Teachers' Approach to Bilingualism in Classroom: An Analysis of TESOL Practices

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Abstract:

In the present-day world, to remain globally connected with outside world, it has become necessary to learn a language especially English that is beginning to influence the teaching of English to speakers of other languages (TESOL) field. The present research aims to find the ways through which bilingualism in teaching English is perceived as a facilitating factor in teaching and learning a second language, to analyze the impact of learners' and teachers' cultures in the English language in a bilingual classroom, and to explore what challenges, do English teachers face in teaching a bilingual classroom. The researcher has employed mixed method. Sociocultural theory of Russian psychologist, Lev Vygotsky has been used as theoretical framework. . The researcher has used semi-structured interviews, questionnaires ad classroom observation as data collection tools. The data obtained as a result of the questionnaires have been analyzed by using SPSS and thematic analysis has been done for the analysis of interviews. The findings of the research revealed bilingualism has a minor but significant impact on how meaning and content are transmitted. The findings of this study have also shown how the learner's native language may facilitate the transmission of these abilities in this regard. In doing so, it highlights the most beneficial aspects of learning a language within the context of L1 usage. When second language learners rarely participate with native speakers outside of class, the use of L2 in the classroom is especially encouraged. The easiest method is to implement English as a second language classroom management. When a group of students shares a first language, there is a greater possibility that they will all try to complete tasks in that language. Most research participants learned that 10% of class time ought to be set out for L1 speaking. This has been my experience, anyway. A lower percentage as pupils improve their English skills. Naturally, except for a course in translation, of course. The future researchers can do in-depth study of practices and activities used by instructors in TESOL classrooms.

Key words: TESOL, Bilingual, Bilingualism; Classroom, ESOL, Second Language, SLA

1. Introduction

1.1 Background of the Study

Bloomfield (1933) defines bilingualism as "native-like control of two languages" is an extremely ambitious objective. Bilingualism is prevalent over the world, although it differs depending on (1) the circumstances that lead to individuals being bilingual, (2) the uses they make of their various languages, and (3) the social status of the languages. Bilingualism is a multidisciplinary discipline that has been researched from linguistic, pedagogical, psychological, and social perspectives. TESOL refers to "teaching English to speakers of other languages". It refers

to teaching English to non-native English speakers either globally or in English-speaking nations, while it is most commonly used to refer to language training in countries where English is the official language. A second language is any language that a person uses in addition to their first or native language. Language specialists and instructors these days typically use the word L1 to refer to a first or native language, and the phrase L2 to refer to a second or foreign language that is being learned. Acquisition, according to Krashen, is a subconscious process, whilst learning is conscious. Although both contribute to the development of second-language competence, acquisition is considerably more essential since the competence gained through it is responsible for the generation of language and hence accounts for linguistic fluency. The aim of "critical work in TESOL," according to Pennycook (1999), is to "find features of teaching English to speakers of other (bothered?) Languages within a wider, critical knowledge of social and political connections" (p. 332). According to Callahan (2005), the combined objectives of critical pedagogy in ES/FL are the simultaneous development of English communication skills as well as the capability to utilize them to build a critical awareness of the world and the capacity to act on them to improve issues. Admittedly, the purpose of this study was not to weigh the advantages of bilingualism vs. monolinguals. However, it aims to learn if instructors and students who speak other languages use them in ways that are useful for teaching English, and it proposes explanations for why students and teachers' native tongues are overlooked in Pakistani classrooms. This is achieved by building the dissertation on important works in the disciplines of bilingualism, second language acquisition, and teacher and student cognition, as well as critical studies to provide the framework for exploring the research problems.

As TESOL professionals, we are afforded a better opportunity to effect change thanks to the critical approaches to TESOL that have been created. Critical TESOL may hold the key to solving some of the most important issues of our day since there is so much at stake in the cultural politics of English education throughout the world. A minimum of 250 hours of classroom instruction and a minimum of 50 hours of practicum (30 hours of observation and 20 hours of actual teaching) are required for graduation from an ESOL program recognized by TESL Ontario. Reliability examination of the responses to the set of 20 instructional items contained in Table 3 revealed a Cronbach's alpha value of 95. Last but not least, participants were asked for their overall assessments of the program's value and their thoughts on the merits of each of its constituent parts. After conducting a pilot study with three certified ESOL educators, the final survey was disseminated to possible respondents through the researchers' professional networks and personal relationships. As a result, a lot of ESL teachers have started implementing critical pedagogy into their lessons.

