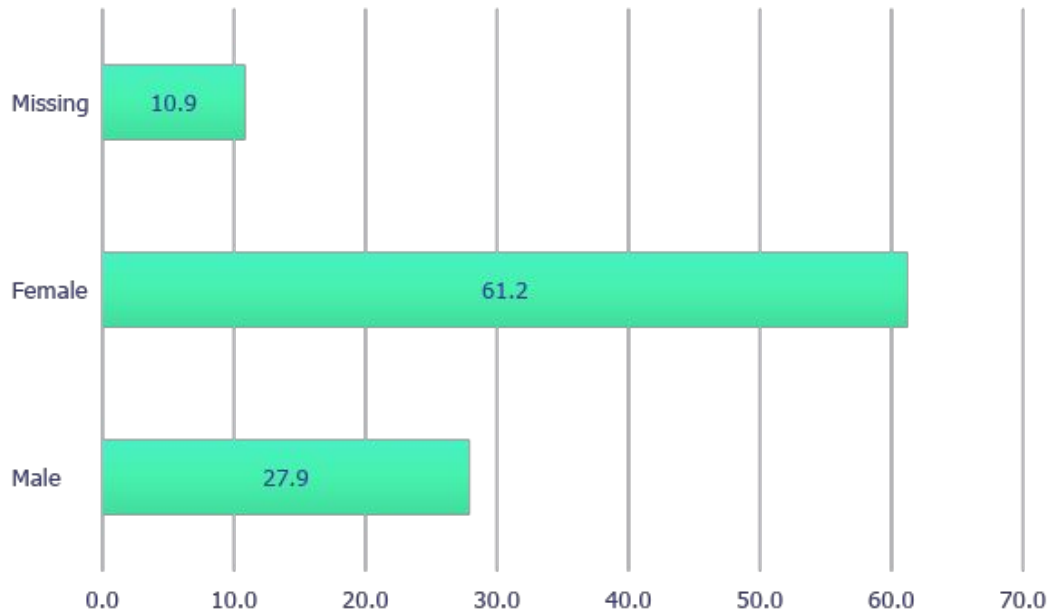
Methodology

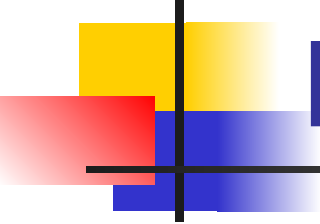
- Research Design
 - It is a descriptive study.
 - It follows a mixed method of data collection and analysis (qualitative & quantitative)

Methodology

- Participants

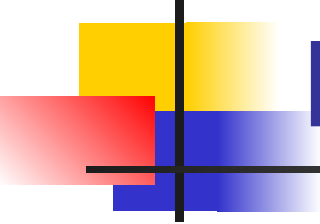
- Participants included 258 EFL students at Salahaddin University
- All of whom possessed the same linguistic background in English.





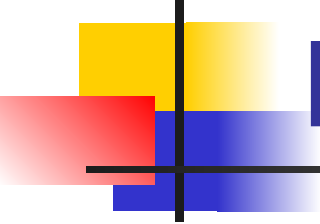
Methodology

- Data Collection Procedures
 - Quantitative data were collected during regular class hours.
 - The LATL1UQ was implemented in the English language only.



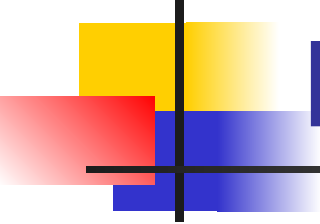
Methodology

- Data Analysis
 - The results of the LATL1UQ were analysed by SPSS to determine the most common reasons and opinions among learners' points of views.



