Exploring the Role of Kurdish (Sorani Dialect) as a L1 in Teaching English as a Second Language: A Case Study of Erbil City Schools

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ABSTRACT

The current study aims at investigating teachers' perception on the use of L1 (Kurdish) specifically Sorani dialect in teaching English as a second language. It was hypothesized that teachers' use of the first language (L1) in teaching the second language (L2) positively impacts students' English proficiency and enhances the overall effectiveness of the teaching and learning process. The data was collected from 60 English language teachers at several schools in Erbil city using a quantitative research method, SPSS package for analyzing the data. The results demonstrate that teachers have a positive perception of using L1 in teaching L2. These findings suggest that the strategic use of L1 can enhance several aspects of the learning process: it facilitates comprehension of complex concepts, reduces learner anxiety by creating a more comfortable classroom environment, and supports vocabulary acquisition through translation and context. The justification for these results lies in the empirical data collected, which reflect teachers' practical experiences and observations. Teachers reported that using L1 helps bridge linguistic gaps, making it easier for students to grasp new concepts and retain vocabulary, thereby leading to improved English proficiency. This study contributes valuable evidence to the discourse on language teaching methodologies, helping teachers understand when and to what extent they should use the first language in teaching L2 to enhance teaching effectiveness and learning outcomes.

1. Definitions of Key Terms

- **First Language (L1):** First Language, often abbreviated as L1, refers to the native or mother tongue language that a person learns from birth or infancy. It is the language spoken at home and within the community where the individual grows up. L1 typically forms the foundation of a person's linguistic skills and often shapes their cognitive and cultural development. Proficiency in the first language is usually acquired naturally through exposure to family members, caregivers, and the surrounding environment (Genesee, F., Paradis, J., & Crago, M. B.,2004).

- **English Language:** The English Language refers to the global language originating from England and widely spoken and understood in various countries around the world. As one of the most widely spoken languages globally, English serves as a lingua franca in many fields, including business, education, science, technology, and international communication. It has numerous dialects and variations depending on regional differences and cultural influences (Crystal, D.,2003)

- **English as a Second Language (ESL):** Teaching English to people whose first or primary language is not English is known as "English as a Second Language (ESL)" and is usually done in environments where English is the official language. The goal of ESL instruction is to help non-native English speakers become proficient in speaking, listening, reading, and writing the language. This phrase is frequently used to refer to initiatives, curricula, and teaching strategies utilized in educational settings across the globe to assist English language learners' (ELLs') language acquisition and fluency (Richards, J. C., & Rodgers, T. S.,2014).

2. Introduction

English language, being acquired as a second language, has been an international means of communication entering many domains in life

whether academic or social. Despite of the modern conventional belief that English language classrooms should be only delivered in English language, encouraging students to thing in the target language not in their mother tongue, such a notion has been under a heated debate.

Thus, In the fields of L2 (second language acquisition) and professional teaching, there has long been intense debate and controversy regarding the role of the mother tongue (L1; first language) in the context of teaching English as a foreign language (EFL) as well as the use of translation as a teaching and learning tool (Juarez & Oxbrow, 2008). Like most teaching disciplines, L2 instruction is always changing. It was thought necessary to use the native speakers' language (L1) during the grammar-translation era. With the introduction of communicative methods and audio-lingual approaches, L1 usage was virtually completely eradicated. Since experiential learning methods are becoming more popular, L2 educators are once more debating whether or not L1 belongs in second and foreign language learning contexts.

According to the literature, the majority of teachers use the mother tongue when teaching English, with the aim of learning the meanings quickly or making it easier for the student to understand the subject, and this method has positive and negative side effects. The negative effect is the dependence on the use of the first language a lot while learning the English language. No matter how good the student is in understanding the reading or listening material, the majority continues to translate the mentality from the second language to the first. Another reason for using the first language by the teacher is that the student is linguistically unable to learn. As for the emotional aspect, it provides a positive aspect for the students to feel safe when introducing the mother tongue during the explanation.

Furthermore, our culture is becoming more and more international every day, providing opportunities for individuals who are fluent in two languages. Learning a second language, i.e., English plays a crucial part in enabling us to

interact with people from other cultures, technological backgrounds, and social groups. Moreover, the use of translation as a teaching and learning tool, as well as the role of the mother tongue (L1; first language) in the context of teaching English as a foreign language, have long been the focus of intense academic debate and controversy in the fields of professional teaching and L2 (second language) acquisition (Juarez & Oxbrow, 2008). Like most teaching disciplines, L2 instruction is always changing. It was thought necessary to use the native speakers' language (L1) during the grammar-translation era. The use of L1 was all but eradicated with the introduction of audio-lingual approaches and communicative methods. Since experiential learning methods are becoming more popular, L2 educators are once more debating whether or not L1 belongs in second and foreign language learning contexts. 6 In the world of teaching English, there's an ongoing debate about using students' native language in English classes. Some experts argue that incorporating their language into lessons can significantly aid their understanding of English. They suggest that this approach eases the learning process, making it more accessible, and creates a supportive learning environment. On the flip side, some advocate for using only English, believing that an exclusive English environment accelerates the learning process. Exploring these diverse perspectives is crucial to understanding how incorporating students' native language influences their English learning experience. Additionally, this exploration dives into the intricate dynamics of language learning environments, aiming to decipher how the use of students' native language impacts their ability to grasp English concepts effectively. By examining the advantages and limitations of using their language in the classroom, we aspire to enhance teaching methodologies to better cater to the needs of English learners worldwide. By dissecting these contrasting ideas, the ultimate goal is to investigate the level of using L1 in teaching English language and investigate teachers' perceptions on the use of L1 in their teaching classes.

