Teachers' Perceptions toward the Use of Urdu Language in Teaching/Learning English as a Foreign Language

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Abstract

The purpose of the current study was to explore the teachers' perceptions towards the use of Urdu language in English as a foreign language classroom at degree level. Moreover, it was also anticipated to investigate whether there were resemblances or dissimilarities in the way learners and teachers observe the use of Urdu in English language classroom settings. Through this study the researcher tried to uncover the intentions and reasons for which the teachers make use of Urdu in their English language classroom inside and outside activities and similarly, to indicate the situations and the actions in which they choose for not using their L1. To find out an obvious understanding of this subject matter, the study focused on the 156 teachers who were teaching English at graduation level in different public sector colleges and universities of the Southern Punjab, Pakistan. Questionnaire tool was used to collect the data. The data were analyzed through SPSS (statistical package for social sciences).Data were analyzed using descriptive analyses, Analysis of variance (ANOVA) etc. The results of the study indicated that the teachers showed highly positive perceptions regarding the use of L1 in L2 classroom. The majority of the respondents preferred using Urdu in certain situations for specific reasons such as while learning about grammar and its usage in L2 classroom, discussing course policies, attendance, and other administrative information, explaining some difficult concepts, to give directions about exams and in introducing the aim of the lesson, to discuss tests, quizzes, and other assignments appropriately. Similarly, they were highly motivated to use Urdu while teaching and comprehending summaries and short questions, letter writing and paraphrasing the text in BA/BSc and B.Com courses. So, to make the teaching/learning practices fruitful the judicious use of L1 may facilitate this process rather it would be proved as a language barrier in EFL classroom.

Introduction

It is easy to trace back to the old days when the idea of entirely avoiding L1 use in classrooms was indisputably accepted according to the belief of the intervention of the native language on the target language: the learners were expected to depend on their L1 once they were to produce the second language by writing or speaking (Bhela, 1999). L1 was reflected negative inside a second language classroom. With this notion, L1 was deliberately sidestepped by most of the teachers of foreign languages. Besides this, it was believed that extensive use of the target language in a classroom can facilitate students' communication skills (Crichton, 2009). This belief is then obviously united into a famous teaching approach called Communicative Language Teaching. This methodology supports the idea to make the best use of the target language in a classroom which indisputably encourages minimizing L1 use. Communicative Language Teaching (CLT) believes that the target language should be used not only during communicative activities, but also for clarifying the activities to the students or in conveying homework (Freeman, 2000).

This view was broadly accepted, the target language has been extensively promoted in its use in the classroom. L1 therefore, has been desperately forced to vanish. In recent times, this kind of belief still plays its role wide-reaching among students. It is found that they sometimes hold a negative attitude and reject L1 use (Nazaray, 2008). This is because in their view, L1 is just a language learning barrier rather than a facilitating tool.

One group of the students in this learning did not believe in L1 advantages; therefore, L1 meant nothing to their language learning. Taking deeper thought of the result, there is something more than just their belief that affects this phenomenon. It is illuminated that the opposition to L1 arrives from the advanced students. Consequently, whether or not to effectively use students' native language also depends on students' language proficiency (Kavaliauskiene, 2009).

In other words, if teachers make use of L1 in a class of high language proficiency students, they may unexpectedly find the students unhappy and bored. On the other hand, there are several studies on foreign/second language learning that attempt to consider L1 from a diverse viewpoint. A lot of research studies demonstrate that L1 use plays an imperative role in language teaching and learning for several aspects (Brooks, 2009; Campa & Nassaji, 2009; Simsek, 2010). It appears like L1 was given one other chance to shine its positive light into the language learning process. Findings from numerous studies disclose progressive feedback from students toward L1 use. For example, it is said that university students in Lithuania mainly use their mother tongue in helping them learning English (Kavaliauskiene, 2009). Later on, it is set up that most university students in Turkey also have progressive attitudes toward the use of L1 (Turkish) in the classroom (Saricoban, 2010). These show the other side of students' awareness toward L1 use in language classes. Speaking of advantages of L1, language teachers cannot deny that the outstanding one is its benefits on learning grammar and vocabulary.

Cook (2001) is one who supports this educational phenomenon as he describes that students learn grammar and vocabulary superior and faster through their first language. This intensely supports the idea that L1 should have its own place anywhere in language classes.

