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ATTITUDES OF TEACHERS AND STUDENTS TOWARDS USING MOTHER TONGUE IN EFL CLASSROOMS IN SIRTE

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Abstract: The mother tongue (L1) use is a common occurrence in foreign language teaching contexts despite the fact that it often receives criticism for its interference with target language acquisition. The aim of this study was to investigate attitudes of teachers and students towards using mother tongue in English as a foreign language (EFL) classroom at Al-Etehad secondary school in Sirte. The study was involved a totally of eighty students and four teachers. The data were collected through classroom observation and semi-structured interviews then the collected data were coded and analyzed descriptively. The results revealed that, the teachers was used L1 on occasions when English explanations fail to work, and they used L1 mainly for pedagogical reasons. Also, the results revealed that, both teachers and students have positive attitudes towards the use of L1 in the EFL classroom and they found the benefits of the use of L1in the classroom only when it was needed.

The significance of this study is to gain a deeper understanding of teachers' and students' attitudes toward the use of L1 in teaching and learning English language.

Keywords: *Teachers; Students; Attitude; L1/EFL use; Classroom.*

Introduction

The teaching of English in Libya dates back to the 1940s, when it was administered by the British in the northern half of the country after World War II ended, English was treated as a foreign language (Mohsen, 2014). Libya is one of the Arab countries that values English as a foreign language. Over the last few years, English language has been increasingly popular across the country. Most English language teachers in Libyan schools are Libyans, and a bachelor's degree in English from any university or institute is sufficient to qualify for the position of English language teacher without any additional training or license in teaching education. As a result, the majority of EFL teachers lack specific teaching trainings (Pathan & Marayi, 2016).

Teachers of English as a foreign language (EFL) are increasingly use their students' mother tongue (L1) as a way of communication and interaction inside the classroom. The use of translation as a language learning/teaching resource, as well as the importance of L1 in EFL teaching, in both the second language (L2) acquisition and professional teaching arenas, has long been the topic of much controversy and scholarly debate (Juárez & Oxbrow, 2008). Teaching English as a foreign language entails a variety of obstacles and difficulties. In places where English is taught as a foreign language, the issue is more urgent and difficult (Pathan & Marayi, 2016). The usage of L1 in (EFL) English as a Foreign Language lessons is still a point of contention (Sa'd & Qadermazi, 2015).

Some scholars have given a number of reasons why L1 should be used in English language classrooms. For example, Afzal (2013), investigated the usage of L1 in (EFL) English as a supporting strategy for both students and teachers learning and teaching English. According

to the findings, the majority of teachers utilize L1, and both students and teachers are favorable about its use in the English language classroom. Using L1 in English language classroom can help and support the teaching and learning process. The most common reasons for using L1 were to translate a few words, complex ideas, or even a whole text.

When the subject matter explanations are delivered in the students' mother language, they will grasp better. Another study conducted by Alshammari (2011), studied the teachers' and students' point of views as well as their purposes toward using Arabic language in EFL classrooms. According to the conclusions of this study, using L1 may be important to improve student comprehension and save teachers time explaining things, improve students' comprehension, and make the learning process more efficient. According to, Khresheh (2012), examined Saudi Arabian EFL teachers' and learners' use of Arabic in English classrooms at various levels and discovered that, while such use arises from learners' low proficiency at beginner levels, it may be related to learners' cultural norms at advanced levels. Moreover, the learners' attitudes, teachers' perceptions of L1 use have also been the subject of some studies. Lasagabaster (2013), illustrated the teachers' positive states of mind in this respect and their propensity to see L1 utilize as steady in building up learners' vocabulary and cultivating their metalinguistic mindfulness. In another study, Jamshidi & Navehebrahim (2013), viewed that the utilize of Persian as L1 within the dialect course expanded the satisfaction and certainty of the learners, explicating that utilizing L1 in an L2 setting plays a pivotal part for learners to organize, improve and enhance their discourse.