2.2 The Purpose of the Research:

Throughout the history of EFL instruction, Various pedagogical approaches have been utilized to facilitate the process of learning. As a result, effective and creative collaboration between teachers and students is necessary for language learners in an EFL setting. These days, there is a greater focus on teaching second languages. In particular, when teachers employ their students' first language (L1) during vocabulary and grammar courses, it helps the students learn English. Furthermore, using the student's L1 to teach the L2 is one of the most popular methods employed by L2 teachers. Thus, this study aims to shed light on how much first language (L1) is used when instructing L2. These days, there is a greater focus on teaching second languages. Students learn the English language more effectively when teachers use their first language (L1), especially in vocabulary and grammar classes. Moreover, one of the most common strategies used by L2 teachers is to teach the L2 to the student in their native tongue. Therefore, this study aims to:

1- clarify the extent to which teaching second language (L2) involves the usage of first language (L1).

2- investigate in-depth the current discussion surrounding the use of students' native language (L1) in English language instruction.

to bring significant insights that guide more successful methods of teaching English language, the research aims to offer a nuanced knowledge of how incorporating students' native language affects their English learning journey.

Research Aims and Questions

The research Question:

- What is the impact of incorporating the native language (L1) in teaching English as a second language in Erbil City?

Related Work

There is a great deal of disagreement regarding the use of students' first language by teachers. Researchers have proposed a number of factors that could influence this choice, including social and cultural norms, students' objectives and motivations, and whether or not English is used for communication outside of the classroom.

The Use of L1 in English as a Foreign Language Classes: Insights from Iraqi Tertiary Level Students was the subject of a 2017 study by Atta & Emrah. The aim of this research was to examine the opinions of students and teachers toward the use of L1 in English lessons. The factors that led the students to transition from the TL to their L1 were also identified in this study. The study was carried out at Salahaddin University in Erbil at the conclusion of the 2016–17 school year's first semester. It used a mixed-method technique to gather and analyze data. Eight EFL learners engaged in face-to-face semi-structured interviews to gather qualitative data, while 258 EFL learners completed a questionnaire to contribute to the quantitative data collection. The results showed that participants' attitudes regarding using their L1 to support their TL learning were only marginally positive. It can be concluded that, under some circumstances, learners' L1 plays an essential and facilitating role in acquiring a foreign language by consulting recent literature and contemporary theories of TL acquisition.

 Additionally, a study has been conducted by Nazmiye & Kenan (2022) on the development of verbal creativity by bilingual and English as foreign language learners in kindergarten to 8th grade schools. According to the findings, bilingual students scored better in terms of verbal inventiveness than students enrolled in the English as a foreign language program. The study makes recommendations for how English is taught in primary schools in terms of helping young children develop their creative verbal language skills.

Furthermore, Mária & Metruk (2017) did research to ascertain to what extent L1 is used in the English language classrooms at lower secondary and upper-secondary school levels. After examining the situations in which the L1 is utilized and the responses of the teachers, it was found that 8.4 minutes, or 19% of the lesson, are typically spent utilizing the L1 in English language lessons. Second, during English language classes, the most common uses of L1 were for organizing reasons, assessing comprehension, elucidating grammar, and providing specialized terminology. Lastly, it was noted that the majority of the time, the professors' response is to continue speaking in L2, "pretending" not to hear the students use L1, and asking the students to use L2 rather than L1 (Sinaga & Oktaviani, 2020; Wach, A., & Monroy, F, 2020).

Several studies have focused on teachers' perceptions and dispensations for the use of first language in English classes. Ali (2022) conducted research about Teachers' Attitudes towards the Use of Arabic (L1) in primary EFL Classrooms in Iraq. This study set out to find out how English language instructors felt about using Arabic, the learners' home tongue, in EFL classes. Additionally, it looked at the reasons behind their opinions and the applications of Arabic in the classroom. In order to accomplish this, data from 50 EFL teachers working at Baghdad's public elementary schools was gathered using a questionnaire survey created to satisfy the study's aims. The data collecting results indicate that teachers used Arabic for both instruction and classroom management, and that they usually had positive attitudes toward the language's occasional use in EFL classrooms. An analysis of the data revealed that all of the participants were inclined to switch to Arabic in their EFL classes for a variety of reasons, such as the need to create a more understandable, motivating, relaxing, and supportive classroom environment for younger learners and the need to save time and effort in crowded classrooms.