In addition to grammar and vocabulary, some teachers use L1 for instructional purposes. It is established that qualified teachers most often use L1 for activity instructions and personal comments (Campa & Nassaji, 2009).

L1 was also studied and proved that it is suitable within teaching L2 among low proficiency English as a Second Language students in writing class (Stapa & Majid, 2006). Even teaching vocabulary to low English proficiency level students is more operational with the use of L1 (Bouangeune, 2009). Learners with lower language proficiency need L1 to help them to master the target language. L1, in this case, is consequently agreeably accepted because it is the language that they best comprehend. If the language employed in the classroom is the only response for students, it is vital that the students understand it.

Allwright (1994) indicated that if the input is somewhat more progressive than the learners' level this will support their learning. We also should not forget that students generally depend on their current language knowledge or their L1 to understand and learn logic and organization principles behind the target language (Gabrielatos, 2001). This is additional strong belief supporting why L1 is beneficial. To conduct classes without the students' L1 may be possible; however, L1 still plays its significant role inside the learners' cognitive process during their L2 learning (Kahraman, 2009).

L1 has now been repeatedly studied as a possible resource in language learning. Besides learning success, L1 also has an important role in reducing students' affective filters and giving them a more operational way to learn. Ford (2009) stated in his interview that most university teachers in Japan agree to use English only policy, they sometimes use Japanese for producing a relaxed atmosphere, giving instructions, and directing tasks. Even students as well as teachers come back to their L1 from time to time, as they need to deal with students' misunderstanding, discipline problems, lack of time and building understanding with students (Bateman, 2008). Students' feelings are the issue that teachers should not oversee. Their feelings about themselves and what they are studying inevitably upset the quality of their learning (Arnold, 1999). If students sense blissful and unworried, they are much more ready to learn. If not, sitting in classes for them just means being there but getting little or nothing from the lesson. Once this miserable situation arises, it is destructive to the students' motivation. In this case, L1 is a substitute for it is normally observed as a tool to increase students' motivation (Cianflone, 2009). As learners will better accomplish their learning objectives if they have high motivation, teachers sometimes employ students' first language for this reason.

All the offered facts above are like two lenses for us to look at L1. While the first lens rejects the first language and deliberately encourages the target language in classes, the other lens provides the opposing view. However, both aim to lead all language learners to their uppermost goal.

1.1.1 Teachers' Perceptions and Attitudes towards L1 Use in L2 Classroom

This part of the current research demonstrates the studies which measured teachers' use of L1 in L2 classrooms which is the crucial part of the present study. In those situations where English language is taught as a foreign language at school, college or university level and the people of those places who speak languages other than English therefore, it becomes very important to investigate teachers what they say and how they converse in English classrooms during the learning process of the students. The subsequent studies explore how often and for what purposes teachers have a preference to code-switch to the students' L1in L2 classrooms. Timor (2012) and Al-Buraiki (2008) accomplished their researches on teachers of English for primary and secondary school students. They equally used questionnaires to collect teachers' responses; however, the study of Al-Buraiki (2008) also contains the results from teachers' classroom observations and interviews with some of the respondents.

Min and Li (2008) investigated teachers at tertiary level, instead. They investigated teachers' verbal behavior in L2 classrooms by recording and interviewing them on their preferences during the lesson shortly after it took place. Timor's (2012) and Al-Buraiki's (2008) results and findings have a tendency to maintain the criteria of *efficiency* and *naturalness* acknowledged by Cook (2001). In fact, teachers asserted to rely on students' first language to clarify particular L2 grammatical structures that do not be present in the L1 in order to assist students' understanding. Comparisons between students' L1and the target language proved, indeed, to generate results that are more useful. Moreover, the same teachers responded that they exchange a few words with the students in the L1 and use it also for classroom management and giving instructions during the classroom practices.

This activity makes the classroom atmosphere more natural and spontaneous. Those teachers who were interviewed by Al-Buraiki (2008) also agreed with the use of L1 particularly with young students. According to Min and Li (2008), more than the 60% of the teachers who participated in the study reported to use 'Chinese language' in their L2 or English classrooms, while none of them responded to have never used L1. They used L1 particularly to converse with the students during the break, to teach grammar, to explain course policy or to talk about administrative information. They also approved that students' aptitude is one of the main factors that influences the quantity of L1 used in the classroom. On the whole, the teachers who responded in the studies illustrated above appeared to state positive views regarding the use of the L1.