1.2 Research Questions
    a) What are the perceptions of the teachers of bilingualism in TESOL classrooms?
    b) How do teachers and learners' cultures relate to bilingualism in TESOL classrooms?
    c) What challenges do English teachers face in teaching a bilingual classroom?

2. Literature Review
A survey of the literature "...lays a solid foundation for expanding knowledge." "A successful literature review facilitates theory development, closes gaps in research, and identifies gaps in research" (Webster & Watson, 2002, p.8). A systematic literature review is defined as a "systematic, clear, and reliable method for recognising, assessing, and synthesising the existing body of completed and recorded work produced by researchers, scholars, and practitioners" by Fink (2014, p.3). This Chapter provides a thorough explanation of relevant literature produces national and international level. Moreover, this chapter contains theoretical framework that is essential to carryout analysis. Kış (2021) did systematic review of research on pre-service TESOL teachers' emotions. The goal of this study is to look at demographic (i.e., year of publication, contributing nations, and methodology utilised) and thematic trends in TESOL teacher education involving pre-service teacher emotionality. Studies published in journals included in the Social Science Citation Index (SSCI) were evaluated for this purpose, and a total of 19 research publications were analysed using both deductive and inductive analytical methodologies. In terms of demographic trends, the data indicated that the number of research publications has increased over the previous decade. Turkey and China are big contributors, and the qualitative approach is the most commonly utilised research methodology. The most common study subjects are "Emotions and Identity Formation," "Emotions in Relation to Language Learning," and "Emotional Responses to University Coursework." As a consequence of the study, current gaps in research on TESOL education are found, and recommendations for future work are provided. Qasserras & Qasserras (2021) did research on exploratory study on self-paced online TESOL in Morocco. The

study looked into students' impressions of TESOL online course design, delivery, content, and evaluation, as well as the use of technology to improve their learning experience. The questionnaires and interviews employed in the study were meant to better understand the participants' attitudes about this kind of schooling. Overall, students' assessments of the quality of online self-paced courses demonstrated that participants had generally good attitudes towards this style of learning. Overall, students' assessments of the quality of online self-paced courses demonstrated that participants had generally good attitudes towards this style of learning. Some students, however, raised reservations, particularly regarding the lack of connection with professors and peers, the delay in response, and the necessity for self-discipline to stay on course. These articles, studies, and reviews illustrate many of the issues and solutions they discuss against the backdrop of English's preeminence in the world market. This is a subject that frequently comes up when discussing how to train instructors who are not native English speakers. A valuable framework for comprehending this occurrence is provided by articles by Cox and de Assis-Peterson (on attitudes toward English language instruction in Brazil) and Lin (on the status of English in Hong Kong). When taken as a whole, the articles in this issue show a complex mapping of the hierarchies of influence between a variety of variables, including language, gender, sexual orientation, race, class, ethnicity, media, youth culture, formal education, immigration status, pedagogical techniques, and curriculum content (Lin, 2000). In a recent article, they authored for the TESOL Quarterly magazine, Yates and Muchisky (2003) expressed concern about the possibility of a hidden revolution unfolding in the field of TESOL teacher education. But first, I'd want to provide some history on this silent revolution, one of the most recent improvements to TESOL teacher training, before I talk about this issue.

Johnson (2000) foresaw this change in the opening essay of his book, titled Teacher Education. Johnson believes that TESOL teacher education is experiencing a major transition in terms of what it offers to teachers and what it sees as the necessary knowledge foundation for instructors, citing prior research by Freeman and Johnson (1998). Johnson's ideas are available right here. The main claim is that, in comparison to technical and methodological components of education, many modern teacher training programs lay a lot greater weight on teachers' sociocultural experiences. It has been stated that sociocultural factors and the local settings in which instructors work are typically given less weight by educators than linguistic competence, second language learning, and pedagogical skill. Teachers are encouraged to think about language in ways other than only formal and structural ones, contrary to what Yates and Muchinsky indicate, and their evaluations in the classroom are not restricted to the when, where, and why of linguistic structure usage.