Regarding to use of the L1 in English classrooms from students' views there are several study were conducted. Sharma (2006), detailed that undergraduates utilized Nepali more than the instructors and sixty-four percent of undergraduates realize that Nepali ought to be utilized to characterize new lexicon words. This consider moreover appeared that more than half of the undergraduates think L1 ought to be utilized to clarify language structure focuses, troublesome concepts or thoughts. Furthermore, Khati (2011), found out that using L1 in English class can help the students improving their comprehension, and that students should be able to use their mother tongue when needed, this could be a facilitator in learning rather than a hindrance. According to Alshammari (2011), the teachers and undergraduates had positive attitudes towards L1 utilize in EFL classes.

With respect to the teachers' utilize of the first language in classes and the distinctive opinions and vindications the teachers had for utilizing the mother tongue there are numerous studies have been conducted. A study of Alshammari (2011), revealed that, most of the teachers utilized the mother tongue and both teachers and students had positive attitudes towards the usage of L1 in EFL classes. According to Tang (2002), find that using selected L1 affords them more time to practice L2. The key to a teacher's usage of L1 is that it be utilized for clarification after an attempt to express ideas in L2 has failed and students still appear confused (Afzal, 2013).

The usage of the L1 in the English language classroom has not only sparked a lot of debate over the years, but it's also become a hot topic in applied linguistics (Cook, 2001 and Liu, 2008). In addition, a large number of recent empirical researches have focused on the usage of L1 in English language classrooms Mahmoudi & Amirkhiz, (2011); Mohebbi & Alavi, (2014); and Timor (2012) which have proven that employing the mother tongue as a teaching technique for English is a smart idea. L1 has been identified as a barrier to learning English in other research, hence it should not be used in the classroom. According to, Turnbull (2001), the use of the mother tongue by the teacher is not useful to English language learners. This was also the viewpoint of Macdonald (1993), who said that the

classroom is the only appropriate situation in which students may be exposed to the English language, and that if teachers utilize the L1, students will not have the opportunity to experience true English language use.

When learners desire to be understood in a foreign language situation, they constantly sense a need for their native language, whether consciously or subconsciously. There was a need to investigate the impact of mother tongue on foreign language teaching and learning processes. Despite the fact that numerous researchers are now investigating the topic of employing L1 in English language classes, little research is found in the context of English being taught as EFL in Libya. As a result, this study will contribute to the investigation of teachers' and students' attitudes on the use of mother language in EFL classrooms at Al-Etehad secondary school in Sirte city.

Methodology
Participants

This study was carried out in the first semester of the academic year 2018-2019 at Al-Etehad secondary school for girls in Sirte city. A total of eighty students from various levels participated in this study, and they were chosen at randomly. In addition, four teachers teaching various levels participated in the study, with teaching experience spanning from three to eight years, to collect their views and analyze their attitudes about the usage of L1 in EFL classes. The table 1 and table 2 present some background information about the students' and teachers' participants in this study respectively.

Table 1: Students participants' background information.

Number of students	Nationality	Age of the students	Gender	Year study
80	Libyans	16-18	Female	1, 2 and 3

Table 2: Teachers participants' background information.

Number of teachers	Teaching experience	Educational qualification
Teacher 1 (T1)	3	Bachelor's
Teacher 2 (T2)	8	Master
Teacher 3 (T3)	5	Bachelor's
Teacher 4 (T4)	3	Bachelor's

Instruments

The data was acquired using two different methods: class observations and a semi-structured interview. The interviews were chosen to give the researchers with an in-depth insight of the respondents' attitudes and feelings, while the classroom observations were used to reflect when and why teachers and students use L1 in EFL classrooms.