Findings

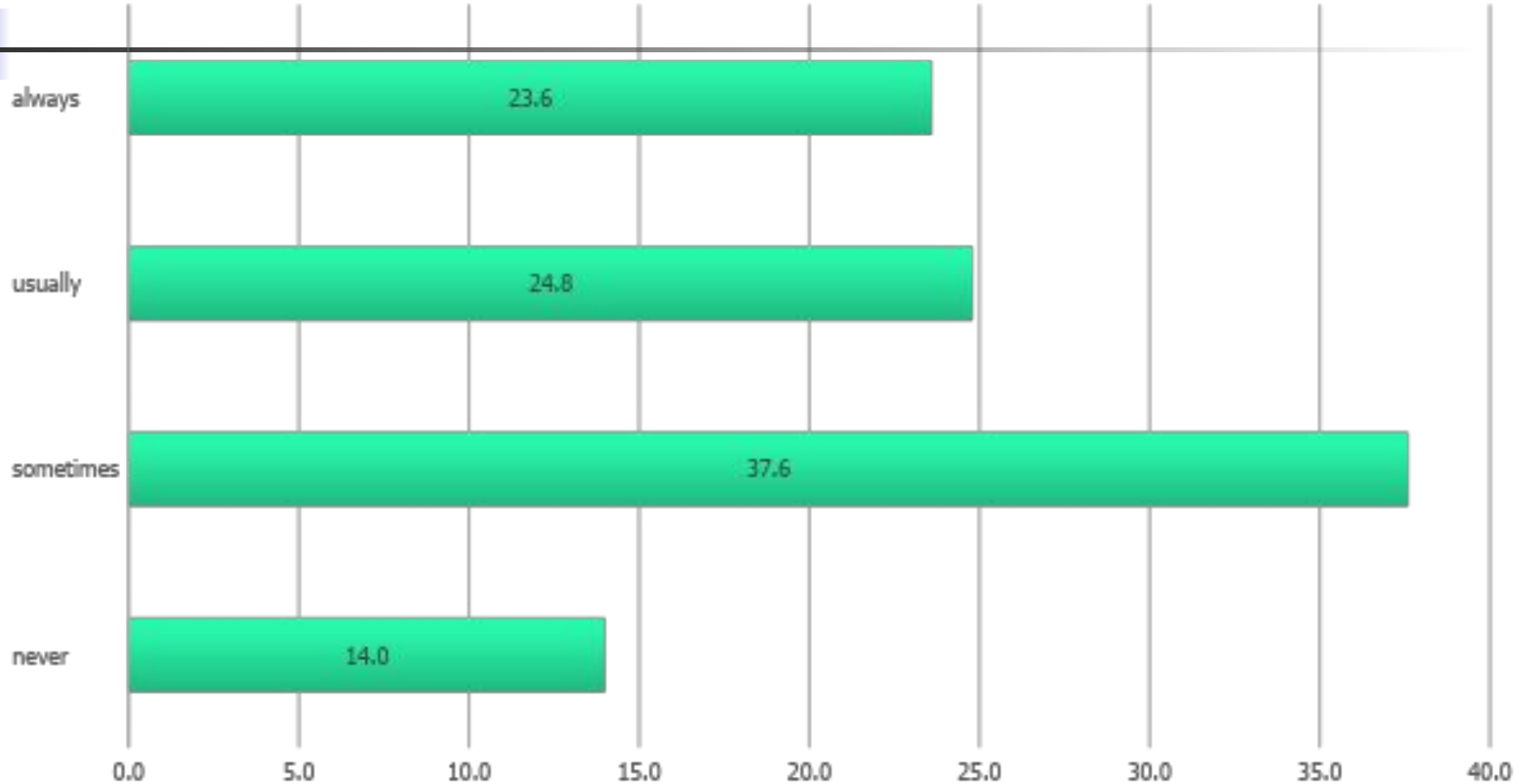
- A Summary of the Descriptive Analysis
 - *Reasons*
 - *Opinions*

