



Slovak EFL Teachers' Perceptions of Using L1 at English Lessons

Rastislav Metruk

Department of English Language and Literature, Faculty of Humanities, University of Žilina, Slovakia, rastislav.metruk@fhv.uniza.sk

Patricia Rafajdusová

Department of English Language and Literature, Faculty of Education, Trnava University, Slovakia, rafajdusovap@gmail.com

Using L1 (mother tongue) for the purposes of the target language teaching and learning has been the subject of ample debate throughout the years, generating considerable controversy among instructors and researchers. Although the principles of CLT (communicative language teaching) somehow “delimit” to a certain extent its use at EFL (English as a foreign language) classes, attitudes towards the implementation of L1 into foreign language classes may vary considerably. Thus, this article endeavours to plug this gap by examining the Slovak in-service EFL teachers’ (n = 140) perceptions of using L1 at English classes by acquiring and interpreting the data derived from the research method of a questionnaire, employing a 5-point likers scale items. The research outcomes indicate that although it is the tactful, sound, and judicious use of L1 that is favoured by the teachers, the mother tongue appears to take on a relatively high importance in the realms of EFL teaching and learning. Finally, pedagogical implications are discussed, and suggestions are provided regarding the use of L1 at L2 classes. It is vital that further exploration in this area takes place by performing future studies in this regard.

Keywords: EFL teacher, in-service English language teacher, EFL learner, teaching English, L1, native language, mother tongue, L2, foreign language

INTRODUCTION

Learning a language is regarded as a challenging and complex process of mastering language systems and language skills (Kapranov, 2019; Lelakova & Toman, 2023; Mohammed, 2018, Tuncel & Çobanoğlu, 2018). It is apparent that approaches and methods to teaching foreign and second language have evolved over time, differentiating various trends during its history (Cook, 2016; Galali & Cinkara, 2017; Kuznetsova, 2015; Lowie & Verspoor, 2015; Tan, 2016).

For the past five decades, it has been the communicative language teaching which was at the centre of attention concerning foreign language education (Richards & Rodgers,

Citation: Metruk, R., & Rafajdusová, P. (2024). Slovak EFL teachers' perceptions of using L1 at English lessons. *International Journal of Instruction*, 17(1), 755-768. <https://doi.org/10.29333/iji.2024.17139a>

2014). This way of teaching outlines several fundamental principles of teaching a foreign language, such as emphasizing meaning over form, tolerating errors as an inseparable part of the learning process, presenting language in context, active involvement of learners – learning by doing, teachers occupying the role of a facilitator, learners accepting some responsibility for their learning, etc. (Benati, 2009; Ellis & Shintani, 2013; Guzmán-Alcón, 2019; Metruk, 2021; Rahman et al., 2018). The native tongue is used when it facilitates learning (Bataineh, Bataineh et al.; 2011; Gondová, 2012) and ought to be used judiciously and tactfully (Desai, 2015; Ostovar-Namaghi & Norouzi, 2015).

However, “not many English language teachers or second language educators are in agreement or even clear in their own minds as to what exactly CLT is, and there exist as many diverse interpretations as there are language teachers and others in second language education” (Farrell & Jacobs, 2020, p. 3). For example, the degree of L1 involvement varies from one teacher to another, or the extent to which pair-work and group-work activities are implemented differ. Further, some teachers may be reluctant to give “more power” to their learners in order to keep their control of their class. Finally, it seems that the so-called that grammar-based approaches, as opposed to CLT (e.g. native tongue plays a major role within such methods of teaching), are still employed to varying degrees in a number of countries around the world (e.g., Nassaji, 2015 or Piasecka, 2013), which means that L1 can be used excessively. Therefore, this study attempts to contribute towards this matter by exploring Slovak in-service EFL teachers’ perceptions of using L1 at English classes. For the purposes of this research, these research questions were formulated:

1. To what extent and in which instances do EFL teachers use L1 at their English lessons?
2. What are their attitudes and perceptions of employing L1 at their English lessons?