Awad, Mubarak, & Saleh (2020), studied about the effect of using L1 in EFL classrooms: The case of Iraqi EFL primary school learners. The goal of the

study was to determine how students' exam performance is affected by utilizing Arabic as their first language. First, it goes over L1's function in some of the most popular language education techniques. In this experimental investigation, two groups were compared; one group received instruction in Arabic, while the other received instruction solely in English. The study's findings demonstrated that teaching Arabic to EFL students had a beneficial impact on their post-test responses.

This study distinguishes itself from previous research in several key ways. Firstly, unlike studies that have primarily focused on the general impact of bilingualism or the extent of L1 use in English language classrooms, this research specifically investigates the perceptions of English language teachers in Erbil city regarding the use of the Sorani dialect of Kurdish (L1) in teaching English as a second language (L2). By focusing on teachers' attitudes and practices within a specific linguistic context, this study provides nuanced insights into how L1 can be strategically integrated to enhance L2 learning outcomes. Secondly, while some studies have explored the educational outcomes and perceptions of students regarding L1 use, this research uniquely bridges the gap by examining teachers' perspectives. It seeks to understand how teachers perceive the role of L1 in L2 instruction, their reasons for using or not using L1, and the perceived impacts on teaching effectiveness and student learning. This holistic approach allows for a comprehensive understanding of the dynamics surrounding L1 use in L2 classrooms from the educators' viewpoint. Additionally, unlike studies that have predominantly focused on qualitative methods or case studies, this study utilizes a quantitative research method and employs the SPSS package for data analysis. This approach enables the study to provide statistically significant findings and quantitative insights into teachers' perceptions, thereby contributing empirical evidence to the discourse on bilingual education and language teaching methodologies.

3. Research Perspective

3.1 Research Importance

Through the questions posed to L2 teachers, this research will assist English language teachers in comprehending the extent to which the usage of the L1 influences the acquisition of the L2. It will also make clear when and how the L1 should be used. We can learn more about when and how to use the L1 to maximize its potential benefits while limiting any negative effects by carefully asking teachers. Furthermore, this will offer teachers a clearer understanding of the impact that our home languages have on our ability to learn foreign languages and help us make judgments about when to utilize them in the classroom. Furthermore, the study's findings should aid in comprehending the perspectives and experiences of L2 teachers on the impact of L1 usage on L2 learning as well as the appropriate usage of L1 by educators. Moreover, the results of the study should help in understanding the experiences and views of L2 teachers to what extent the use of the L1 affects the learning of the L2 and to what extent teachers should use the L1.

3.2 English as A Second Language: Literature Review

Learning English as a second language typically involves several stages or phases that learners progress through as they acquire proficiency. These stages can vary in duration and sequence depending on factors such as age, prior language experience, exposure to English, and individual learning styles. Here are the general stages of learning English as a second language:

1- Pre-production Stage (Silent Period):
In this initial stage, learners are primarily listening and absorbing the language without actively producing it. They may not yet feel comfortable speaking English and may prefer to listen and observe. Activities: Students may respond non-verbally, point, or use gestures

to indicate understanding. They are building vocabulary and comprehension through exposure to English.

2- Early Production Stage:

Characteristics: Learners begin to produce some simple words and phrases. Their speaking ability progresses from one or two-word responses to short sentences.

Activities: Students participate in basic conversations, answer simple questions, and start using memorized phrases. They may also begin to engage in structured language activities like drills and role-plays.

3- Speech Emergence Stage:

Characteristics: At this stage, learners demonstrate increased fluency and confidence in speaking English. They can express basic needs, share personal information, and engage in simple discussions.

Activities: Students participate more actively in classroom discussions, give short presentations, and start to express opinions and preferences in English.

4- Intermediate Language Proficiency:

Characteristics: Learners at this stage can communicate more effectively in a variety of everyday situations. They have a broader vocabulary and can handle more complex sentence structures.

Activities: Students engage in debates, write longer paragraphs and essays, and comprehend more detailed written and spoken texts. They begin to use English for academic purposes and specialized topics.

5- Advanced Fluency:

Characteristics: Learners achieve near-native proficiency, demonstrating fluency and accuracy in both spoken and written English. They can understand and produce complex texts and participate effectively in academic and professional settings.

Activities: Students engage in advanced discussions, write research papers and reports, and effectively use English in professional contexts such as presentations and meetings.

3.3 Blooms taxonomy and relation to second language acquisition

Bloom's Taxonomy is a framework for categorizing educational goals, created by Benjamin Bloom and collaborators in the 1950s. It divides learning objectives into three domains: cognitive (knowledge-based), affective (emotion-based), and psychomotor (action-based). The cognitive domain is the most commonly used and consists of six hierarchical levels: Remember, Understand, Apply, Analyze, Evaluate, and Create. Relating Bloom's Taxonomy to second language acquisition (SLA) can help in structuring language learning activities and assessments that align with different stages of cognitive development.