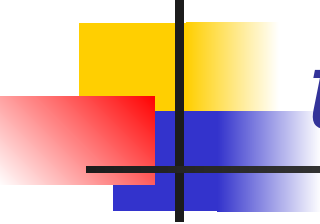


Findings

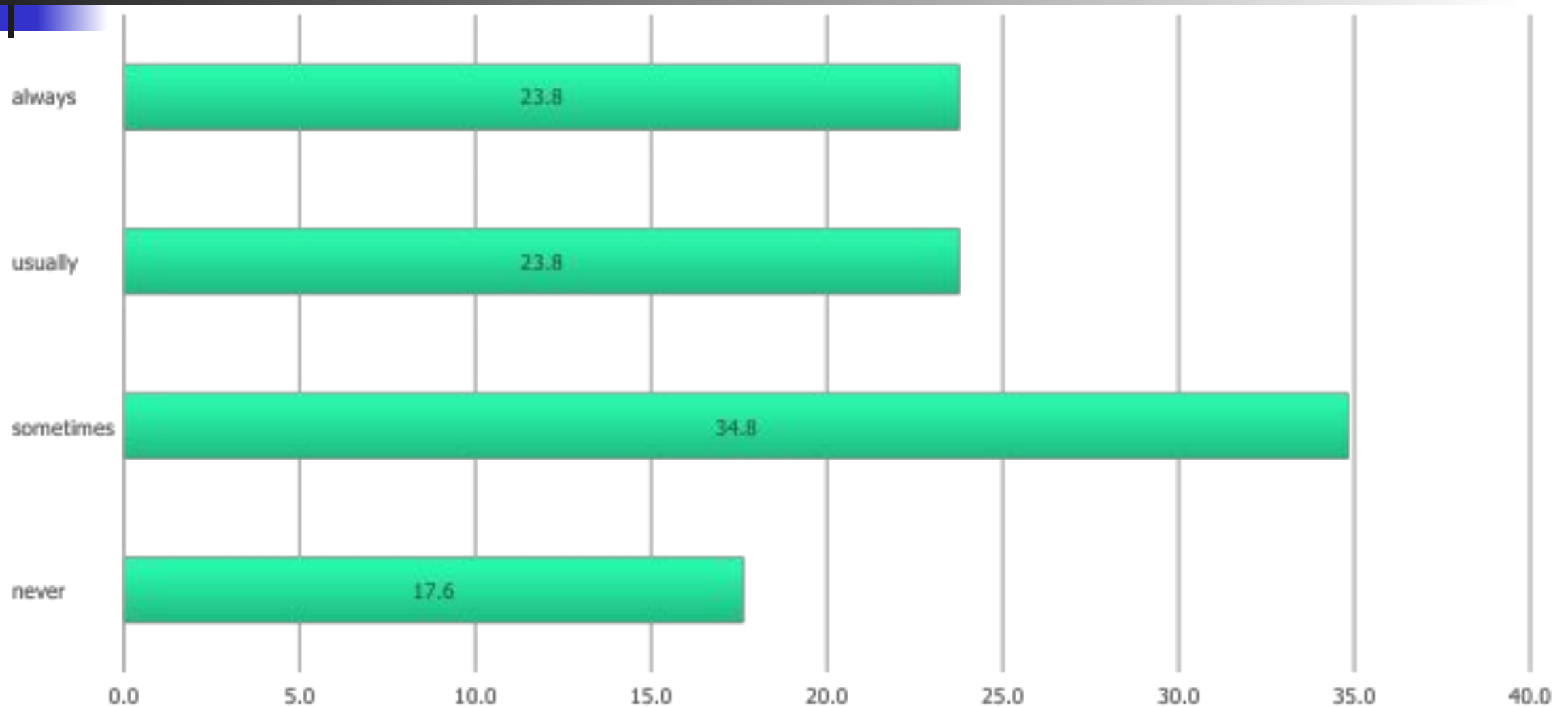
- Descriptive Analysis
- The most common reasons were:

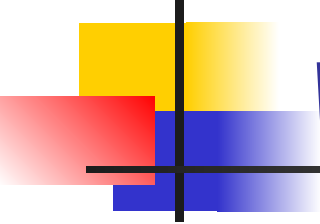
checking the meaning of a new word or concept during the lesson