Literature Review

Use of L1 at English classroom

The use of the L1 in EFL (English as a foreign language) classroom has been the subject of much debate over many decades (Ahsan, Younus, & Naeem, 2020; Hanáková & Metruk, 2017; Iswati & Hadimulyono, 2018; Kayaoğlu, 2012; Kocaman & Aslan, 2018; Taşçı & Ataç, 2020; Yen & Danh, 2021), and it has become one of the most crucial issues that needs to be taken into account (Galali & Cinkara, 2017). In relation with this, Lightbown and Spada (2020) indicate that in spite of different opinion on using L1 and L2, it should be noted that the majority of students in foreign language classes switch between L1 and L2 when they interact with each other. However, the question regarding how much L1 “could” or “should” be used is rather difficult and complex. For example, Ellis and Shintani (2013) assert employing more than 50% of L1 is evidently unacceptable since the L2 acquisition would not appear to be sufficient. Alternatively, Macaro (2005) believes that roughly 10-15% could be regarded as sensible. It, however,

appears that individual classes, particular conditions, and classroom environment (Tekin & Garton, 2020) largely determine how much L1 “can be” employed.

Some authors advocate the L2-only policy, claiming that target language-only classroom is the best option for the L2 acquisition (Maghfiroh & Anwar, 2019). Hlas (2016) explains that apparently, the quality and quantity of target language of language learners need to be maximized. Wong (2010) also emphasizes the maximum exposure to L2 in order to acquire the foreign language properly. “More importantly, students will become more comfortable in an English-rich communication forum, helping them to perceive English less as a dry ‘theoretical’ subject and more as a vibrant, living means of dialogue” (Wong, 2010, p. 126). It is also Littlewood & Yu (2011) who argue that the maximum amount of the target language use needs to be provided within foreign language classrooms so that the students are exposed to the foreign language to the highest possible rate.

On the other hand, there are authors who support the notion of judicious and tactful use of L1 at English classes. Scrivener (2011, pp. 298-299) provides the following ideas regarding the use of L1 at English classes:

- learners may be sometimes asked to summarize orally in L1 the article or short story they have read in L2;
- when students learn a new grammatical structure, they can be encouraged to think how they would express the same think in their L1 (this should not be a mere translation);
- during pronunciation instruction, learners ought to concentrate on how particular sounds are made in L1 and L2 and what the key differences are;
- while watching a movie, switching subtitles between L1 and L2 can be helpful
- learners can compare three different L1 translations of one English sentence and then they decide which one is “the best” and why;
- learners may compare layout and style between the foreign language and native language in terms of English conventions – e.g., letters, etc.;
- if teachers believe that the best option – the most effective one is to explain something using L1, they should do it, keeping it for times needed;
- some teacher translation (e.g., during explanation) “can bring things to light that would otherwise remain hidden”.

Wangdi & Shimray (2022, p. 262) assert that “it might be safe to recommend EFL teachers to use L1 in English classrooms, when necessary, especially with lower-level students”. However, one needs to remember not to overuse L1, recommending using the native language only when covering complex aspects of language, dealing with difficult vocabulary, or providing responses to learners when they lack the required skills in the foreign language.

Harmer (2007) explains that there is a number of instances when using learners’L1 offers positive advantages. For example, it the learning contract with students is involved, or when asking students what they want or need, teachers will get more from

their lower-level learners if this is done in L1 rather than trying to do that in English. Further, if a teacher needs to explain stuff, help them with their training, or discuss things personally, again, more success can be achieved at lower levels if L1 is employed. It is also comparison between L1 and L2 that can be beneficial as learners will do these comparisons anyway. They may understand certain classes of errors more effectively, when point out the differences. It should be also noted that translation can also be regarded as useful when reviewing how well learners have understood grammar and vocabulary at the end of the study unit. Finally, the social atmosphere of the classroom can be kept in good repair.