Relating Bloom's Taxonomy to Second Language Acquisition:

1. Remember (Knowledge):
   o SLA Activities: At this foundational level, learners focus on memorizing vocabulary, basic grammar rules, and common phrases. Activities may include flashcards, rote memorization, and recitation.
   o Example: Memorizing the English names for various foods or recalling irregular verb forms.

2. Understand (Comprehension):
   o SLA Activities: Learners begin to comprehend the meaning of words and phrases in context. They practice interpreting simple texts and spoken language, explaining the main ideas, and summarizing content.
   o Example: Reading a short story and answering questions about the plot, or listening to a conversation and summarizing the key points.

3. Apply (Application):

- o SLA Activities: At this stage, learners use their knowledge in practical situations. They might complete exercises that require using vocabulary and grammar correctly in sentences, role-playing, or writing short compositions.
- o Example: Writing a letter to a friend using correct grammar and vocabulary, or role-playing a shopping scenario where they must ask for and give information.

4. Analyze (Analysis):
   - o SLA Activities: Learners break down language structures and examine relationships between elements. They compare and contrast different linguistic forms, analyze sentence structure, and identify patterns.
   - o Example: Analyzing the difference between past simple and present perfect tenses, or identifying the main arguments in a persuasive essay.

5. Evaluate (Evaluation):
   - o SLA Activities: At this level, learners assess the validity and effectiveness of language use. They might critique a text, provide feedback on a peer's writing, or justify their choice of language in a given context.
   - o Example: Evaluating the appropriateness of different forms of politeness in various social situations, or critiquing a classmate's oral presentation.

6. Create (Synthesis):
   - o SLA Activities: Learners use their knowledge and skills to produce new, original work. This might involve writing essays, creating presentations, or engaging in debates where they must use language creatively and effectively.

- o Example: Writing an original short story, developing a research project in English, or creating a multimedia presentation on a topic of interest.

Implementing Bloom's Taxonomy in SLA:

- Curriculum Design: Educators can design curricula that progress through the levels of Bloom's Taxonomy, ensuring that students build a solid foundation of knowledge before moving on to higher-order thinking skills.
- Lesson Planning: Lessons can be structured to include activities that target different cognitive levels. For example, a lesson might start with remembering and understanding vocabulary, then move to applying it in conversation, and finally analyzing a related text.
- Assessment: Assessments can be designed to evaluate learners at various levels of cognitive development, from simple recall of information to the ability to create original content in the second language.

4. Field Research Procedures

4.1 Research Methodology (Data Collection, Instruments, and Data Analysis):

A descriptive quantitative method is used to conduct the research. An adapted questionnaire will be used as a research instrument from (Hassan, Sayyed,2014). The questionnaire consists of 22 items with 4 Likert scale (strongly agree, agree, disagree, strongly disagree). The data was collected from 60 English language teachers from several public and private schools (Azadi, Shaheed mammon, Cihan). A number of 133 teachers were asked answer the research questionnaire using Kurdish Sorani dialect as their first language. The data collection took around one month as the researcher went to schools and met the teachers personally in case of any misunderstanding.

Cronbach's alpha law was applied to find out the degree of variance of all items on the one hand, The level of Cronbach's Alpha of this study is 0.765 as showed in Table 1& 2 which mean that the 22 questions of this study have good Internal Consistency thus, no issue of internal consistency.

Table 1 Cronbach Alpha Level

Cronbach Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.7 \leq \alpha < 0.9$	Good
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha \leq 0.5$	Unacceptable

Table 2 Reliability Statistics

Cronbach's Alpha	N of Items
.765	22

5. Research Results and Interpretations

5.1 Descriptive Information of Variables

The table presents a scale used to interpret respondents' agreement levels with statements regarding the use of the first language (L1), specifically the Sorani dialect of Kurdish, in teaching English as a second language (L2). Responses were categorized into four points:

4 (Strongly Agree): Respondents strongly agree with the statement.

3 (Agree): Respondents agree with the statement.

2 (Disagree): Respondents disagree with the statement.

1 (Strongly Disagree): Respondents strongly disagree with the statement.

Each point corresponds to a specific range of scores, ensuring clarity in interpreting the degree of agreement or disagreement expressed by the respondents. This scale facilitates a structured analysis of teachers' perceptions regarding the integration of L1 in L2 instruction, providing valuable insights into their attitudes and viewpoints on this educational practice.

Table 3 Questionnaire Criterion

Point	Scale Range	Explanation
4	4.00 - 3.00	Strongly Agree
3	2.99 - 2.00	Agree
2	1.99 – 1.00	Disagree
1	1.00 – 0.99	Strongly Disagree

Q1: I use learners' L1 to teach new vocabulary:

Given that the mean value for this item is 3.00, as shown in Table 4, instructors strongly agree that learners' L1 should be used by teachers while teaching new vocabulary. The teachers' significant consensus on this issue might indicate that they value students' vocabulary growth and comprehension more than the classroom's exclusive usage of the target language. This strategy might be consistent with the communicative language education approach, which stresses language use as a tool for communication and may give priority to using L1.