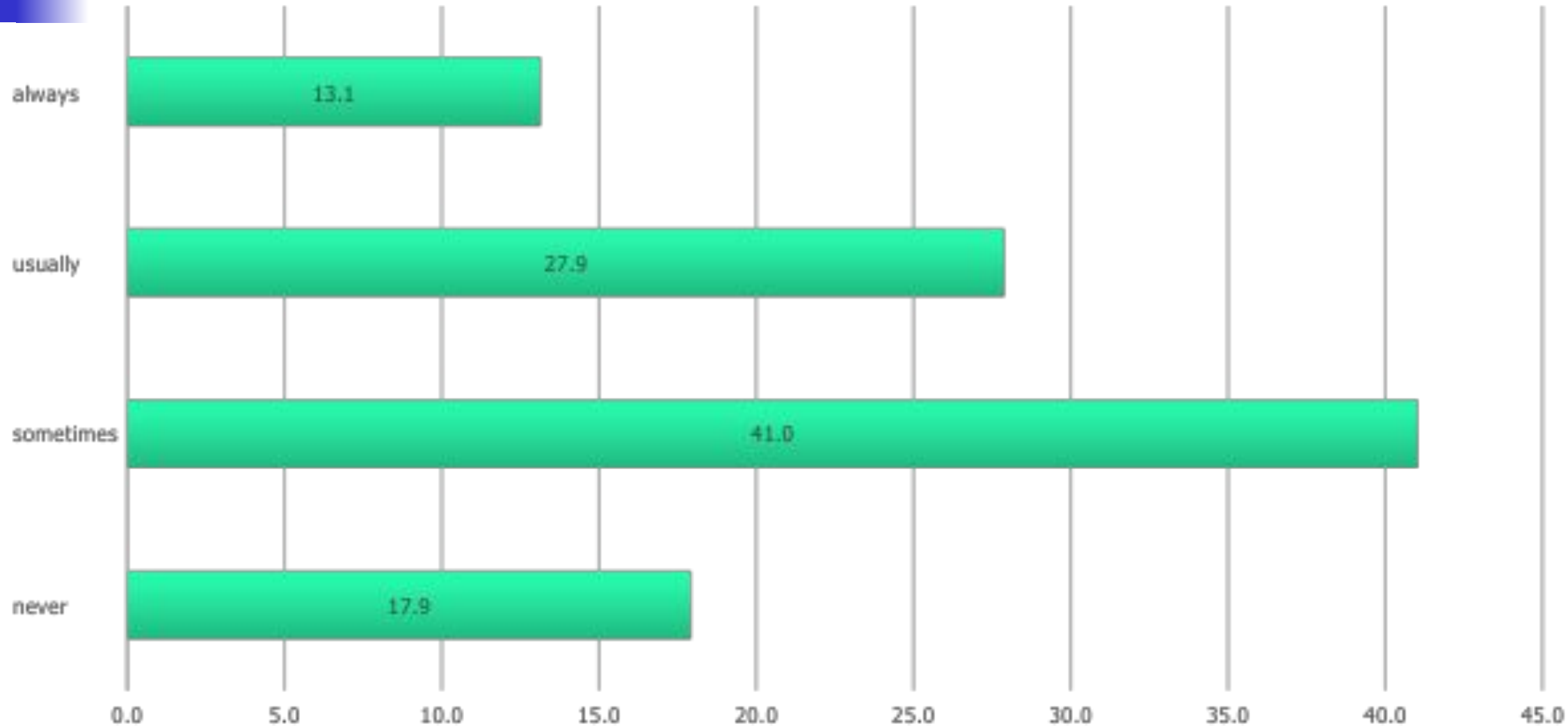


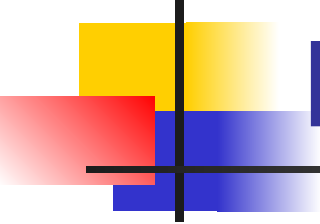
talking about personal things with classmates