1.2 Objective of the Study

The current study fulfilled the following objectives:

1. To analyze the perceptions and beliefs of English language teachers toward the use of L1 in English language classroom at degree level in the Southern Punjab.
2. To investigate the impacts of L1 on teaching learning process in L2 classroom at degree level.
3. To analyze the level of motivation among the teachers through the use of their mother tongue in L2 classroom.
4. To analyze the situations/atmosphere in which teachers and students desire to use their L1 in L2 classroom.

1.3 Research Questions

The current study contained the following research questions with analogous hypotheses:

1. What are English language teachers' and students' perceptions and beliefs regarding the use of L1 in L2 classroom at degree level?
2. What are the impacts of L1 on teaching and learning process in L2 classroom?
3. What motivates teachers and students to use L1 in L2 classroom?
4. What are the situations in which teachers and students desire to use their L1 in L2 classroom?

1.4 Delimitation of Present Study

The present study was delimited to find out learners' and teachers' perceptions toward the use of Urdu language in teaching/learning English as a foreign at degree level. This study was conducted at the Government colleges/universities of the Southern Punjab (Dera Ghazi Khan, Multan and Bahawalpur Divisions).

1.5 Significance of the Study

Since this study attempted to reveal teachers' perceptions toward using L1 in EFL classrooms at Degree level in the Southern Punjab (Multan, Bahawalpur and D G Khan), its significance stemmed from the following considerations:

1. The current study is significant since it shows and determines whether teachers are ready to accept and use L1 (Urdu) in EFL classrooms.
2. Information from the current study concerning EFL teachers' attitudes toward using L1 motivates students and teachers in an L2 classroom.
3. The current study would assist curriculum developers in designing appropriate syllabi to make EFL teaching and learning more beneficial in Pakistani context.
4. The use of L1, L2 contributes to students' and teachers' potential development of meaning.

1.6 Design of the Current Study

Since the objective of the present study was to find out the perceptions and beliefs of English language teachers towards the use of L1 in English language classroom. For this purpose, questionnaire was used as the main research tool. According to Strydom and Venter (2002), research methodology should include a description of participants, target institutions, sampling plan, data collection procedures and instruments. The research was designed to use a mixed method type. A mixed method type is a research design that uses both quantitative and qualitative data to answer a particular question or set of questions (Biber, 2010).

The selected site of this study was government colleges and universities located in the home division of the researcher and two other divisions like Multan and Bahawalpur, so it would be considerably easy to build a good connection with the respondents. There English in daily communication is rarely found. 156 teachers75 were male and 81 females teaching in the above mentioned Divisions of Punjab, Pakistan.

The questionnaire were developed from the studies by Elmetwally (2012), Husna Suleiman Al-Jadidi (2009) Maniruzzaman (2003) and Rahman (2006) as models with slight modification on the grounds of researcher's personal seven years of teaching experience and these few adaptations and modifications were also supported by Johnson (1992) who noted that "what makes a high-quality questionnaire is building on theory and earlier research; building on preceding work not only assists to improve the quality of tools but allows researchers to share the findings of similar studies to one another". The ended form of the questionnaires was the product of my own readings in the literature, joint with my own manifestations and understanding of the subject. Similarly, one of the most important purposes of these necessary modifications and adaptations was to appeal to the Pakistani context. The questionnaires had two parts i.e. demographic information and 75 statements which were based on the format of a typical five-level Likert item.

1.7 Teachers Responses Analysis

Table 1.7.1: Showing Frequency of Students' reported on overall scale of L1 use in L2 pedagogy

	No. of students	Mean	SD
Overall scale L1 Use	156	3.30	0.53

In the Table 1.7.1 the descriptive statistics indicated that the participants responded a Medium degree of L1 use in L2 learning (M=3.30, SD=0.53).