The study of bilingualism and TESOL may reach similar conclusions on the benefits of learning and using a second language. Multiple results from the present investigation support the idea that educators value their bilingualism (or lack thereof) highly. A multilingual person's advantages in society and their own life are explored. Facts support the assumption that a person's native language is a crucial part of their identity, according to Edwards (2012). However, research has revealed that a person's personality may be seen in the way they utilize each of their languages. EFL students and native English speakers will come from varied linguistic origins. Even though measures have been made by the government to eliminate the distinction, their competence is still in question. It is useful to rapidly summaries this topic below to provide a consistent framework for addressing the native and non-native speaker teachers in the research. When considering the teaching of English as a foreign language, it is widely accepted and agreed that there is a distinction to be made between "native speaker" and "non-native speaker.". In terms of employment opportunities, career promotion, and salary, English-speaking teachers significantly outperform those with other languages as their first language. Fluent English speakers are strongly preferred by English language learners as teachers (Takada 2000). Non-native English speakers who teach abroad regularly face prejudice and contempt since their native tongue is not English (Takada 2000, p, 139).

Vygotsky was interested in how both adults and children contributed to the relationship. In addition, there has been a need for sociocultural theory to help shape new approaches to teaching to address current inequities in the classroom (Vygotsky, 1987, p. 5). The sociocultural approach looks at the larger socioeconomic, cultural, and historical circumstances in which these interactions occur in addition to the teacher-student connections. According to Wretch, Del Ro, and Alvarez (1995), the goal of a sociocultural approach is to make clear the linkages between human behavior and the cultural, institutional, and historical settings in which it occurs (Wretch, Del Ro, and Alvarez, 1995, p. 11). Sociocultural theory offers us a range of viewpoints from which to view learning as well as a range of metaphors through which to express it. This is important because one's perspective on learning can have a big impact on the decisions made about the curriculum, the pedagogical approaches used, the expectations put on learning, the relationships between students, teachers, and families, as well as the educational results that are

produced.

The achievement gap between monolingual and bilingual children can be reduced by having students work with both monolingual and bilingual teachers, according to several research (Master et al., 2016). Most students can learn a second language because they have access to instructors who can speak both cultures' languages. In their study of Latino pre-service teachers, Shor (2002) discovered that the participants had personal experiences with discrimination or economic oppression that allowed them to recognize stereotypical and deficit thinking, as well as structural inequities that reproduce the marginalization of particular groups. You can get better at communicating with kids whose native tongues are different from your own through these exchanges. Non-native English speakers who teach can "strengthen the school curriculum" by bringing their "cultural awareness," which includes, but is not limited to, an understanding of two or more cultures, multicultural experiences, and a broad worldview, to the classroom (Santana, 2000, p. 92). This is true, according to a study that contrasted the perspectives of native and non-native English speakers. Research on Japanese and Vietnamese college students reveal the importance of both native and non-native English professors. Ian Walkinshaw, Duongthi Hoang Oanh, and Oanh assessed the efficacy of native and non-native teachers in their 2014 study. A post-lesson poll revealed that while students' native instructors had effectively instilled in them a command of English in terms of pronunciation and fluency, they had been left wanting in terms of their grasp of the grammatical structures essential to perform the language effectively. Though it helped, studying their culture just widened the divide between us. They did, however, find that instructors who were not native speakers were nonetheless able to provide valuable grammatical information and a thorough understanding of the culture. It was comprehended, but compared to native teachers, the pronunciation was deemed inadequate.

3. Methodology

For the present study the data was collected through convenient sampling technique while using questionnaires, semi- structured interviews and through classroom observation. Data used in this study comes from a number of sources, including: by monitoring the integrated skills sessions while remaining silent and gathering data on the frequency and occurrence of the teachers' use of primary language to aid students in understanding and speed up their language acquisition. According to Creswell (2012), a questionnaire is a type of survey design that participants fill out and return to the researcher. As a result, participants choose to answer questions and provide basic personal or demographic information. To collect information to support the research, semi-structured interviews with the teachers were undertaken. A semi-structured interview is a type of data collecting instrument in which questions are asked within a preset theme framework. The questions, however, are not in any particular sequence or wording. The sample has been taken from Mardan City and target population is teachers and students in TESOL classes. According to Creswell (2012), "in convenience sampling, the researcher selects participants because they are ready and available to be studied". The researcher has employed this particular sampling technique as it was not suitable to meet the objectives of the research.