The initial data collection method employed in this study was classroom observation. The researchers took notes during the observation, which was adapted from a prior study (Al-Nofaie, 2010). For one semester, students were observed in the classroom once a week for forty minutes. Using a checklist that comprised a list of categories for tabulation of how often L1 was used in the classroom by both teachers and students during the lesson, the frequency of L1 use in the classroom was measured. A tally mark represents the frequency

as well as the usage category if the teacher or student utilized the L1 in the form of a word, phrase, or sentence with in lesson. Semi-structured interviews were the second data gathering approach used in this investigation. Through semi-structured interviews, the attitudes of teachers and students were studied qualitatively. The interviews were conducted at the end of the first semester to have a better understanding of their attitudes. The interview consisted of five questions for teachers and five questions for students. Each interview lasted between 10 and 15 minutes. The participants individually shared their thoughts on how they felt about using the L1 in EFL classes. During the interviews, notes were taken to record the responses of the interviewees. The interviews were taped and then transcribed, summarized, and coded. To ensure a comprehensive understanding, all transcripts were read numerous times. Students were also given the opportunity to express themselves in Arabic during the data collection process. Hence, while summarizing, a few quotes are altered and translated into English.

Data analysis
This study employed qualitative approach of data analysis and the responses of contributors were analyzed descriptively.

Results
The frequency and occasions on which the teachers used L1 in English classrooms are summarized in Table (3). The findings revealed that the most prevalent reasons for utilizing L1 in English classes were to translate the meaning of words, sentences, or phrases, explain grammar, give directions, and finally verify comprehension. Translating the meaning of words, sentences, or a phrase and explaining grammar are the first two categories that have tied for the highest frequency of L1 use by four teachers. Translating the meaning of words, sentences, or a phrase received eighteen tally marks, while explaining grammar received eleven tally marks throughout the class. The second most common type of L1 use was instructions, which refers to the instructions that help students comprehend what is expected of them in order to complete a course, there were eight tally marks for this category. The last category on the observational checklist was checking comprehension, scored only four tally marks. The results also revealed that L1 was used for forty one times in total.

T1 was a third-grade teacher with three years of experience in teaching. She seemed to be paying attention as she delivered the lesson. She used L1 six times to explain the meaning of inspiration, social, economic, crisis, struggle, and society after her attempts explaining them in English, and three times to explain grammar points and thoughts conveyed in long and complicated phrases. She gave instructions three times with L1. "Don't make noise," she murmured at first, but there was still some noise coming from the back. Then she screamed with L1 at the top of her lungs. She only used L1 after providing instructions in English, presumably to guarantee that every student understood what was being said. The teacher used L1 instructions to keep the students' attention and make them follow her since it was quite noisy outside the classroom at the time. This rationale is comparable to Cook (2001), who states that managing the classroom is always accomplished by giving directions in L1. T1 utilized a total of twelve times the quantity of L1.

T2 was a second-grade teacher with eight years of experience in teaching. She used L1 three times to translate words to make the students feel more confident and at ease, plus using L1 four times to clarify some words "symbol, predict, dream and mysterious", that appeared to be challenging for students. This finding is consistent with prior research Cole (1998) and

Cook (2001), that found L1 use to be effective in conveying the meaning of unfamiliar words and explaining complex topics. She then used L1 three times to explain grammar rules, such as the third condition, "if you had studied hard, you would have been a doctor", and three times to evaluate students' comprehension for the same example, where she would give some explanation and then check students' comprehension to confirm understanding. She did, however, use L1 once to offer instructions in order to clarify what had been said. T2 consumed eleven times the amount of L1 in total. She did, however, use L1 once to offer instructions in order to clarify what had been said. T2 consumed eleven times the amount of L1 in total.

T3 has a five-year experience of teaching, teaching first grade. The most she used L1 was six times, to explain the meaning of difficult words like policymaker, compilation, criticize, statement, generosity, and suspend. She used students' L1 whenever she assumed they didn't get her, as well as to save time, for class time is limited, when she uses several English sentences to clarify one phrase or an idea but students still confused, utilizing L1 might fix the problem teacher believes. This finding reinforces the theory that utilizing L1 is a reasonable reason to be considered, motivation for utilizing L1 saves time (Almoayidi, 2018). When they utilized their L1, students seemed more at ease and engaged with the lesson. She utilized L1 three times for providing directions and clarifying grammar rules, but only used it once to verify students' comprehension. T3 consumed thirteen times the amount of L1 in total.