1.7.1 Frequency of Teachers' Responses on Five Categories Scale L1 Use in L2 Pedagogy

Table 1.7.2: Showing Frequency of Teachers' Responses on Five Categories of Scale

Scale Categories	No. of students	Mean	SD	Frequency category
Perception & Belief of L1 use in L2 Pedagogy	156	3.10	0.61	Medium
Impact of L1 Use in L2 Pedagogy	156	3.32	0.45	Medium
Reasoning of L1 Use in L2 Pedagogy	156	3.37	0.64	Medium
Situation and atmosphere of L1 use in L2 Pedagogy	156	3.27	0.43	Medium
Contribution of L1 use in L2 Pedagogy	156	3.44	0.51	Medium

The Table 1.7.2showing all five scale categories in the present study were used as medium range the most preferred category reported was contribution of L1 use in L2 pedagogy (M=3.44, SD=0.51), reasoning of L1 use in L2 pedagogy (M=3.37, SD=0.64), impact of L1 use in L2 pedagogy (M=3.32, SD=0.45), situation and atmosphere of L1 use in L2 pedagogy(M=3.27, SD=0.43) and perception & belief of L1 use in L2 pedagogy (M=3.10, SD=0.61).

Table 1.7.3:   Frequency (%), Mean and Standard Deviation Perception & Believe of L1 Use in L2

Item No.	Perception & Belief	Mean	SD	Frequency categories
1.	I believe the more L1 that students use in English classroom; the better they will be at communicating in English.	2.71	1.415	Medium
2.	I think that L1 should be used to learn about L2 grammar and its usage properly.	3.24	1.315	Medium
3.	I believe that L1 should be used to discus tests, quizzes, and other assignments appropriately.	3.17	1.486	Medium
4.	I think that the use of L1 is essential to discuss course policies, attendance, and other administrative information.	3.13	1.286	Medium
5.	I believe that, regardless of how much L2 students choose to use, the teacher should use English at all times in the classroom.	3.07	1.281	Medium
6.	I believe that teachers should use their students' first language.	3.05	1.314	Medium
7.	I believe that students' first language should be allowed during English lessons.	3.01	1.337	Medium
8.	I prefer using L1 in correcting students' written work.	3.13	1.330	Medium
9.	I use notes in L1 as comments on students' writings.	3.01	1.327	Medium
10.	I prefer using L1 in explaining the topic that the students are going to write about.	3.31	1.366	Medium
11.	I prefer to train my students to take notes in L1 about the subject that they will write about.	2.96	1.290	Medium
12.	I write notes in L1 on the whiteboard while teaching writing.	3.03	1.384	Medium
13.	I prefer to use instructions in L1 to correct students' mistakes in pronunciation.	2.98	1.416	Medium
14.	I believe that it is better for my students to watch movies about L2 courses presented in Urdu dubbing.	3.21	1.385	Medium
15.	It is preferable to use L1 in tests, for example, in translating questions.	3.12	1.384	Medium
16.	I prefer to use L1 in dividing the class into groups.	3.34	1.308	Medium
17.	I prefer to use L1 in explaining some new words to my class.	3.15	1.418	Medium

Table 1.7.3shows that the teachers responded regarding 'perception & belief of L1 use in L2 pedagogy' medium degree frequencies. This is the first category in the five scale categories and this category is further divided into 17 statements as mentioned above.

Table 1.7.4: Frequency (%), Mean and Standard Deviation Impact of L1 Use in L2

Item No.	Impact of L1 use in L2 pedagogy	Mean	SD	Frequency categories
18	Using L1 prevents students from learning English properly.	3.38	1.326	Medium
19	I follow an English-only policy in the classroom.	3.08	1.363	Medium
20	I use bilingual dictionaries to help my students to understand the new vocabulary.	3.55	1.302	High
21	I feel comfortable when my students use their first language.	3.13	1.338	Medium
22	The use of L1 in English classroom helps my students to cultivate a positive attitude toward learning.	3.27	1.287	Medium
23	The use of L1 helps the students to become autonomous English language learners.	3.27	1.209	Medium
24	The use of L1 in English language classroom helps students to develop as bilingual/ multilingual learners	3.42	1.234	Medium
25	Use of mother tongue saves time and makes English language learning process easier.	3.61	1.263	High
26	Students are more comfortable when I use their L1 for talks or discussion outside the classroom.	3.72	1.205	High
27	Use ofL1 provides an efficient and accurate means for analyzing semantic features of words and their appropriate use in different contexts in the foreign language.	3.35	1.319	Medium
28	L1 use in L2 class serves as a kind of cognitive support for helping students to remember what they had learned previously.	3.41	1.180	Medium
29	By means ofL1 students join and maintain each other's interest in the task throughout its performance.	3.37	1.148	Medium
30	Students' use ofL1 would be a waste of time and be more work overall.	2.96	1.321	Medium
31	Using the L1 leads to positive attitudes among students with respect to learning L2.	3.03	1.302	Medium
32	The use of L1 reduces the affective barriers within and outside the classroom.	3.15	1.157	Medium
33	The assimilation of L1with L2 can therefore reduce classroom shock.	3.40	1.163	Medium
34	Methodologically, use of L1 reduces target language fluency and practice.	3.38	1.199	Medium
35	UsingL1 is so that students can better understand a concept, to give their feedback during written work with the idea that this improves their results.	3.34	1.252	Medium
36	Use ofL1 is associated with a negative connotation of teachers' ability.	3.34	1.231	Medium
37	I use L1 because of the low level of the students.	3.29	1.285	Medium
38	I use L1 otherwise, enrolment numbers drop.	3.19	1.148	Medium