Research on the perception of L1 in L2 classroom

Numerous researchers attempted to examine the attitudes of both students and learners towards the use of L1 at EFL classroom. For example, Balabakgil and Mede (2016) investigated the perceptions of using L1 as a teaching strategy as perceived by English language teachers. It revealed that the instructors displayed a highly positive attitude to the use of L1 as a teaching strategy. Further, the teachers believed that L1 served as a supporting tool for teaching and learning effectively at the elementary-level monolingual classes. Consequently, Elmetwally (2012) found out that teachers' attitudes towards the use of L1 at English classes in United Arab Emirates high schools are slightly overall positive. It was also Sarandi (2013) who attempted to examine Turkish instructors' perception of the role of mother tongue in language classes. Most of the language instructors favoured the implementation of L1 into their language classes in spite of the school policy, which favoured the exclusive use of English. Another study by Alshehri (2017) explored attitudes of EFL teachers to using the mother tongue within the preparatory year at a state university in Saudi Arabia. The outcomes indicate the teachers' belief that English ought to be the main language used in the classroom. Moreover, it was found out that L1 is used for some functions, such as vocabulary explanation or rapport development.

The study conducted by Burat and Çavuşoğlu (2020) attempted to examine EFL teachers' perceptions of employing L1 as well as the purposes why they prefer to use L1 at state secondary schools in Northern Cyprus. Most of the teachers displayed neutral approach to using L1 in EFL classes. "They undecided about whether using L1 is time-saving, practical and a facilitator for them to teach English or not – while some teachers strongly agreed with these, others strongly disagreed" (Burat & Çavuşoğlu, 2020, pp. 36-37). In a similar way, Yenice (2018) explored attitudes of students and teachers in Turkey towards the teachers' use of L1 in EFL classrooms. While the students were in favour of it and regarded it helpful, the teachers had mixed views about the mother tongue, some of them having positive views on L1 use in L2 classes, the others being strictly against it.

Inal and Turhanlı (2019) who explored university teachers' attitudes towards the use of L1 at English classes. Based on the questionnaire data, their overall attitude was found to be slightly negative. However, this was in contradiction to the interview findings, which indicated that teachers' general perception of using L1 was positive. The authors conclude that it is the judicious use of L1 that is favoured by teachers. In a similar vein,

Alrabah et al. (2016) investigated English teachers' use of L1 (Arabic) in college classrooms in Kuwait. "The study found that, for the most part, the teachers exhibited negative attitudes toward using L1 in the English classroom" (Alrabah et al., 2016, p. 9).

Based on the literature review, it can be summarized that the attitudes towards using L1 at EFL classes as perceived by EFL instructors remain inconclusive and inconsistent, expressing mixed opinions on the matter. It should be also mentioned that research on L1 in L2 setting in Slovakia is scarce. Thus, this study attempts to cast more light on this issue by exploring instances in which Slovak EFL teachers use the mother tongue (Slovak) in EFL classes as well as investigating their attitudes towards employing L1.

METHOD

Research design

This research concentrated on use of L1 in Slovak EFL classes as perceived by Slovak EFL teachers. The questionnaire was employed as a primary research method (quantitative research). After the data were collected, they were statistically (questionnaire) analyzed employing the Microsoft Excel spreadsheet editor and subsequently interpreted. The following research questions were formulated in an attempt to accomplish the research objective:

1. To what extent and in which instances do EFL teachers use L1 at their English lessons?
2. What are their attitudes and perceptions of employing L1 at their English lessons?

Sampling

The research participants were Slovak EFL teachers (purposive sampling), who worked at the time of data collection as primary, lower-secondary, and upper-secondary school levels English language teachers. The target population totalled 140 Slovak lower-secondary and upper-secondary EFL teachers, 9 males, 128 females (3 preferred not to state their gender). On average, they were 41 years old, they were qualified to teach English as a foreign language, and they had been teaching English for approximately 13 years at the time of completing the questionnaire. Confidentiality and the voluntary nature of research participants was ensured; they were also reassured that their responses would remain confidential.