T4 teaches first grade and had three years of experience as an English teacher. The L1 was used the most times to clarify the meaning of difficult terms, which was two times. Students requested her to explain the meaning of terms in L1 due to her voice was not loud enough. The students seem to grasp the meanings of the phrases "find and intelligent" when she explained them. She did, however, use L1 once to explain a grammar issue. She once utilized L1 to provide instructions in order to clarify what she said. T4 consumed four times the amount of L1 in total. All four teachers tries to explain the terms, grammatical points, and meanings of complicated ideas in English initially, but switched to L1 when they assumed the students didn't or couldn't understand what they were explaining in English. Furthermore, the findings revealed that L1 is used when English explanations fail, implying that L1 serves a supportive and enabling role in the classroom.

Table 3: The frequency of the teachers used L1 in English classes

Frequency of using L1					Total
Occasions No.	Giving instructions	Translating words/sentences	Explaining grammar	Checking comprehension	
T1	3	6	3	0	12
T2	1	4	3	3	11
T3	3	6	4	1	13
T4	1	2	1	0	4
Total	8	18	11	4	41

The frequency with which students used L1 in English classes is shown in Table (4). The results revealed that "greeting", which garnered twelve tally marks, was tied for the highest

frequency of L1 use by the students in the four classrooms. "Working with classmates," which scored ten tally marks, was the second category that tied for the highest frequency of L1 use. Students with students and students with teachers used the following two categories, "responding to teacher's questions," which received nine tally marks, and "showing understanding," which also received six tally marks for utilizing L1. The final category of the observational checklist was "chatting", garnered only five tally marks. The overall utilization of L1 was forty two times, according to the findings.

The highest frequency, "Greeting", scored twelve tally marks. The teachers did not use specific greetings for each student; instead, she proclaimed "Assalamualaykum", which is more general welcome, when four students arrived late in different two classes, at different times, each one said "Assalamualaykum". Other Arabic greetings, such as "Marhaba" ("Hello"), could have been used, and the students would have answered "Wa Alikum Salam". The second highest frequency, which garnered ten tally marks, was "working with classmates". L1 was utilized by the majority of the students to confirm knowledge in the group. They might use L1 to confirm what question they were working on or to inquire if everyone was in agreement with what was being done; this was normally done in hushed tones. "Responding to teacher's questions", which scored nine tally marks, was the third highest category. For example, when the teacher asked the student about the meaning of a particular word or concept, the student's response was "Ana", which means "I". Six tally marks were awarded for "demonstrating comprehension". To demonstrate their understanding, the majority of the students used L1. T1, for example, used the phrase "paralyzed" during the lesson, the teacher asked students if they knew what "Paralyzed" meant after using the word, and lots of students nodded. The teacher then asked, "What does it mean?" and one of the students responded with the Arabic translation of the word. Since the students do not have the opportunity to talk, the majority of the students chatted in L1 about objects or themes unrelated to the lesson, which scored five tally marks. One of the students, for example, was conversing in Arabic with his colleague about the weather.

Table 4: The frequency of the students used L1 in English classes

Frequency of using L1						Total
Occasions No.	Greeting	Working with peers	Responding to teacher's questions	Showing understanding	Chatting	——
Class1: T1	2	3	4	2	1	12
Class2: T2	4	4	2	3	1	14
Class3: T3	4	1	2	1	1	9
Class4: T4	2	2	1	0	2	7
Total	12	10	9	6	5	42

Five questions were asked during the teacher interviews to have a better understanding of the instructors' perspectives on using L1 in the classroom. These questions were designed to determine whether or not teachers believed the use of L1 was necessary, and if so, in what circumstances. These were the inquiries:
1. Many language teachers believe that EFL lessons should not include the mother tongue or L1. Do you agree?