Q2: I employ learners' L1 to explain grammar:

The mean score of this study in table 4 show 3.05 mean the teachers strongly agree that they employ learners' L1 to explain grammar, If the teacher strongly agrees that employing learners' L1 (first language) to explain grammar is effective, this suggests that they believe that using L1 can be a useful tool for helping students understand and learn the rules of the target language. The teacher may believe that using L1 to explain grammar

can help students to comprehend complex grammar concepts more easily, and can also help to establish a positive and inclusive classroom environment that values and respects students' first language and culture.

Q3: I use learners' L1 to provide clarification when learners do not understand in L2:

According to Table 4, teachers strongly agree that it is useful for teachers to use learners' L1 to clarify concepts when learners do not comprehend L2. If so, it appears that they think that teaching L1 can be a helpful strategy for assisting students in overcoming linguistic obstacles and enhancing their understanding of the target language. The teacher could think that clarifying difficult or foreign concepts in L1 will make it easier for pupils to understand them and will also assist to lessen confusion and irritation in the classroom.

Q4: I use learners' L1 to provide feedback and explain their errors:

The teachers are agreeing when they asked using the learners' L1 to provide feedback and explain their errors. This is mean the teacher agrees that using learners' L1 to provide feedback and explain their errors are effective. In that case, this suggests that they believe using L1 can be a useful tool for providing clear and precise feedback to students on their language errors. The teacher may believe that using L1 to explain errors can help students to understand their mistakes more easily and can also help to reinforce the connections between words in both languages.

Q5: I use learners' L1 in giving written corrective feedback on learners' compositions:

The mean value of this question is 2.69 as showed in Table 4 this is mean the teaches are agree to allow the use of the learners' (L1) when providing written corrective feedback on their compositions. This means that the teacher recognizes the value of the learners' first language and believes that

it can help them better understand and improve their writing. By using the L1, the teacher is also acknowledging the learners' cultural and linguistic backgrounds, which can contribute to a more inclusive and supportive learning environment.

Q6: I use learners' L1 to explain instructions for assignments or projects:

The instructor consented to provide assignment or project instructions in the learners' first language (L1). This indicates that the instructor is aware that the students might comprehend the directions more clearly in their native tongue, which will enable them to finish the assignments more quickly. In addition to addressing the students' language and cultural backgrounds, the instructor is also utilizing the L1, which can promote a welcoming and encouraging learning atmosphere.

Q7: I use learners' L1 to give meta-linguistic knowledge, in particular about discussing the tasks, such as the objective and the steps of tasks:

The results showed in Table 4 the teachers are agree to use L1 to give meta-linguistic knowledge thus, the teacher has agreed to use the learners' L1 to provide meta-linguistic knowledge about tasks, such as the objectives and steps involved. This means that the teacher recognizes the importance of the learners' first language in helping them understand the tasks and the language used to discuss them. By using the L1, the teacher is also acknowledging the learners' cultural and linguistic backgrounds, which can contribute to a more inclusive and supportive learning environment.

Q8: I use learners' L1 to negotiate the syllabus and the lesson:

The teacher has agreed to use the learners' L1 to negotiate the syllabus and lesson plans. This means that the teacher recognizes the learners' expertise and input in the learning process and believes that their first language can facilitate effective communication and collaboration. By using the L1, the

teacher also acknowledges the learners' cultural and linguistic backgrounds, which can contribute to a more inclusive and supportive learning environment. This approach to teaching and learning involves a partnership between the teacher and learners, where they work together to create a curriculum that meets their needs and interests.

Q9: I use learners' L1 in administrative issues like exam announcement:

The teacher has agreed to use the learners' L1 in administrative issues such as exam announcements. This means that the teacher recognizes the importance of clear communication and believes that using the learners' first language can help ensure that important information is properly understood. Using the L1, the teacher acknowledges the learners' cultural and linguistic backgrounds, which can contribute to a more inclusive and supportive learning environment. This approach to communication can help reduce misunderstandings and increase the student's engagement and participation in the learning process.

Q10: I use learners' L1 in dealing with discipline problems in class:

The teacher has agreed as showed in Table 4 to allow the learners to use their L1 to communicate with each other when dealing with discipline problems in class. This means that the teacher recognizes that using the learners' first language can help them express their thoughts and feelings more effectively, which can reduce misunderstandings and conflicts. By allowing the use of L1, the teacher also acknowledges the learners' cultural and linguistic backgrounds, which can contribute to a more inclusive and supportive learning environment. This communication approach can help promote respect and understanding among the learners, which can improve the overall classroom dynamics.