Research instrument and data analysis

The research used a questionnaire to obtain the quantitative data, and it was divided into three parts. The first part asked for the demographic information, the second part concentrated on instances in which L1 is used as well as to what extent it is employed. The final part was predominantly concerned with attitudes and perceptions of using L1 at English lessons as perceived by EFL teachers. With the help of authors' colleagues and peers, the research instrument had been revised twice. The revisions involved reducing the number of questionnaire items as well as reformulating some of the statements in order to be clearer and more understandable. The quantitative data were

collected using a Likert scale, which refers to a set of statements where participants are asked to express their level of agreement from 1 to 5 (Joshi et. al (2015), where 1 corresponds to a strong disagreement and 5 refers to a strong agreement. The questionnaire was distributed through the MS Forms tool.

FINDINGS AND DISCUSSION

Instances and extent of L1 use

The first research question is concerned with the extent and instances in which EFL teachers use L1 at their English lessons. Participants' responses are displayed in Table 2 (ranked in descending order according to the calculated score).

In order to understand and adequately present the respondents' level of agreement with the statements, the interpretation is based on the studies conducted by Cengiz et al., 2015 and Sarigöz (2016, p. 213), whose research employed a similar design.

$$RO = \frac{HV - LV}{NO} = \frac{5 - 1}{5} = 0.80$$

RO: range of options

HV: highest value

LV: lowest value

NO: number of options

Therefore, the respondents' level of agreement can be interpreted as follows.

Table 1

Mean scores interpretation

Mean score	Score interpretation	Level of agreement
1.00 – 1.80	Strongly disagree	Very low
1.81 – 2.60	Disagree	Low
2.61 – 3.40	Undecided	Neutral
3.41 – 4.20	Agree	High
4.21 – 5.00	Strongly agree	Very high

Table 2

Means scores for instances and extent of using L1 at English lessons

Statement	Mean score
I use L1 (Slovak language) during my English lessons for showing/highlighting contrasts between languages (e.g., when dealing with grammar or vocabulary).	3.86
I use L1 (Slovak language) during my English lessons as a supporting tool for teaching English.	3.68
I use L1 (Slovak language) during my English lessons to the lowest possible extent - only when it is absolutely necessary.	3.61
I use L1 (Slovak language) during my English lessons only when it facilitates learning.	3.61
I use L1 (Slovak language) during my English lessons for summarising instructions/information.	3.23
I use L1 (Slovak language) during my English lessons as a tool for assessing students (e.g., giving them words or sentences for translation).	3.15
I use no L1 (Slovak language) during my English lessons.	2.39
I use L1 (Slovak language) during my English lessons as a main tool for teaching English.	2.37

Table 2 presents the mean scores for instances and extent of using L1 at English lessons. It was revealed that the research participants agree with the first four statement in the table. Thus, they use L1 for demonstrating and highlighting contrasts between the L1 and the target language when teaching grammar or vocabulary, employing L1 as a supporting tool to a minimum extent and when it facilitates learning. The use of L1 for providing contrasts between the two languages is also substantiated by, for example, Harmer (2007) or Jawhar (2018). This can be also considered to be in line with one of the communicative language principles – that L1 ought to be used when it helps learning – when it makes it faster. This notion also supports the findings of Shin et al., (2020) whose “overall findings suggest making use of L1 as a resource integrated into the curriculum, aiming for the judicious and intentional use of L1” (p. 406). Thus, the complete ban of using L1 would possibly not prove useful.

The research participants were undecided about using L1 for summarizing instructions and information as well as using L1 as a tool for assessing learners (e.g., giving them sentences for translation). Providing clear and simple instructions is not always easy and straightforward, and it appears that one can consider using Slovak to facilitate the learning process. This may be an important factor as if one fails to understand the activity instructions, little learning can take place. Words and sentences for translation can be tricky since learners have a variety of options to choose from and it is very difficult to judge which clauses or phrases are relevant and appropriate. Thus, it is also validity and reliability which might not be entirely assured.