2. Do you communicate in Arabic with your students? If so, what is the goal?

3. Do you believe that the level of your students has an impact on the amount of L1 used in the classroom?

4. Do you believe that using L1 indicates a lack of creativity in the classroom?

5. Do you allow your students to communicate in their native language? Why /why not?

The first interview question found that the majority of teachers believed that the L1 should be kept out of EFL classes. T2 said, yes, I hope so, but the level of some students forces me to use L1, while another teacher, T1 said, the use of L1 in L2 classrooms is controversial. However, I am an proponent of the monolingual approach to teaching. Only the target language should be used for communication. I believe that using L1 may become a habit that both learners and teachers will fall back on anytime a difficulty arises. On the other hand, T3 suggested that may L1 be utilized in English classes on occasion, because language lessons pay attention more on reading and writing skills, and teachers use L1 to guide students with challenging ideas, new vocabularies, and grammar points. T4 said, I disagree, and I believe that the teacher's knowledge of the student's first language is an asset. Teachers that are familiar with the student's first language are more capable of understanding the reasons for the student's blunders. They are better at dealing with and analyzing errors. When specific grammatical concepts and terminologies are taught, I employ the L1. I don't use it to teach the entire grammar lesson; rather, I use it to help students understand some grammatical principles.

The second question revealed that the majority of teachers believe that using L1 in the classroom can be beneficial in some situations. They also stated that L1 assisted them in reducing time consumption and that it was crucial to improve student comprehension. T1 stated that, I utilize Arabic to save time and when it is truly necessary. Even though the majority of the teachers believe that L1 is helpful in some instances. T2 expressed his use of L1 by saying that, I utilize Arabic to teach students the meaning of the vocabularies, clarify grammar ideas, and interpret abstract phrases. According to T3, The students' own personality influence how they use English, particularly in speaking; some students are introverts who are less talkative. They make no attempt to communicate in English; I believe they are learning English only because it is mandatory subject. Furthermore, she added that L1 should only be utilized as a last option and only when absolutely required. T4 warned, using Arabic more than is essential can obstruct learning the target language, and it should be the final option in the classroom.

Another question was posed based on the answer to the second question: How often do you think Arabic should be used in English classes?. T1 claimed that, Arabic should be utilized in English classrooms when the lesson is particularly difficult, such as in grammar. T3 also stated that, L1 should be employed according to the students' levels; most students need to acquire English by translating it into Arabic. T2 said, I utilized English more than Arabic, but in some circumstances I need to use Arabic to distinguish between similar sentences, such as in a grammar sessions.

The third question revealed that it is preferable to avoid using L1 in the English classroom altogether, or that it may be used in urgent cases, based on certain conditions, such as the students' level of linguistic skill. T1 T2 stated that the main reason I use Arabic in the classroom is that sometimes students, because of their low proficiency level in English they fail to follow me when I only use English to explain the meaning of the text or to give instructions. Moreover, T2 reported that, using L1 should be in emergency cases, but the

learners' deficiencies and poor background are main factors and responsible elements for using L1 in the EFL classroom.

Another teacher, on the other hand, noted that while the usage of L1 is not required at higher levels, it may be necessary for beginner levels. T3 state that, while the usage of L1 is not required in English classes, it may be necessary for beginners because English language still difficult for them to understand.

According to the results the fourth question, all the teachers believed that the misuse of L1 is an indication of less creative teaching methods in English classes. T1 stated, yes, when I use Arabic, I feel like my English level is dropping, and It feels like I didn't learn it probably.

On the other hand, another teacher stated that the usage of L1 in the English classroom does not indicate a lack of creativity in the classroom. T4 stated that, In English classes, I utilize Arabic to encourage students to communicate with me and become more productive in the classroom. They also want to participate with me. As a result, employing L1 in language learning and teaching can be beneficial.

In response to the fifth question, it was discovered that some teachers allow students to utilize their L1 in certain instances, such as asking questions to the teacher or enquiring about the meaning of a word. T1 stated, in some situations, I allow my students to utilize their L1 in class, but not all of the time. Whereas another teacher stated that students should not be allowed to utilize L1 in English classrooms. T4 stated, I believe that during English classes, students must communicate entirely in English, and if students utilize L1 as their only method of learning English, their language acquisition will be affected, and their language fluency will suffer as a result. Furthermore, T3 stated, I allow them to use Arabic in class since it relaxes the students.