Q11: I use learners' L1 to establish or assert authority:

The mean score of this question is 3.27 see Table 4 which means that it is uncommon for a teacher to strongly agree to use learners' L1 to establish or assert authority, as doing so may undermine the teacher's position as an instructor and create confusion and potential disciplinary issues in the classroom. However, if we assume this statement is true, it could suggest that the teacher believes that using the learners' L1 can help build trust and rapport with them, which may in turn make it easier to establish and assert authority in the classroom. Alternatively, it could suggest that the teacher is not confident in their ability to establish and assert authority in the target language, and therefore prefers to rely on the learners' L1 to communicate with them in a more effective manner.

Q12: I use learners' L1 at the end of the class to answer possible questions:

The result showed this question mean score is 2.9831. This means that the teacher recognizes the value of clear communication and believes that using the learners' L1 can help ensure that they fully understand the concepts covered in class. By using the L1, the teacher is also acknowledging the learners' cultural and linguistic backgrounds, which can contribute to a more inclusive and supportive learning environment. This approach to teaching and learning involves providing learners with additional support and resources to help them achieve their learning goals.

Q13: I use learners' L1 to encourage and comfort learners:

The teacher has agreed to use the learners' L1 to encourage and comfort them. This means that the teacher recognizes the importance of emotional support to learners and believes that using their first language can help establish a closer connection and build trust. Using the L1, the teacher acknowledges the learners' cultural and linguistic backgrounds, which can contribute to a more inclusive and supportive learning environment. This

approach to teaching and learning involves recognizing the whole person, not just their academic abilities, and providing learners with the emotional support they need to thrive in their studies.

Q14: I use learners' L1 to build rapport with learners:

The mean score of this question is 2.7797 mean see Table 4 the teacher agreed to use the learners' L1 to build rapport with them. This means that the teacher recognizes the value of building positive relationships with learners and believes that using their first language can help establish a closer connection and build trust. By using the L1, the teacher is also acknowledging the learners' cultural and linguistic backgrounds, which can contribute to a more inclusive and supportive learning environment. This approach to teaching and learning involves recognizing the learners' individuality and uniqueness and using their first language to create a more personal and meaningful interaction with them.

Q15: I use learners' L1 in giving personal comments:

Based on Table 4 the mean score of this question is 2.8644. The teacher uses the learners' L1 in giving personal comments. This means that the teacher recognizes the importance of providing feedback that is clear, concise, and easily understood by the learners. By using the L1, the teacher is also acknowledging the learners' cultural and linguistic backgrounds, which can contribute to a more inclusive and supportive learning environment. This approach to giving personal comments involves tailoring feedback to the individual learner's needs and using their first language to provide personalized and targeted feedback that is more effective in helping them improve their skills and achieve their learning goals.

Q16: I use learners' L1 in making humorous comments:

The teacher has agreed regarding above question as showed in table 4 to use the learners' L1 in making humorous comments. This means that the teacher recognizes the value of humor in creating a positive and engaging learning environment, and believes that using the learners' L1 can enhance the effectiveness of their humor. By using the L1, the teacher is also acknowledging the learners' cultural and linguistic backgrounds, which can contribute to a more inclusive and supportive learning environment. This approach to teaching and learning involves using humor in a culturally appropriate and sensitive way and using the learners' L1 to deliver humorous comments that are more likely to be well-received and appreciated by the learners.

Q17: I use learners' L1 in presenting information about the target culture, in particular discussing cross-cultural issues:

The teacher has agreed due the mean value is (2.9153 see table 4) to use the learners' L1 in presenting information about the target culture, in particular discussing cross-cultural issues. This means that the teacher recognizes the importance of understanding and appreciating different cultures and believes that using the learners' L1 can help ensure that they fully understand the concepts and issues being discussed. By using the L1, the teacher is also acknowledging the learners' cultural and linguistic backgrounds, which can contribute to a more inclusive and supportive learning environment. This approach to teaching and learning involves recognizing the complexity of cross-cultural issues and using the learners' L1 to facilitate discussions and understanding that are more nuanced and culturally sensitive.

Q18: I take advantage of learners' L1 to supervise and guide them when they perform a task collaboratively:

The mean value of this question is 3.0169 which mean the teachers strongly agrees to take advantage of the learners' L1 to supervise and guide them when they perform a task collaboratively. This means that the teacher recognizes the value of collaborative learning and believes that using the learners' L1 can facilitate their communication and collaboration, leading to more effective and meaningful learning outcomes. By using the L1, the teacher is also acknowledging the learners' cultural and linguistic backgrounds, which can contribute to a more inclusive and supportive learning environment. This approach to teaching and learning involves recognizing the strengths of learners' L1 and using it to facilitate their collaborative work, providing guidance and support in a way that is more effective and efficient. The teacher can use learners' L1 to clarify instructions, mediate conflicts, and provide feedback that is more accurate and comprehensive.