Finally, the teachers did not agree that they use zero Slovak at their lessons, which means that generally, teachers employ at least some L1 at their classes, but they do not use L1 as a main tool for teaching English. This supports the notion of judicious and tactful use of L1 in L2 classes, which is in line with studies conducted by Desai (2015)

or Norouzi (2015). However, it should be also noted that it might be rather difficult to state to what extent L1 is employed – to indicate and define what the tactful and judicious use actually refers to. Further, there is no doubt that a number of factors plays a vital role in determining how much L1 is applied, such as amount and level of L2 learners in a particular classroom, their age, needs, and personalities, etc.

Perceptions of using L1

Table 3 presents the participants' perception of attitudes and perceptions of employing L1 at their English lessons. Participants' responses are displayed in Table 3 (ranked in descending order according to the calculated score).

Table 3

Participants' perceptions of L1 at L2 classes

Statement	Mean score
The use of L1 should be minimized at English lessons.	4.01
L1 should be gradually eliminated during English lessons.	3.99
When doing pair work and group work at English lessons, students are only allowed to use English.	3.84
The medium of instruction should be only English at English lessons.	3.40
I like to ask my pupils/students to translate a word or a sentence into L1 as a comprehension check at my English lessons.	3.24
L1 is an important part of teaching process and it is a necessary part of my English lessons.	2.93
English language cannot be taught without L1.	2.93
English language should be taught without L1 from the very beginning.	2.70

Teachers expressed a high level of agreement with half of the statements concerning their attitudes and perceptions, displaying a neutral level of agreement with the other half. They maintain that the use of L1 ought to be minimized at English lessons, gradually eliminating the native tongue from the teaching and learning process. They further agree that the medium of instruction should be solely English, and the same can be noted about doing pair-work and group-work activities – the teachers agree that only English is allowed when working on tasks in pairs or small groups. Displaying agreement with these four statements, the participants seem to be in favour of using as much English as possible, indicating that L1 plays a limited role in EFL teaching.

The other half of the statements received a neutral level of agreement. The participants are undecided about asking their pupils to translate words or sentences into L1 as a comprehension check. Moreover, they are also neutral towards the statements that L1 is a necessary part of their English lessons, and that English cannot be taught without L1. The statement which received the lowest level of agreement is that English ought to be taught without L1 from the very beginning. This is in line with Wangdi & Shimray (2022) who maintain that EFL instructors may use L1 in foreign language classrooms, when necessary, in particular with lower-level learners. It seems that various topics are discussed in a more fluent manner at the beginner or elementary levels. Nevertheless, Harmer (2007) explains that there exist some powerful arguments which support the notion of English-only classroom. For instance, it is believed that learners will be then provoked into numerous communication attempts, which may result in process “taking

care of itself". However, he further claims that prohibiting learners' L1 appears to be an unfortunate option. It seems that the significance and position of English-only attitudes have been in decline (e.g., Kocaman & Aslan, 2018), and it is the judicious and sound use of L1 that might be the right choice, which is also supported by these research findings.

CONCLUSION

This paper sought to investigate the use of L1 at L2 Slovak EFL classes – to what extent L1 is employed and what the Slovak EFL in-service teachers' perceptions of using mother tongue at their English lessons are.

The research participants agree that they use L1 as a supporting tool, for example, for highlighting contrasts between the two languages during the grammar or vocabulary work. However, they also claim that they exploit L1 only when it facilitates learning or when it is necessary. While they were undecided about exploiting L1 for instruction summarization or assessment (word or sentence translations), they generally agreed that they use at least some Slovak at their lessons.

As far as their perceptions are concerned, they think that the use of L1 ought to be minimized and gradually eliminated from English classes. Interestingly, they believe that the medium of instruction should be solely English, in particular during doing pair-work and group-work activities. Therefore, the teachers seem to believe that as much English as possible needs to be employed. However, they were undecided about remaining statements, suggesting that L1 has a certain place in their teaching and learning as they did not agree that English can be taught without L1. Moreover, they do not think that English should be taught without the use of L1 from very early on.

