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| **AUTHOR(S)** | **AIM** | **CONTEXT** | **PARCICIPANTS** | **INSTRUMENTS** | **CONCLUSIONS** |
| Mahmud, 2018 | Teachers’ and students’ perceptions on L1 use in the L2 classroom | University in Bangladesh | 10 teachers and 60 students | Questionnaires and semi-structured interviews. 20 students and all teachers were interviewed to triangulate data | Pedagogical functions of L1 use were found: explanation of meaning, grammar, complex patters of language, and building rapport with learners. They recommend judicious use of the L1 (Bangla). |
| Georgious & Krulatz, 2018 | Teachers’ attitudes towards to L1 use | Norwegian university | 24 in-service elementary and middle-school EFL teachers enrolled in an EFL endorsement course | Questionnaires | The study found that 92% of teachers employed the L1 in teaching the L2. The authors suggest integrating the topic of L1 use in teacher-training programs so that teachers can draw on the students’ linguistic resources. |
| Molway et al., 2022 | Teachers’ reported L1/L2 practices | England and Spain | 130 Spanish secondary school EFL teachers, 75 foreign language teachers from England | Online questionnaire | Although teachers in England use the L1 more extensively than teachers in Spain, both groups reported using the L1, showing that pre-service training may have a limited impact on teacher practices. |
| Shariati, 2019 | students’ attitudes towards their peers’ and their teacher’s use of L1 | Language institute in Iran | 50 at elementary, intermediate, and advanced level students of English | Questionnaire designed by the author | Learners use the L1 to ask new points, to find correct English words, and to explain gramma points to their classmates. Teachers should use the L1 to teacher difficult vocabulary, grammar, and for class management. Lower level proficiency learners have a better attitude towards L1 use than upper level learners. Teachers are suggested to use the L1 for teaching grammar and difficult words |
| Algazo, 2022 | Teachers’ perspectives on L1 use in L2 classroom | Jordanian public secondary school | 6 EFL teachers from secondary public schools | Classroom observation and interviews | Teachers considered that L1 can help learners at lower levels of proficiency and grammar classes. |
| Rasheed et al., 2017 | teachers' challenges to teach English in Baluchistan, Pakistan | Multilinguistic and multiethnic province | 10 secondary school female teachers of English | semi-structured interview and classroom observation checklist | Teachers are forced to code-switch due to learners’ lack of confidence caused by their weak linguistic background. Teachers do not have enough time to complete the syllabus and do not receive training in new teaching methodologies and strategies. |
| Septianasari et al., 2019 | L1 interference in pronunciation | University of Bandung, Indonesia | 21 university students at intermediate level of English | observation, test items, interviews. Participants made 5-minute videos. | Authors concluded that the L1 interfered in the acquisition of L2 due to the differences in pronunciation of phonemes between the two languages |
| (Galali & Cinkara, 2017 | students’ attitudes towards their peers’ and their teacher’s use of L1 and the factors that cause codeswitching | Salahaddin University-Erbil, Irak | 258 EFL learners | questionnaires and interviews. | Low-level learners had a favorable view of L1 use by their peers and teachers to facilitate L2 learning. Reasons include checking the meaning of new words and phrases, understanding grammar, contrasting L1 and L2, and talking about personal topics. In contrast, high-level learners prefer more L2 use since it is more conducive to SLA. |
| Saburlu, 2019 | students’ attitudes towards L1 use | Gebze Technical University, in Turkey | 10 students receiving preparatory courses (A2 level class) | Semi-structured Interviews | Participants showed negative perceptions of L1 arguing that they can learn faster and easily when they are exposed to the L2 more often. |
| Taşçı & Aksu Ataç, 2020 | Amount and functions of L1 use and teachers’ perceptions on it | Primary school in Turkish | 3 primary school EFL teachers | Observations and semi-structured interviews | Teachers used the L1 between 20% to 30% of all classroom instruction, and particularly they used it more in lower grades. Teachers used the L1 to give instructions, to teach grammar, to translate words and phrases, for classroom management, checking understanding, drawing attention, eliciting, and providing feedback. |
| Tajgozari, 2017 | teachers’ and students’ perceptions on L1 use | English language institutes, Iran | 56 EFL learners at elementary, intermediate, and advanced level.  11 EFL teachers | questionnaires (students) and interviews (teachers). | Learners showed positive perceptions to L1 use, but most teachers were unwilling to use it in the L2 classroom. Ninety percent of elementary students |
| Perdani, Y.D, (2021) | teachers’ perspectives and reasons to use the L1 | Senior High Schools, Indonesia. | Four English language teachers | questionnaires and interviews | Teachers use the L1 in all three stages: pre-teaching, whilst-teaching, and post-teaching, being the whilst-teaching stage the one in which teachers used the L1 the most. Teachers reported using the L1 because it makes it easy for them to interact with the students, who feel comfortable using their L1 to learn the foreign language. Teachers use the L1 to explain grammar, clarify meaning, and explain difficult words. |
| İnal & Turhanlı, 2019 | University teachers’ attitudes and purposes for L1 use | Turkey | 18 EFL university teachers | questionnaires and semi-structured interviews | The teachers express a favorable opinion on L1 use during the interviews although the data from the questionnaires showed a slightly negative attitude towards it. Despite they believe the L1 has several functions such as teaching grammar, explaining vocabulary, dealing with disciplinary issues, and raising students’ awareness of the differences and similarities between English and their L1, they thought the L1 should not be used when teaching the four skills. |
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Experimental research design

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| **AUTHOR(S)** | **AIM** | **CONTEXT** | **PARCICIPANTS** | **INSTRUMENTS** | **CONCLUSIONS** |
| Shabaka-Fernández, S. ( 2021) | to compare the effect of teacher exclusive L2 use on vocabulary and grammar learning with the effect of L1 use on the same teaching features. | State secondary school in Madrid, Spain. | 60 fourth-year secondary learners | Pre-tests  Post-tests  Questionnaires | Results showed instruction of vocabulary using the L2 only promoted better learning, but using both the L1 and L2 for teaching grammar resulted in better scores. |
| Alijani, A. & Barjesteh, H. (2018) | To study the effects of using the L1 in grammatical instruction | Nasr Zabangostar Institute, Iran. | 40 EFL learners | Pre-test  Post-test | Performance in grammatical accuracy was better on the experimental group |
| de la Fuente, M. & Goldenberg, C. (2020) | To study the effects of using the L1 in the development of proficiency in writing and speaking in the L2 compared to L2-only instruction. |  | 54 university students enrolled in six sections of a elementary Spanish course | Pretest-posttest design  STAMP 4 test to measure proficiency | Participants in the L1 condition improved significantly more in L2 speaking and writing than the L2-only condition. |
| Arshad, Z. et al. (2015) | To study the effect of using the L1 as a consciousness-raising tool on L2 grammar instruction |  |  |  |  |
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