Analysis

This section provides a detailed analysis of the data collected through classroom observation, questionnaires and semi-structured interviews. The research questions of the current study are

    a) What are the perceptions of the teachers of bilingualism in TESOL classrooms?

    b) How do Teachers' and Learners' cultures relate to bilingualism in TESOL classrooms?

    c) What challenges do English teachers face in teaching a bilingual classroom?

4. Data Analysis
4.1 Questionnaire Analysis

Table 1: Age Description of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
20-30	10	25.0	25.0	25.0
30-35	16	40.0	40.0	65.0
35-40	8	20.0	20.0	85.0
Above 40	6	15.0	15.0	100.0
Total	40	100.0	100.0	

The above table explores the percentage of different ages of the learners. It can be seen that 205of the students were 20-30 years old, 40% of the student's 30-35 years old, 20% of the students were 35-40 years old and 15% of the students were 40 years old.

Table 2: Gender description of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	32	80.0	80.0	80.0
Female	8	20.0	20.0	100.0
Total	40	100.0	100.0	

The above table explores percentages of the gender of the learners. It can be seen that 80% of the respondents were male and 20% of the respondents were female.

Table 3: Is Bilingualism helpful as a teaching aid in TESOL classroom

Response	Frequency (f)	Percentage %	Mean ($\bar{x}$)	St. Deviation
SA	13	32.5		
A	19	47.5		
U	2	5.0	2.54	1.056
D	1	2.5		
SD	5	12.5		
Total	40	100.0		

The above table explores the opinions of students about the statement, "Is Bilingualism helpful as a teaching aid in TESOL classroom"? that It was observed that 32.5% of students strongly, whereas 47.5% of students agreed, 2.5% disagreed, 12.5% strongly disagreed and 5% of students were undecided to the statement. The majority of 80.0% of students were satisfied and 15.0% of students were unsatisfied. The mean value and standard deviation (M= 2.54, SD=1.056) show that the learners had a positive attitude toward the statement, "Is Bilingualism helpful as a teaching aid in TESOL classroom"?

Table 4: When do you think bilingualism is necessary for the TESOL classroom

Response	Frequency (f)	Percentage %	Mean ($\bar{x}$)	St. Deviation
SA	13	32.5		
A	18	45.0		
N	2	5.0	2.65	.965
SDA	7	17.5		
Total	40	100.0		

The above table explores the opinions of students about the statement that "When do you think bilingualism is necessary for the TESOL classroom". It was observed that 32.5% of students strongly agreed, whereas 45.0% of students agreed, 0.0% disagreed, 17.5% strongly disagreed and 5.0% of students were undecided about the statement. The majority of 77.5% of students were satisfied and 17.5% of students were unsatisfied. The mean value and standard deviation (M=2.65, SD=.965) show that the learners had a positive attitude toward the statement, "When do you think bilingualism is necessary for the TESOL classroom".

Table 5: Mother tongue (L1) is losing ground to other languages in the country

Response	Frequency (f)	Percentage %	Mean ($\bar{x}$)	St. Deviation
SA	15	37.5		
A	16	40.0		
U	3	7.5	2.87	1.098
D	4	10.0		
SD	2	5.0		

Total	40	100.0

T above explores the opinions of students about the statement that "Mother tongue (L1) is losing ground to other languages in the country". It was observed that 37.5% of students strongly agreed, whereas 40.0% of students agreed, 10.0% disagreed, 5.0% strongly disagreed and 7.5% of students were undecided about the statement. The majority of 77.5% of students were satisfied and 15.0% of students were unsatisfied. The mean value and standard deviation (M=2.87, SD=1.098) show that the learners had a positive attitude toward the statement, "Mother tongue (L1) is losing ground to other languages in the country".