Depending on the teachers' answers to the last question, a new question has been posed: Do you believe that utilizing Arabic in English classes encourages students to communicate with you?. T1 stated, yes, utilizing Arabic in English classrooms makes the students communicate with me, and they find it simple to answer questions and have a chance to be engaged in the class. T3 stated, yes, they interact more if I use Arabic, but the problem that they will interact in Arabic too.

Five questions have been included in the student interview to elicit the students' views on how they would use the L1 in their classes. The participants were asked whether they thought teachers should use L1 whenever it was essential or if they thought teachers and students should avoid using L1 in the classroom entirely. Questions were as following:

1. Do you have a strong desire to study English?
2. Does your English teacher use Arabic in class?
3. Do you believe that using L1 enhances your English learning?
4. Do you believe L1 should be used in an English class?
5. Do you prefer your teacher to use L1 when teaching you?

The students demonstrated their ambition and desire to study and speak English in response to the first question. According to the descriptive statistics, the majority of students (80%) are motivated to learn English. These findings are consistent with the findings of Bambirra (2017), who stated that students were generally motivated to learn English as a foreign language. Many factors might have a significant impact on a student's motivation to learn English. Some of the respondents said, yes, because studying English allows us to understand English novels, movies, and music. Another student stated, we are committed to study English as best we can to reach maximal competence. Other student stated that, learning English allows us to carry out our responsibilities more proficiently and to advance

our education. Other participant, on the other hand, does not want to learn English and responded, no, for I do not like English language at all.

According to the results of the second question, which revealed that 100% of students answered, yes, teachers resorted to using Arabic in EFL classrooms when needed, for instance, to deliver instruction, clarify grammar principles, and interpret words and phrases. According to the research Franklin (1990) and Kharma & Hajjaj (1989), the majority of teachers and students support the usage of L1 as a natural language promoter and learning approach.

Some students mentioned that, teacher resorted to using Arabic language inside the class, when it comes to explain grammar, describe new vocabulary, and verify total comprehension. Other student said, the teacher utilizes Arabic language when the students could follow some aspects, and our teacher utilizes Arabic to make the lesson more comfortable. These findings corroborate previous research (Al-Abdan, 1993). His study discovered that, 55.4 percent of teachers utilize L1 in class for 10% of the class period. In addition, 54.5 percent of them preferred Arabic for grammar, with the majority of (87.6%) using Arabic to explain abstract vocabularies.

Another question has been asked in response to the second question, what is the purpose behind using L1 inside English classrooms do you think?. Many students responded that, "We think the major goal is to explain grammar. Other students stated that, the purpose of utilizing L1 should be to explain new terminology and clarify complex ideas and concepts. The findings are consistent with Huang (2006), which revealed that students believed professors should explain grammar in the native language to help them comprehend it better. For generating ideas and communicating complex ideas and concepts, the students preferred that their teachers use the first language. As a result, the participants in Huang's study believed that if teachers spoke their mother language inside the classroom more often, they would have fewer opportunities to listen to and practice English. L1 can be used in a variety of ways by both teachers and students. Teachers can benefit from their students' L1 in a variety of ways. Eliciting language, delivering instruction, evaluating learners' understanding, classroom management, and other areas of foreign language teaching, where teachers can use L1 have been recommended by (Atkinson, 1987). Agreeing with many of these uses Cole (1998) and Cook (2001) Teachers can utilize L1 to: interpret the meaning of abstract vocabularies, establish the distinctions in grammar and pronunciation between L1 and L2, keep the class, maintain discipline, get in touch with individual students, and test, according to several of these purposes. Rather than being avoided at all costs, the first language might be a beneficial component in developing authentic L2 speakers.