The attained descriptive data in the Table 1.7.4explains that the teachers responded regarding 'Impact of L1 Use in L2 Pedagogy' also from high to medium degree values.

Table 1.7.5: Frequency (%), Mean and Standard Deviation Reasoning of L1 Use in L2

Item No.	Reasoning of L1 use in L2 Pedagogy	Mean	SD	Frequency categories
39	I think that English language learners are more motivated if their mother tongue is used in the classroom.	3.38	1.302	Medium
40	I tend to discuss with students the decision of using students' L1 in English language classrooms.	3.34	1.133	Medium
41	Teacher should use only L2 with the students both during and between activities.	3.38	1.241	Medium
42	I prefer to use only L2 to learn about grammar and its usage in the English class.	3.36	1.164	Medium
43	I prefer to use L2 when I discuss tests, quizzes, and other assignments with my students.	3.61	1.145	High
44	Use of L1 motivates me to express my feelings and ideas with my students when I fail to do that in English.	3.29	1.285	Medium
45	I think that Students are inspired when I use their mother tongue in pair/ small-group work.	3.38	1.204	Medium
46	I think my students feel more motivated when I use their mother tongue in my EFL classroom.	3.27	1.215	Medium
47	I think that my students are more encouraged when I give them directions while using their L1 instead of English about exams.	3.17	1.311	Medium
48	My students feel motivated when I use their L1 to discus tests, quizzes, and other assignments suitably.	3.43	1.102	Medium
49	My students tend to participate more in English language classroom when I use their L1.	3.34	1.298	Medium
50	My students tend me to use L1 when I give basic instructions.	3.57	1.042	High
51	I think that my students feel encouraged when I use their L1 while checking their comprehension, short questions, summaries, letter writing and paraphrasing the text.	3.31	1.253	Medium

The received descriptive data in the Table 1.7.5makes clear that the teachers responded regarding the 'reasoning of L1 use in L2 Pedagogy' from high to medium degree values. Item no.43 and 50 are in high frequency responded, remaining in medium use.

Table 1.7.6: Frequency (%), Mean and Standard Deviation Situation and Atmosphere of L1 Use in L2

Item No.	Situation and Atmosphere	Mean	SD	Frequency categories
52	I think that there are no situations in which L1 should be used in the classroom.	3.17	1.319	Medium
53	I suppose that there are some specific perspectives in which L1 should be allowed in the classroom.	3.54	1.109	High
54	I believe that students should use only English the entire time they are in the classroom with both the teacher and fellow students both during and between activities.	3.10	1.330	Medium
55	I think that using students' L1 is better than using only English to give directions about exams.	3.19	1.301	Medium
56	I think that students benefit from feedback when it's given inL1.	3.16	1.183	Medium
57	I think that using students' L1 is better than using English to test students' comprehension.	3.19	1.206	Medium
58	Students will become proficient in English when L1 is used in the classroom.	3.12	1.215	Medium
59	I think that using students' L1 is better than using English in order to know about students" background and interests.	3.37	1.240	Medium
60	I use students' L1 to explain difficult concepts.	3.44	1.154	Medium
61	Most frequently I use L1 to facilitate complicated English classroom tasks.	3.46	1.149	Medium
62	My students tend to participate more in English language classroom when I use L1	3.31	1.319	Medium
63	I prefer to use L1 when I give basic instructions regarding lesson planning.	3.35	1.232	Medium
64	I prefer to use L1 when I use to check my students' comprehension, short questions, summaries, letter writing and paraphrasing the text.	3.15	1.238	Medium
65	Students feel more comfortable when I useL1 during talks or discussions outside the classroom.	3.65	1.051	High

The current descriptive data in the Table 1.7.6makes it clear that the teachers responded regarding the 'Situation of L1 use in L2 Pedagogy' from high to medium degree values.