Table 6: There is a difference between L1 acquisition now and in the past

Response	Frequency (f)	Percentage %	Mean ($\bar{x}$)	St. Deviation
SA	9	22.5		
A	17	42.5		
U	8	20.0	2.70	1.031
D	5	12.5		
SD	1	2.5		
Total	40	100.0		

The above table explores the opinions of students about the statement, "There is a difference between L1 acquisition now and in the past". It was observed that 22.5% of students strongly agreed, whereas 42.5% of students agreed, 12.5% disagreed, 2.5% strongly disagreed and 20.0% of students were undecided about the statement. The majority of 65.0% of students were satisfied and 15.0% of students were unsatisfied. The mean value and standard deviation (M=2.70, SD=1.031) show that the learners had a positive attitude toward the statement, "There is a difference between L1 acquisition now and in the past".

Table 7: The best way to learn the English language is through a communicative approach

Response	Frequency (f)	Percentage %	Mean ($\bar{x}$)	St. Deviation
SA	7	17.5		
A	5	12.5		
U	4	10.0	2.660	.887
D	17	42.5		
SD	7	17.5		
Total	40	100.0		

The above table explores the opinions of students about the statement that, "The best way to learn the English language is through a communicative approach". It was observed that 17.5% of students strongly agreed, whereas 12.5% of students agreed, 42.5% disagreed, 17.5% strongly disagreed and 10.0% of students were undecided about the statement. The majority of 30.0% of students were satisfied and 60.0% of students were unsatisfied. The mean value and standard deviation (M=2.660, SD=0.887   ) show that the learners had positive attitude toward the statement, "The best way to learn English language is through communicative approach".

Table 8: Children learning English are retained too long in bilingual classrooms owing to L1

Response	Frequency (f)	Percentage %	Mean ($\bar{x}$)	St. Deviation
SA	4	10.0		
A	19	47.5		
U	6	15.0	2.845	1.067
D	7	17.5		
SD	4	10.0		
Total	40	100.0		

The above table explores the opinions of students about the statement that, "Children learning English is retained too long in bilingual classrooms owing to L1".It was observed that 10.0% of students strongly agreed, whereas 47.5% of students agreed, 17.5% disagreed, 10.0% strongly disagreed and 15.0% of students were undecided about

the statement. The majority of 57.5% of students were satisfied and 27.5% of students were unsatisfied. The mean value and standard deviation (M=2.845, SD=1.067) show that the learners had a positive attitude toward the statement, "Children learning English are retained too long in bilingual classrooms owing to L1".

Table 9: The Government institutions provide bilingual instruction

Response	Frequency (f)	Percentage %	Mean (x̄)	St. Deviation
SA	7	17.5		
A	25	62.5		
U	4	10.0	2.706	1.086
D	1	2.5		
SD	3	7.5		
Total	40	100.0		

The above table explores the opinions of students about the statement that "The Government institutions provide bilingual instruction". It was observed that 17.5% of students strongly agreed, whereas 62.5% of students agreed, 2.5% disagreed, 7.5% strongly disagreed and 10.0% of students were undecided about the statement. The majority of 80.0% of students were satisfied and 10.0% of students were unsatisfied. The mean value and standard deviation (M=2.706, SD=1.086) show that the learners had a positive attitude toward the statement, "The Government institutions provide bilingual instruction".

Table 10: Bilingualism means the judicious use of mother tongue in teaching and learning a foreign language.

Response	Frequency (f)	Percentage %	Mean (x̄)	St. Deviation
SA	13	32.5		
A	14	35.0		
U	8	20.0	2.777	1.105
D	4	10.0		
SD	1	2.5		
Total	40	100.0		

The above table explores the opinions of students about the statement that, "Bilingualism means the judicious use of mother tongue in teaching and learning a foreign language". It was observed that 32.5% of students strongly agreed, whereas 35.0% of students agreed, 10.0% disagreed, 2.5% strongly disagreed and 20.0% of students were undecided about the statement. The majority of 67.5% of students were satisfied and 12.5% of students were unsatisfied. The mean value and standard deviation (M=2.777, SD=1.105) show that the learners had a positive attitude toward the statement, "Bilingualism means the judicious use of mother tongue in teaching and learning a foreign language".