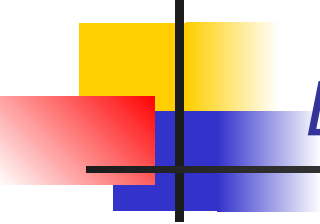
working on a language task



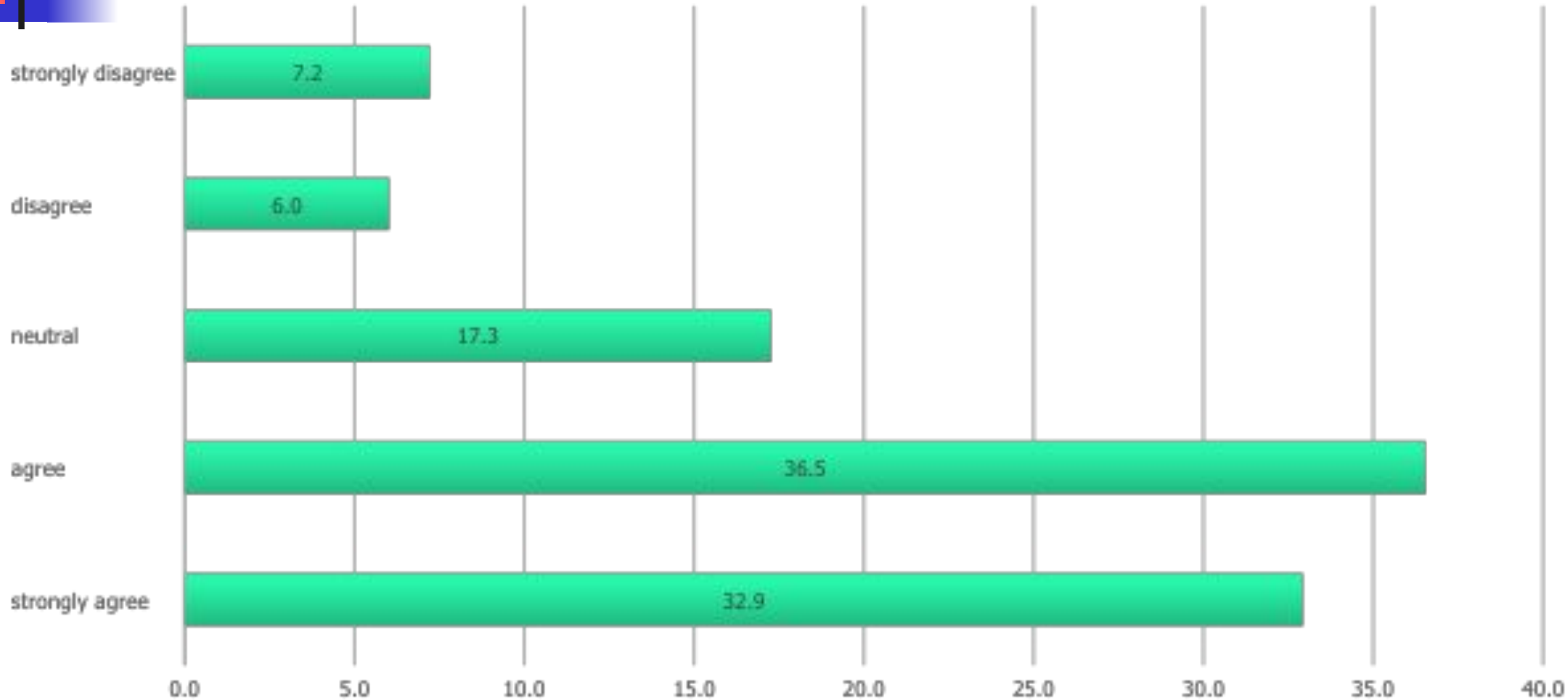


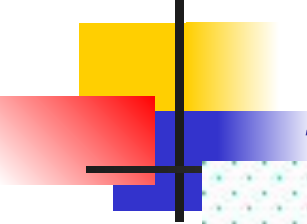
Findings

- Descriptive Analysis
- The most common opinions were:

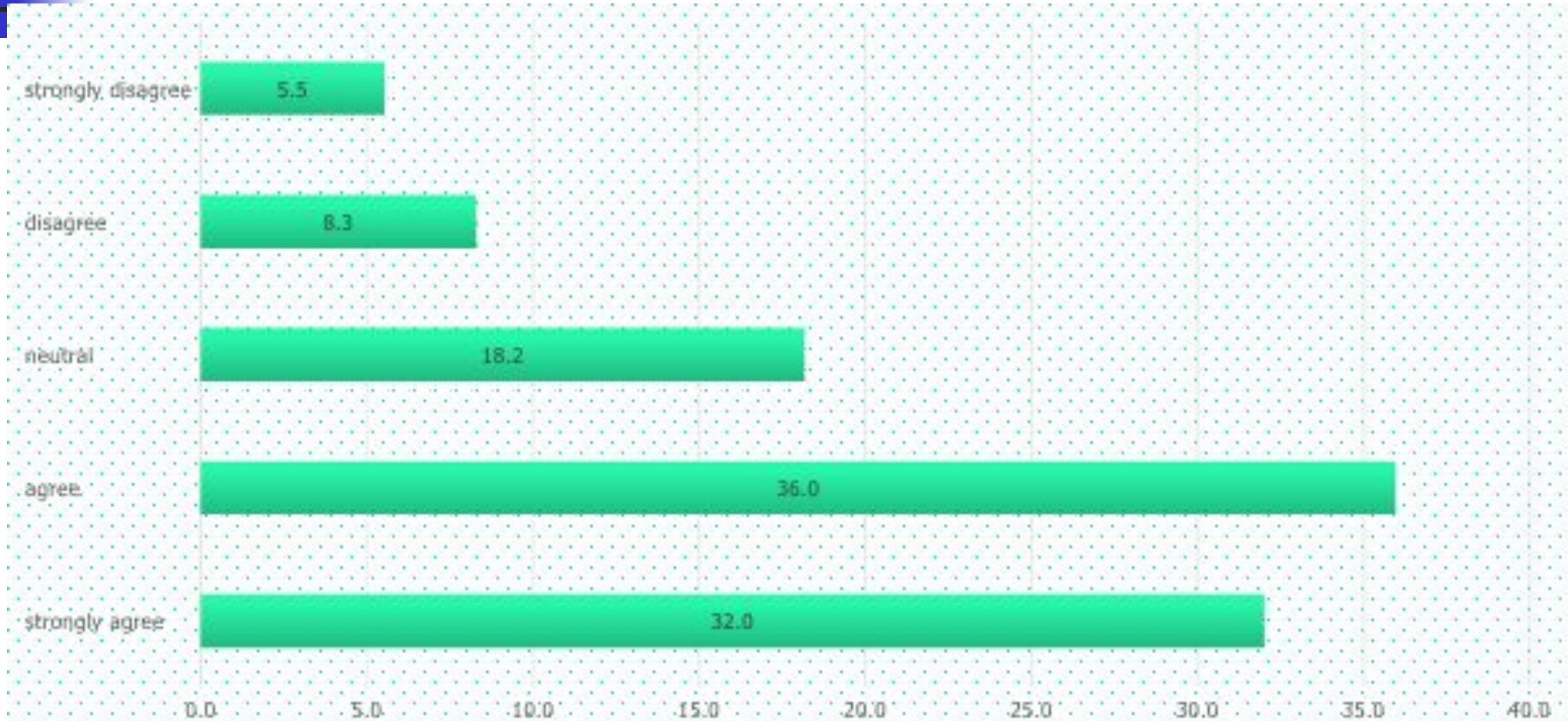


Learners become more comfortable when their English improve

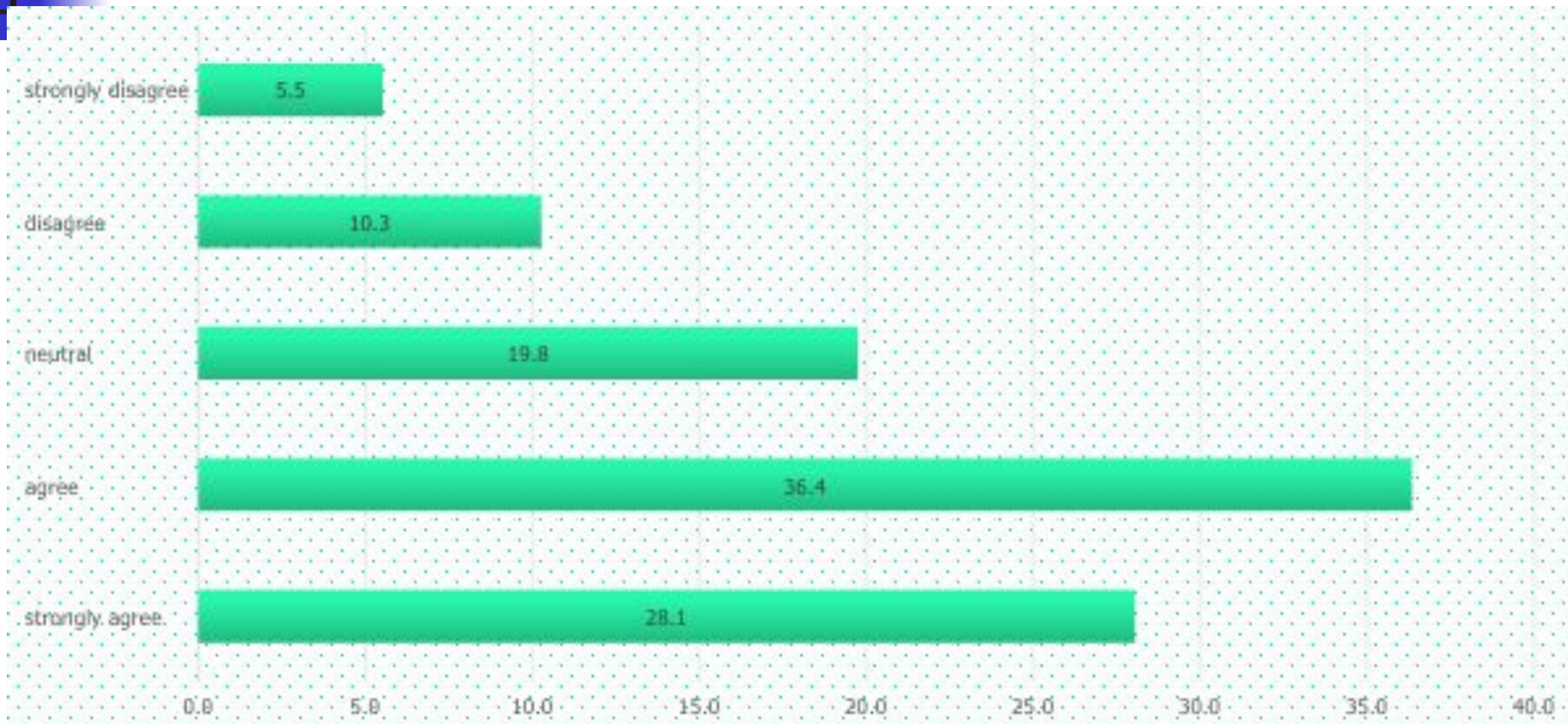


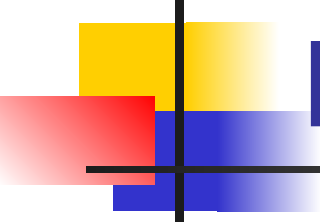


It's best to have a teacher who can understand learners' L1



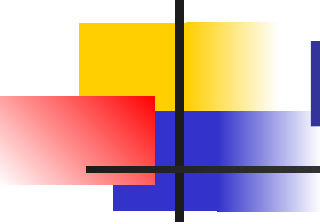
Using dictionaries and resources in the L1 should be allowed in English classes





Discussion

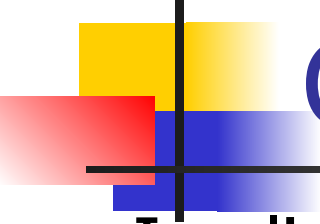
- ❖ What are the reasons behind the use of the L1 in EFL classes at Salahaddin University?
- Learners hold a slightly positive attitude towards L1 use.
- This finding corresponds with that of previous studies conducted by (Hung 2006; Al-Hadrhami 2008; Al-Buraiki; 2008; Kim & Petraki 2009; Campa & Nasaji 2009; Al Shammari 2011; Hidaytati 2012).



Discussion

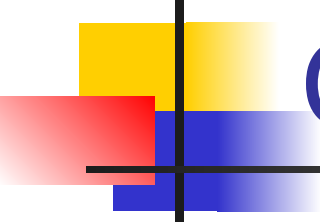
❖ What are the reasons behind the use of the L1 in EFL classes at Salahaddin University?

- The findings of Campa and Nasajis' (2009) support those of the current study.
- They found out that L1 is commonly used in translation from German to English.
- Similarly, the results of the LATL1UQ and SSI demonstrate that learners' L1 is also widely used to translate from the target language to L1, especially during translation lessons