Table 1.7.7: Frequency (%), Mean and Standard Deviation Contribution of L1 Use in L2 Pedagogy

Item No.	Efficiency Of L1 use in L2 Pedagogy	Mean	SD	Frequency categories
66	The use of L1 in my English class helps me for better understanding of mutual communication in English.	3.33	1.198	Medium
67	Using L1 I can better understand a concept, to attain feedback from my students with the idea that this improves the results.	3.51	1.127	High
68	L1 use assists me in learning and teaching L2 texts comprehensively	3.70	1.050	High
69	L1 helps me in giving general instructions regarding L2 classroom management.	3.22	1.323	Medium
70	L1 facilitates me in learning and teaching of new vocabulary items for my L2 classes.	3.35	1.179	Medium
71	L1 makes it possible for me to make my students understand the idioms and proverbs of L2.	3.50	1.210	High
72	By using L1 I can easily explain colloquial expressions to my L2 classes.	3.53	1.150	High
73	I think prepositional phrases of L2 are better understood when they are explained in L1.	3.26	1.240	Medium
74	L1 smoothes the progress of learning and explaining slang and taboo words of L2.	3.42	1.159	Medium
75	My students understand my suggestions regarding how to learn effectively, better when these are explained in L1.	3.53	1.236	High

The current descriptive data in the Table 1.7.7 displays that the teachers responded regarding the 'contribution of L1 use in L2 Pedagogy' from high to medium degree values. This is the fifth category in the five scale categories and this category is further divided

Research Question# 01

What are English language teachers' and students' perceptions and beliefs regarding the use of L1 in L2 classroom at degree level?

According to the research findings about teachers' and students' perceptions and beliefs regarding the use of L1 in L2 pedagogy responses are in high and medium degree frequency. It means both the stake holders want to use L1 in EFL classroom. Findings of the current study indicated that teachers and students have highly positive thoughts and feelings toward the use of L1 (Urdu) in L2 (English) classroom. Same kind of approach was proposed by Burden (2001) with respect to teachers' and students' perceptions toward the use of L1. The findings of my study also resemble to the study conducted by Schweers (1999) that showed that Arabic has a vital and facilitating role in teaching and learning English as a foreign Language.

The findings of the present study revealed that the learners and their teachers perceived the use of Urdu in English classroom as necessary because of their very limited background of English language and the low level of students because they cannot cope up with the compactness of the language they are exposed. This study also indicated that allowing learners and students to use their L1 in L2 atmosphere also helps them to cultivate a positive attitude toward L2 learning, to become autonomous English language learner, to reduce their classroom shock, to facilitate complicated English classroom tasks and to discuss tests, quizzes, and other assignments appropriately.

Research Question# 02

What are the impacts of L1 on teaching and learning process in L2 classroom?

The results of the analyzed data reveal that the teachers' and the students' L1 has favorable impacts on L2 teaching and learning. According to the research findings about the impacts of L1 use on teaching and learning process in L2 classroom, responses are from high to medium degree frequency. It shows that teachers and students consider the role of L1 as highly positive regarding L2 pedagogy. It is because they think that the use of L1 is vital as it saves time and makes L2 teaching and learning process easier.

Similarly, they think that L1 provides them an efficient and accurate means for analyzing semantic features of words and their appropriate use in diverse contexts in the foreign language and it serves as a kind of cognitive support for helping me to remember what they had learned previously. Students are agreed that L1 produces positive impacts on learning English grammar better when it is explained in their L1and in the same line of action they are of the view that L1 helps them to understand L2 idioms and expressions. The results of the study also resembled the research findings conducted by Schweers' (1999). He is of the view that teachers and students believe that L1 offers an important role as a facilitating and supportive tool that helps and produces positive impacts on L2 learning.

Research Question# 03

What motivates teachers and students to use L1 in L2 classroom?