It can be concluded that overall, the teachers adhere to the principles of communicative language teaching, revealing that L1 can be employed in L2 classes, but it needs to be used in a judicious, tactful, and sound manner so as to facilitate learning. However, it should be also noted that to a relatively good degree, L1 still assumes obvious importance in their teaching, representing aspect of foreign language education which cannot be omitted. The question of how much and how often is particularly difficult to answer, but it can be mentioned that "less may be more" in this regard. Therefore, this study also supports the notion that opinions on this matter vary, and that the discussions and conclusions remain somewhat inconclusive, which merits further exploration and active investigation.

As with every article, this one has some limitations, too. First, other research methods might be employed (e. g., interview or observation). Second, involving a larger sample, possibly from more countries, will definitely prove useful, and bring about greater and more valuable insight into this matter. Thus, further research in this area is necessary.

REFERENCES

- Ahsan, M., Younus, N., & Naeem, M. (2020). The Effect of Teachers' and Learners' Gender Variation on the Responses about L1 use in L2 Pedagogy. *Global Educational Studies Review*, (3), 72-82. [https://doi.org/10.31703/gesr.2020\(V-III\).08](https://doi.org/10.31703/gesr.2020(V-III).08)
- Arabah, S., Wu, S., Alotaibi, A., & Aldaihani, H. (2016). *English Language Teaching*, 9(1), 1-11. <http://dx.doi.org/10.5539/elt.v9n1p1>
- Alshehri, E. (2017). Using Learners' First Language in EFL Classrooms. *Journal of Language Learning*, 3(1), 20-33.
- Balabakgil, B., & Mede, E. (2016). The Use of L1 as a Teaching Strategy by Native and Non-Native EFL Instructors at a Language Preparatory Program in Turkey. *Advances in Language and Literary Studies*, 7(6), 15-35. <http://dx.doi.org/10.7575/aialc.all.v.7n.6p.15>
- Bataineh, R., Bartaineh, R., & Thabet, S. (2011). Communicative Language Teaching in the Yemeni EFL Classroom: Embraced or Merely Lip-serviced? *Journal of Language Teaching and Research*, 2(4), 859-866. <https://doi.org/10.4304/jltr.2.4.859-866>
- Benati, A. (2009). *Japanese Language Teaching: A Communicative Approach*. New York: Continuum International Publishing Group.
- Burat, G., & Çavuşoğlu, C. (2020). Teachers' perceptions on using first language in Northern Cyprus EFL classrooms. *Near East University Journal of Education Faculty*, 3(2), 11-41.
- Cengiz, M. Ş., Sarıgöz, O. and Dönger, A. (2015). Evulation of pre-service teachers' ideas about brainstorming method in terms of some variables, *The Journal of Academic Social Science*, 3(12), 251-263.
- Cook, V. (2016). *Second Language Learning and Language Teaching*. (2016). (5th ed.). New York: Routledge.
- Desai, I. (2015). Characteristics and Principles of Communicative Language Teaching. *International Journal of Research in Humanities & Soc. Sciences*, 3(7),
- Ellis, R., & Shintani, N. (Eds.) (2013). *Exploring Language Pedagogy through Second Language Acquisition Research*. Abingdon: Routledge. <https://doi.org/10.4324/9780203796580>
- Elmetwally, E. (2012). *Students' and teachers' attitudes towards the use of learners' mother tongue in English language classrooms in UAE public high schools*. The British University in Dubai, Dubai.
- Farrell, T., & Jacobs, G. (2020). *Essentials for Successful English Language Teaching* (2nd ed.). London: Bloomsbury Publishing Plc.