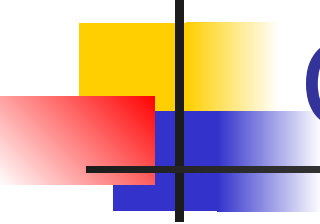
Conclusion

- Implications for teachers
- Implications for learners
- Future research possibilities



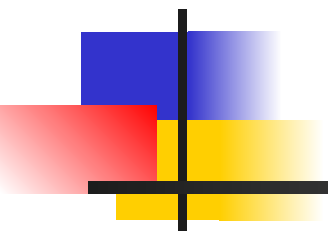
Conclusion

- Implications for teachers
- Classrooms that offer using L1 are probably a better environment for learning the TL, therefore, the distance between teachers and learners is reduced.
- L1 use should be viewed as a tool to be employed on an as-needed basis.
- Learners should be exposed to the TL as much as possible. When the L1 is excessively used, learners cannot cope with learning the TL.
- In early stages, L1 can be a useful tool in terms of using class time effectively and economically.
- teachers can use the L1 while dealing with unknown or difficult words and concepts for better comprehension.
- Learners' L1 may be tolerated, especially among low-level learners



Conclusion

- Implications for learners
 - the findings of the current study suggest that learners can use their L1 to:
 - understand grammatical points
 - overcome the shortcomings while communicating in the TL
 - check the meaning of a new word or concept during an English lesson in order to learn faster



Thank you