In response to the third question, the majority of students stated that, L1 should be engaged to better comprehend difficult concepts, as well as to better identify the exact meaning of new words. They also stated that using L1 allowed them to boost their knowledge and to feel more relaxed and less anxious. Some of the students said, using L1 helps in more comprehending and expand understanding. According to another viewpoint, using mother language feels more comfortable and confident, but we do not agree with the over-usage, and students should work harder to understand, using a bilingual dictionary for instance. As a mentioned in Carson and Kashihara study, using Mother tongue improved understanding the subject and arguments in the classroom. They were able to ask questions in L1, and the teacher was able to clarify common mistakes made by L2 learners in L1. They had a positive impression of the teacher and a positive relationship with her, and the class runs smoothly. The limitations were that students might grow lazy and stop trying to learn L2, and that they

would miss out on listening the L2 spoke by the English teacher, as a result, their listening skill would not increase significantly (Carson & Kashihara, 2012).

Further question was presented in relation to the students' responses to the third question, when do you use Arabic in English classes?. Some students mentioned that, we utilized Arabic to communicate our thoughts and concepts that we couldn't describe in English. According to another opinion, we prefer to utilize Arabic when we perform an activity with a partner in the class.

These answers align with Shabir (2017), who stated that students' use of L1 can assist them convey feelings and ideas that they are unable to articulate in English. Furthermore, Pan & Pan (2010), stated that if pedagogical activities are adequately developed, L1 is not only an effective learning instrument but also a valuable teaching approach. Students employ L1 to aid understanding and to alleviate any concerns that may occur as a result of their low language skills.

In response to the fourth question, the findings exposed that 100% of the students agreed that the mother tongue should be utilized to grasp the variations in grammar between their mother tongue and English. Some students reported that, we favor our teacher to speak Arabic particularly to translate new terms, explain grammar, and explain test instructions, only in certain situations, not all the time," other students said. Another student said, we desire the teacher to utilize L1 if the course is uninteresting, and it feels more comfortable if test guidelines are delivered in Arabic. Generally, this result is consistent with several studies conducted by Alshammari (2011); Galali & Cinkara (2017) and Kim & Petraki (2009) all of which found that participants have favorable opinions regarding L1 usage in EFL classrooms.

The findings of the last question exposed that all of the students were quite positive about the usage of the L1 in English classes. Moreover, when they needed clarification in English classes, they prefer to use L1. They believe that L1 should be utilized only when absolutely needed to help students learn English more effectively. Some students stated that, we favor to speak Arabic when it is hard to pronounce some words, for we are terrified of teachers' critical criticism if we do any mistake. Furthermore, several students stated that, due to the restricted time, the teacher motivates high achievers to utilize English in the classroom, resulting in low achievers not getting enough opportunity to talk, and as a result, some students utilize Arabic instead.

Furthermore, several students stated that, we favor to utilize L1 for we feel more at ease talking to our teacher in Arabic and we like to do an activity with a partner in Arabic. The majority of students tended to obtain the meaning directly from the teacher rather than using a dictionary, and they preferred to learn English by comparing it with their native language. Furthermore, several students stated, we favor to utilize mother tongue in English classes to explain the contrasts and connections between Arabic and English in L1, as well as to express difficult ideas.

These findings are in line with Manty & Shah (2017), who stated, Students tend to use English in English classes, but they also understood the value of L1 as a tool for conveying new concepts, verifying a word or an idea definitions, and completing tasks more quickly. In addition, Saputra (2017), indicated that, the majority of students claimed that L1 was frequently utilized in the classroom to clarify something about the class to the professor and their classmates. It appears logical, knowing that the students in this study had a low intermediate level of skill and occasionally preferring to speak in their native language other than English.

Discussion

The results of this study demonstrated that using L1 in English classrooms can enhance the learning and teaching process. This result is consistent with Al-Nofaie (2010), who found that L1 should be employed to enhance learning and teaching process on occasion. Furthermore, according to Iswati & Hadimulyono (2018), the overall results indicate that L1 should be employed in English classrooms because its absence may limit learners' development. However, according to Hasrina et al., (2018), the teachers and students interviewed found that using their L1 judiciously was beneficial and might play a key role in facilitating learning EFL.

As a result, it was considered that L1 could be useful in the right situations at the right time. Teachers must keep a close eye on their students. Students may be discouraged from using L2 and bored if they do not follow what is going on in class. Teachers should encourage students in using L2 when necessary, the L1 can only be utilized in hard situations.