- Galali, A., & Cinkara, E. (2017). The Use of L1 in English as a Foreign Language Classes: Insights from Iraqi Tertiary Level Students. *Advances in Language and Literary Studies*, 8(5), 54-64. <https://doi.org/10.7575/aiac.all.v.8n.5p.54>
- Gondová, D. (2012). *Taking First Steps in Teaching English: Teaching Systems*. Žilina: EDIS – Publishing House of the University of Žilina.
- Guzmán-Alcón, I. (2019). Investigating the Application of Communicative Language Teaching Principles in Primary-Education: A Comparison of CLIL and FL Classrooms. *English Language Teaching*, 12(2), 88-99. <https://doi.org/10.5539/elt.v12n2p88>
- Hanáková, M., & Metruk, R. (2017). The Use of L1 in the Process of Teaching English. *Modern Journal of Language Teaching Methods*, 7(8), 208-216.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Harlow: Pearson Education Limited.
- Hlas, A. C. (2016). Secondary teachers' language usage: Beliefs and practices. *Hispania*, 99(2), 305- 319.
- İnal, S., & Turhanlı, I. (2019). Teachers' opinions on the use of L1 in EFL classes. *Journal of Language and Linguistic Studies*, 15(3), 861–875.
- Iswati, L., & Hadimulyono, A. (2018). *EduLite: Journal of English Education, Literature, and Culture*, 3(2), 125-134. <http://dx.doi.org/10.30659/e.3.2.125-134>
- Jabr Dajani, D. (2002). Using mother tongue to become a better learner. *Modern English Teacher* 11(2), 65-67.
- Jawhar, S. (2018). The use of L1 as a Source of Humour to Facilitate Interaction in EFL Classrooms. *Arab World English Journal*, 9(3), 294-310. <https://dx.doi.org/10.24093/awej/vol9no3.20>
- Joshi, A., Kale, S., Chandel, S., & Pal, D. (2015). Likert Scale: Explored and Explained. *British Journal of Applied Science & Technology*, 7, 396-403. <https://doi.org/10.9734/BJAST/2015/14975>
- Kapranov, O. (2019). The Framing of Speech Fluency in English as a Foreign Language (EFL) by In-Service Primary School Teachers. *Complutense Journal of English Studies*, 27, 79-98. <https://doi.org/10.5209/cjes.63613>
- Kayaoğlu, M. (2012). The Use of Mother Tongue in Foreign Language Teaching from Teachers' Practice and Perspective. *Pamukkale University Journal of Education* 32, 25-35.
- Kocaman, O., & Aslan, E. (2018). The students' perceptions of the use of L1 in EFL classes: A Private Anatolian High School Sample. *Journal of Language and Linguistic Studies*, 14(4), 179-189.

- Kuznetsova, E. (2015). Evolution of Foreign Language Teaching Methods. *Mediterranean Journal of Social Sciences*, 6(6), 246-253. <https://doi.org/10.5901/mjss.2015.v6n6s1p246>
- Lelakova, E., & Toman, M. (2023). A corpus based study of commas use in EFL written performance. *International Journal of Instruction*, 16(1), 1-20. <https://doi.org/10.29333/iji.2023.1611a>
- Lightbown, P., & Spada, N. (2020). Teaching and learning L2 in the classroom: It's about time. *Language Teaching*, 53(4), 422-432. <https://doi.org/10.1017/S0261444819000454>
- Littlewood, W., & Yu, B. (2011). First language and target language in the foreign language classroom. *Language Teaching*, 44(1), 64-77. <https://doi.org/10.1017/S0261444809990310>
- Lowie, W., & Verspoor, M. (2015). Variability and Variation in Second Language Acquisition Orders: A Dynamic Reevaluation. *Language Learning: A Journal of Research in Language Studies*, 65(1), 63-88. <https://doi.org/10.1111/lang.12093>
- Macaro, E. (2005). Codeswitching in the L2 classroom: A communication and learning strategy. In E. Llurda (Ed.) *Non-native Language Teachers*, vol. 5, pp. 63-84. Springer, New York.
- Maghfiroh, A., & Anwar, A. (2019). L1 Use in L2: Should We Omit It? Reexamining the L2-Only Policy in Foreign Language Classroom. *IJELR: International Journal of Education, Language and Religion*, 1(1), 25-31. <https://doi.org/10.35308/ijelr.v1i1.1754>
- Metruk, R. (2021). Male and Female University Students' Perceptions of an Effective EFL Teacher. *International Journal of Instruction*, 14(2), 703-718. <https://doi.org/10.29333/iji.2021.14239a>
- Meyer, H. (2008). The pedagogical implications of L1 use in the L2 classroom. *Maebashi Kyodai Gakuen College Ronsyu*, 8, 147-159.
- Mohammed, M. (2018). Challenges of learning English as a foreign language (efl) by non-native learners. *International Journal of Social Science and Economic Research*, 3(4), 1381-1400.
- Nassaji, H. (2015). *The Interactional Feedback Dimension in Instructed Second Language Learning*. New York: Bloomsbury Publishing.
- Ostovar-Namaghi, S., & Norouzi, S. (2015). First Language Use in Teaching a Foreign Language: Theoretical Perspectives and Empirical Findings. *US-China Foreign Language*, 13(9), 615-622. <http://dx.doi.org/doi:10.17265/1539-8080/2015.09.001>