Q19: I employ learners' L1 to conduct pre-task activities, namely pre-listening and pre-reading:

The mean score of the above item is 2.8814 thus, the teacher has agreed to employ the learners' L1 to conduct pre-task activities, namely pre-listening and pre- reading. This means that the teacher recognizes the importance of activating the learners' prior knowledge and preparing them for the task ahead, and believes that using the learners' L1 can help ensure that they fully understand the pre-task activities. By using the L1, the teacher is also acknowledging the learners' cultural and linguistic backgrounds, which can contribute to a more inclusive and supportive learning environment. This approach to teaching and learning involves using the learners' L1 to facilitate the pre-task activities, such as activating their schema, predicting the content of the listening or reading material, and checking their

understanding of the key vocabulary and concepts. By using the learners' L1, the teacher can help ensure that the pre-task activities are more effective in preparing the learners for the task ahead, leading to better learning outcomes.

Q20: I use learners' L1 in giving individual help to learners:

The mean value of this question is 3.1695 which means the teacher strongly agrees to use the learners' L1 in giving individual help to learners. This means that the teacher recognizes the value of providing personalized support and feedback to learners and believes that using the learners' L1 can enhance the effectiveness of this support. By using the L1, the teacher is also acknowledging the learners' cultural and linguistic backgrounds, which can contribute to a more inclusive and supportive learning environment. This approach to teaching and learning involves using the learners' L1 to provide individualized help, such as explaining difficult concepts, providing feedback on written work, and addressing individual learning needs. By using the learners' L1, the teacher can ensure that the learners fully understand the feedback and support they receive, leading to better learning outcomes. The teacher can also use the learners' L1 to establish rapport and build trust with individual learners, which can contribute to a more positive and productive learning environment.

Q21: I use learners' L1 to save time in lengthy task explanations:

Based on Table 4 The teachers have agreed to use the learners' first language L1 to save time in lengthy task explanations. This means that the teacher recognizes the importance of ensuring that learners fully understand task instructions, and believes that using the learners' L1 can help expedite the process. By using the L1, the teacher is also acknowledging the learners' cultural and linguistic backgrounds, which can contribute to a more inclusive and supportive learning environment. This approach to teaching and

learning involves using the learners' L1 to provide concise and effective task explanations, while still ensuring that the learners fully understand the task requirements. By using the learners' L1, the teacher can save time and avoid confusion that may arise from misunderstandings due to language barriers. However, it is important to note that this approach should be used judiciously, as over-reliance on the L1 may hinder learners' English language development.

Q22: I use learners' L1 in making contrast between L1 and L2:

The teacher has agreed to use the learners' L1 to make contrasts between L1 and L2. This means that the teacher recognizes the importance of addressing learners' linguistic and cultural differences, and believes that using the learners' L1 can help facilitate this process. By using the L1, the teacher is also acknowledging the learners' cultural and linguistic backgrounds, which can contribute to a more inclusive and supportive learning environment. This approach to teaching and learning involves using the learners' L1 to highlight the similarities and differences between their first language and English, such as pronunciation, grammar, and vocabulary. By using the learners' L1, the teacher can help learners identify areas of difficulty and make connections between their L1 and L2, leading to better learning outcomes. It is important to note that this approach should be used strategically and selectively, as overuse of the L1 may hinder learners' English language development.

Table 3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Explanation
Q1	59	1.00	4.00	3.0000	Strongly Agree
Q2	59	1.00	4.00	3.0508	Strongly Agree

Q3		59	1.00	4.00	3.1356	Strongly Agree
Q4		59	1.00	4.00	2.9322	Agree
Q5		59	1.00	4.00	2.6949	Agree
Q6		59	1.00	4.00	2.8305	Agree
Q7		59	1.00	4.00	2.9492	Agree
Q8		59	1.00	4.00	2.6610	Agree
Q9		59	1.00	4.00	2.8644	Agree
Q10		59	1.00	4.00	2.7797	Agree
Q11		59	1.00	33.00	3.2712	Strongly Agree
Q12		59	1.00	4.00	2.9831	Agree
Q13		59	1.00	4.00	2.9831	Agree
Q14		59	1.00	4.00	2.7797	Agree
Q15		59	1.00	4.00	2.8644	Agree
Q16		59	1.00	4.00	2.7119	Agree
Q17		59	1.00	4.00	2.9153	Agree
Q18		59	1.00	4.00	3.0169	Strongly Agree
Q19		59	1.00	4.00	2.8814	Agree
Q20		59	1.00	4.00	3.1695	Strongly Agree
Q21		59	1.00	4.00	2.7966	Agree
Q22		59	1.00	4.00	2.9831	Agree
Valid N (listwise)		59				

6. Discussion and Conclusion

Language education research has shown interest in teachers' perspectives on using L1 in L2 instruction. The literature demonstrates the diversity of opinions about the use of L1 in the classroom, with some supporting its thoughtful and deliberate application and others opposing it. According to studies, using L1 in L2 classrooms can improve the learning outcomes for the students. Macaro (2001), for example, discovered that the deliberate use of L1 in grammar explanations might enhance students' understanding of intricate grammatical principles and result in superior learning outcomes. In a similar vein, Swain (2006) suggested that better language development can result from using L1 to enable more meaningful conversation and

meaning negotiation. However, several academics have pointed out possible disadvantages of teaching L1 in L2 settings. Cook (2001), for instance, made the argument that using L1 too often can make students dependent on it and make it more difficult for them to use L2 successfully. In a similar vein, Kormos and Csizer (2008) contended that learning in L1 could deter students from using L2.