According to the findings of the study, the use of Mother tongue in English classes was reasonable, as evidenced by the fact that teachers utilized L1 in the following cases: The most popular reasons for utilizing L1 in English classes were to translate the meaning of the terms, sentences, or phrases, and to teach grammar, followed by giving instructions. They also employ L1 to help weak learners to understand difficult aspects or concepts. These findings were in agreement with Harmer (2007), who indicated that a legitimate context in which to employ L1 is to translate specific terms, particularly abstract concepts, when other methods of conveying their meaning are inadequate. When L1 is used effectively, according to certain experts in the field Atkinson (1987; Harbord (1992) and Scrivener (2005), it can have a good impact on the English language educational process. On the contrary, other experts in the field, including Latsanyphone & Bouangeune (2009) and Seligson (1997), have a different perspective and condemn the use of L1. It indicates that the use of the L1 is a controversial issue, with no clear definition of the L1's precise role or proper scope of application. It appears fair to say that a balanced method that carefully utilizes L1 to promote and increase L2 learning acquisition, as well as modifying that balance to match the needs and levels of individual learners, might be the solution to this problem. Furthermore, the findings revealed that L1 was used in English courses due to low student language proficiency level. This result is consistent with the findings of Latsanyphone & Bouangeune (2009), who found that L1 plays an essential role in language education, particularly for low-proficiency students. Also several researches De la Campa & Nassaji (2009) and Kim & Petraki (2009) have looked into the effect of students' L2 proficiency on L1 use in EFL classrooms. According to De la Campa & Nassaji (2009), students' limited competency in German (L2) was a major influence in teachers' decision to utilize English (L1) in their classes. Even among native speakers of the target language, Duff & Polio (1990), reported that using the learners' L1 in the L2 classroom occurred. As a result, this shows that a student's skill level may have an impact on how much L1 is used in the L2 classroom. Nonetheless, a teacher's lack of L2 proficiency may result in excessive L1 use, which should be avoided in L2 classrooms. According to Almoayidi (2018), some teachers use L1 excessively in L2 classrooms to hide their weakness and lack of expertise in L2. Kim & Petraki (2009), observed that teachers and students value L1 usage more in the early stages of language learning, less in the intermediate stages, and even less in the advanced stages.

Teachers believe that using L1 will save them time, improve comprehension, and improve the learning process. Furthermore, the findings indicate that students prefer teachers who use their first language in the classroom. It's feasible that students employ their L1 in English

classrooms for a variety of reasons, including: a) they don't comprehend the teacher, b) they don't actually know the answer, and c) they don't comprehend the teacher. According to the students' views, they feel relieved when they use their L1. In addition, the study's findings demonstrated that teachers and students have both comparable and opposing views on using L1 in English classes. Teachers, for example, believe that the L1 should be utilized on occasion. The students, on the other hand, believe that the L1 should be utilized more frequently. As a result, students are more supportive of L1 usage than teachers. Furthermore, based on the results of this study, it can be stated that teachers were worried about the effect of the L1 on the teaching and learning process. Students were unable to communicate in English classes due to the misuse of the L1, which confused and demotivated them from using English language. As a result, the usage of L1 in EFL classes should be discouraged, it should not be the main method of communication for both students and teachers. If L1 is completely prohibited, students would undoubtedly miss out opportunities to study more. When to utilize and when not to utilize L1 is something the teacher should be aware of. The usage of L1 will benefit the L2 classroom once a proper balance is found.

Conclusions
The findings of the current study, based on the gathered data and data analysis, revealed that the majority of teachers and students who participated used the L1, and that both teachers and students had positive attitudes toward the usage of L1 in English classes. Furthermore, the findings demonstrated that attitudes on the usage of L1 in English classes are both comparable and different across teachers and students. Although some teachers object to using L1, the level of the students forces them to do so. On the other hand, the students agree to utilize their L1 in order to gain a better understanding of the material and to feel more at ease in the classroom.

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