- Piasecka, L. (2013). Blending Literature and Foreign Language Learning: Current Approaches. In D. Gabryś-Barker – E. Piechurska-Kuciel – J. Zybert (Eds.) *Investigations in Teaching and Learning Languages*, pp. 217-232. Springer.
- Rahman, M. M., Singh, M. K. M., & Pandian, A. (2018). Exploring ESL Teacher beliefs and Classroom Practices of CLT: A Case Study. *International Journal of Instruction*, 11(1), 295-310. <https://doi.org/10.12973/iji.2018.11121a>
- Richards, J., & Rodgers, T. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge: Cambridge University Press.
- Sarandi, H. (2013). The Use of Turkish in English Preparatory Schools: Where is the Balance? *Anthropologist*, 16(1-2), 325-335. <https://doi.org/10.1080/09720073.2013.11891360>
- Sarigöz, O. (2016). A study on the views of secondary school students toward professional practice. *Academic Sight International Refereed Online Journal of Social Sciences* 53, 210-221.
- Scrivener, J. (2011). *Learning Teaching. The Essential Guide to English Language Teaching*. (3rd ed.). Oxford: Macmillan Education.
- Shin, J., & Dixon, L., & Choi, Y. (2020) An updated review on use of L1 in foreign language classrooms. *Journal of Multilingual and Multicultural Development*, 41(5), 406-419. <https://doi.org/10.1080/01434632.2019.1684928>
- Tan, D. (2016). Trends in Second/Foreign Language Teaching and Learning: The Position assigned to the learning of lexis over the years. *Advances in Language and Literary Studies*, 7(6), 84-90. <http://dx.doi.org/10.7575/aialc.all.v.7n.6p.84>
- Tang, J. (2002). Using L1 in the English classroom. *English Teaching Forum*, 40(1), 36-43.
- Taşçı, S., & Ataç, B. (2020). L1 use in l2 teaching: the amount, functions, and perception towards the use of l1 in turkish primary school context. *International Online Journal of Education and Teaching*, 7(2), 655-667.
- Tekin, S., & Garton, S. (2020). L1 in the Primary English Classroom: How Much, When, How and Why? *Iranian Journal of Language Teaching Research* 8(3), 77-97.
- Tuncel, Z. A., & Çobanoğlu, F. (2018). In-service Teacher Training: Problems of the Teachers as Learners. *International Journal of Instruction*, 11(4), 159-174. <https://doi.org/10.12973/iji.2018.11411a>
- Yen, P., & Danh, D. (2021). English – Majored Students' Perceptions on Teachers' Use Of Vietnamese In EFL Classrooms. *Journal of English Education and Linguistics Studies*, 8(2), 371–391. <https://doi.org/10.30762/jeels.v8i2.3379>
- Yenice, Z. (2018). *The Use of L1 in EFL Classrooms in the Context of Turkey*. Uludağ University, Bursa, Turkey.

Wangdi, T., & Shimray, R. (2022). Thai EFL School Students' Perceptions of Using L1 in English Language Classrooms. *The Journal of Asia TEFL*, 19(1), 257-264. <http://dx.doi.org/10.18823/asiatefl.2022.19.1.17.257>

Wong, M. The effectiveness of using English as the sole medium of instruction in English classes: Student responses and improved English proficiency. *Porta Linguarum*, 13, 119-130.