The results indicate that students and teachers responded with relation to the motivation of L1 use in L2 pedagogy from high to medium degree mean values. As responses from teachers as well as students do not fall in the low category therefore (minimum values were, M=3.10 and M=3.39 respectively), it is revealed that both the respondents are highly motivated to use L1 in L2 classroom. On the basis of teachers' and students' responses it can be deduced that there are certain reasons which motivate both the stake holders to use Urdu language in their English classrooms and these motives could be that the teachers want to employ L1 to: correct students' written work, explain some new words to the class, cultivate a positive attitude toward learning, improve the low level of the students, save the enrolment numbers and there could be possible reasons which motivate the teachers to use L1 in L2 situation. Similarly, there might be several reasons which intoxicate the EFL learners to use their L1 in the target language classroom such as the use of L1helps them to express their feelings and ideas when they fail to do that in English, they feel encouraged when their teachers give directions by using L1 instead of English about exams, checking their comprehension, short questions, summaries, letter writing and paraphrasing the text. When most of the teachers give their responses on Likert-scale as 'Agree' and majority of the students think the use of L1 in L2 classroom is highly encouraging the researcher would like to support Nation (2003) who states that "a reasonable approach is desirable which sees a role for L1 but also recognizes the importance of maximizing L2 use in the classroom".

Research Question# 04

What are the situations in which teachers and students desire to use their L1 in L2 classroom?

Regarding the L1 use in L2 situation the results of data analysis illustrate the students as well as teachers responded high to medium degree mean values. Similarly, responses from teachers as well as students do not fall in the low category therefore; it is indicated that both the respondents have a keen desire to use L1 in L2 classroom in all situations inside and outside the classroom. The results of the current study reveal that the learners and the teachers indicated certain situations and atmospheres where it becomes vital to use L1 such as while learning about grammar and its usage in L2 classroom, discussing course policies, attendance, and other administrative information, explaining some difficult concepts, to give directions about exams and in introducing the aim of the lesson. These findings are generally consistent with the literature (Schweers1999; Swain and Lapkin 2000; Burden 2001; Prodromou 2002; Tang 2002; Sharma 2006; Storch and Aldosari 2010). At the same time it is also mentioned above that there is a great reliability between learners' and their teachers' views about learning and teaching opportunities where Urdu may be constructive. However, the research findings also indicated that there are some differences in this respect. As learners observe the value of using L1 to explain grammatical rules but some of their teachers unexpectedly, do not have the same view reported in the questionnaire as well as in the interview.

The results of the study revealed a number of significant implications that can be extended to what non-native English language teachers do in their L2 settings. For attaining better L2 teaching proficiency teachers may be able to use the results to reduce the amount of the first language used in EFL classrooms as most of the participants (teachers) are multilingual and have different linguistic backgrounds; results indicated that a number of teachers used L1 for more than 60% of the tangible class time. So, the findings of the current study call for language teacher training programs to be more alert to actual teaching practices in EFL classrooms. When the non-native English language teachers are not skilled and prepared to use the direct method in their L2 teaching, then they develop negative perceptions and attitudes about their adequacy as English language teachers.

Teacher education and teacher training programs, consequently, need to endow with the future English language teachers with suitable classroom strategies, techniques and practices on how to connect the first language in L2 teaching. In addition, by paying some heed toward a number socio and psycholinguistic aspects that contribute to L1 use in L2 classrooms, teacher training programs can train teachers to deal with the everyday challenges of using L1 as a teaching device and for classroom administration while teaching L2. Recognizing these motives teachers would be able to alter their teaching methods and techniques to help their students to get better their L2 learning process and reduce the amount of L1 use in EFL classroom.

1.8 Conclusion

The findings and results of the current research offer and suggest two promising conclusions. Primarily, it becomes visible from the results that the teachers who participated in this study used too much and show highly positive perceptions toward the use of Urdu language in the foreign language classroom, which is beneficial for the learners and their learning to some extent. Previously, it was assumed that the use of L1 may or may not be a facilitating tool or a language barrier. The maximum use of the foreign language should remain the main goal and therefore, teachers and students should be aware of the superfluous use of L1 only to facilitate their teaching and learning activities. Secondly, it also comes into view that it is so easy for teachers to use L1 not only as a useful teaching technique to solve difficult concept or situation, but as the main medium of instruction. This type of behavior in L2 classroom might be proved destructive both for teachers and students. So, it can be concluded from the above discussion that the target language should remain the main language to be used in the foreign language classroom however, with the limited and judicious use of L1 in some situations.

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