 According to the literature, using L1 in L2 instruction should be deliberate, strategic, and based on the needs of the students as well as the particular teaching scenario. While using L1, teachers must weigh the possible advantages and disadvantages and make well-informed decisions about its use in the classroom. Teachers still concur that it is indisputable that using L1 when teaching L2 plays a crucial role in helping students learn the language more effectively and effortlessly, even though they may employ various tactics like simplification, miming, acting, drawing, and many more to assist their students and appease their superiors. Furthermore, the current study's findings show that having a teacher who can meet the demands of their students is essential to creating a better learning environment and raising students' motivation and performance levels. For improved comprehension, teachers can thus utilize the L1 when working with unfamiliar or challenging vocabulary and topics. Teachers can also make use of these findings to lessen the quantity of L1 usage in their English classes. Additionally, they can have a deeper understanding of the views of students toward the usage of L1 in English lessons. As a result, this study's findings might help educators adjust their ELT approaches to improve students' learning.

7. Recommendations for further Research

Based on the results of the study some recommendations for schools are mentioned below:

- Professional Development: Provide training and workshops for English language teachers on effective strategies for incorporating the first language (L1), such as the Sorani dialect of Kurdish, in teaching English as a second language (L2). Emphasize the importance of strategic and judicious use of L1 to enhance learning outcomes.

- Guidelines and Best Practices: Develop clear guidelines or best practices for teachers regarding when and how to integrate L1 in L2 instruction. These guidelines should be based on empirical research and aligned with the specific needs and contexts of the school.

- Supportive Environment: Foster a supportive environment where teachers feel comfortable experimenting with different language teaching methods, including the use of L1. Encourage collaboration among educators to share successful practices and strategies.

- Monitoring and Evaluation: Implement mechanisms to monitor and evaluate the effectiveness of L1 integration in L2 classrooms. Collect feedback from teachers, students, and parents to continuously improve language teaching practices.

- Research-Informed Decision Making: Encourage schools to stay informed about current research on bilingual education and language teaching methodologies. Use research findings to inform policy decisions and curriculum development related to language instruction.

Suggestions for Future Research Topics:

- Longitudinal Study: Conduct a longitudinal study to investigate the long-term effects of L1 use in L2 instruction on students' language proficiency and academic achievement.

- Comparative Study: Compare the effectiveness of different approaches to L1 integration (e.g., translanguaging, code-switching) in L2 classrooms across different educational settings.
- Teacher Beliefs and Practices: Explore in-depth the beliefs and practices of teachers regarding the use of L1 in L2 instruction, including factors influencing their decision-making process.

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دەرخستنی رۆڵی زمانی یەکەم (کوردی زاراوەی سۆرانی) لە نیشاندانی زمانی ئینگلیزی وەک زمانی دووەم: لێکۆلینەوەی کەیسی قوتابخانەکانی شاری هەولێر

پوختە

ئینگلیزی بووەتە زمانێکی گشتگیر، لینگوای فرانکا. کەسانێک کە خاوەن کولتوور و پێشینەی زمانەوانی جیاوازن، لە رێگەی ئینگلیزییەوە بۆ چەندین مەبەست پەیوەندی دەکەن. لە فێرکردنی زمانی ئینگلیزیدا، میدیای فێرکردن و رۆڵی L1 بووەتە یەکێک لە گرنگترین بابەتەکان کە پێویستە لەبەرچاو بگیرێت. لەم رووەوە توێژینەوەی ئێستا ئامانجی لێکۆڵینەوەیە لە تێڕوانینی مامۆستایان سەبارەت بە بەکارهێنانی L1 لە فێرکردنی زمانی ئینگلیزی وەک زمانی دووەم. داتاکان لە ٦٠ مامۆستای زمانی ئینگلیزی لە چەند قوتابخانەیەکی شاری هەولێر بە بەکارهێنانی میتۆدی توێژینەوەی چەندایەتی کۆکراونەتەوە. بۆ شیکردنەوەی داتاکان بەرنامەی SPSS بەکاردێت. ئەنجامەکان دەریانخست کە مامۆستایان تێڕوانینێکی ئەرێنییان هەیە بۆ بەکارهێنانی L1 لە فێرکردنی L2. ئەم جۆرە ئەنجامانە رەنگە یارمەتی مامۆستایان بدەن کە ئاگاداربن کەی و تا چەند پێویستە زمانی یەکەم لە فێرکردنی L2 بەکاربهێنن بۆ ئەوەی پرۆسەی فێرکردن و فێربوون کاریگەرتر دروست بکەن و ئاستی ئینگلیزی خوێندکاران بەرز بکەنەوە بۆ ئاستی پێشکەوتوو.