Table 11: Bilingualism makes instruction easier for the teacher

Response	Frequency (f)	Percentage %	Mean (x̄)	St. Deviation
SA	13	32.5		
A	15	37.5		
U	9	22.5	2.965	1.009
D	2	5.0		
SD	1	2.5		
Total	40	100.0		

The above table explores the opinions of students about the statement that, "Bilingualism makes instruction easier for the teacher ".It was observed that 32.5% of students strongly agreed, whereas 37.5% of students agreed, 5.0% disagreed, 2.5% strongly disagreed and 22.5% of students were undecided about the statement. The majority of 70.0% of students were satisfied and 7.5% of students were unsatisfied. The mean value and standard deviation (M=2.965, SD=1.009) show that the learners had a positive attitude toward the statement, "Bilingualism makes instruction easier for the teacher".

Table 12: Cultural associations favor bilingualism

Response	Frequency (f)	Percentage %	Mean (x̄)	St. Deviation
SA	13	32.5		
A	21	52.5		
U	3	7.5	2.650	.964
D	2	5.0		
SD	1	2.5		
Total	40	100.0		

The above table explores the opinions of students about the statement that, "Cultural associations favor bilingualism".It was observed that 32.5% of students strongly agreed, whereas 52.5% of students agreed, 5.0% disagreed, 2.5% strongly disagreed and 7.5% of students were undecided about the statement. The majority of 85.0% of students were satisfied and 7.5% of students were unsatisfied. The mean value and standard deviation (M=2.650, SD=.964) show that the learners had a positive attitude toward the statement, "Cultural associations favor bilingualism".

Table 13: Bilingualism is a facilitator and contributor to foreign language learning

Response	Frequency (f)	Percentage %	Mean (x̄)	St. Deviation
SA	11	27.5		
A	13	32.5		
U	9	22.5	2.780	1.108
D	6	15.0		
SD	1	2.5		
Total	40	100.0		

The above table explores the opinions of students about the statement that, "Bilingualism is a facilitator and contributor to foreign language learning". It was observed that 27.5% of students strongly agreed, whereas 32.5% of students agreed, 15.0% disagreed, 2.5% strongly disagreed and 22.5% of students were undecided about the statement. The majority of 60.0% of students were satisfied and 17.5% of students were unsatisfied. The mean value and standard deviation (M=2.780, SD=1.108) show that the learners had a positive attitude toward the statement, "Bilingualism is a facilitator and contributor to foreign language learning".

Table 14: Do you think that learning subject matter in L2 helps learner learn subject matter better when he/she studies it L1?

Response	Frequency (f)	Percentage %	Mean (x̄)	St. Deviation
SA	6	15.0		
A	23	57.5		
U	5	12.5	2.651	0.981
D	5	12.5		
SD	1	2.5		
Total	40	100.0		

The above table explores the opinions of students about the statement, "Do you think that learning subject matter in L2 helps learner learn subject matter better when he/she studies it L1"? It was observed that 15.0% of students strongly agreed, whereas 57.5% of students agreed, 12.5% disagreed, 2.5% strongly disagreed and 12.5% of students were undecided about the statement. The majority of 72.5% of students were satisfied and 15.0% of students were unsatisfied. The mean value and standard deviation (M=2.651, SD=0.981) show that the learners had a positive attitude toward the statement, "Do you think that learning subject matter in L2 helps learner learn subject matter better when he/she studies it L1"?

Table 15: Do you think that if learners want to achieve fluency in a foreign language, it will be facilitated with the constant use of L1

Response	Frequency (f)	Percentage %	Mean (x̄)	St. Deviation

Response	Frequency (f)	Percentage %	Mean (x̄)	St. Deviation
SA	5	12.5		
A	22	55.0		
U	8	20.0	2.569	0.837
D	3	7.5		
SD	2	5.0		
Total	40	100.0		

The above table explores the opinions of students about the statement, "Do you think that if learners want to achieve fluency in the foreign language, it will be facilitated with the constant use of L1"? It was observed that 12.5% of students strongly agreed, whereas 55.0% of students agreed, 7.5% disagreed, 5.0% strongly disagreed and 20.0% of students were undecided about the statement. The majority of 67.5% of students were satisfied and 12.5% of students were unsatisfied. The mean value and standard deviation (M=2.569, SD=0.837) show that the learners had a positive attitude toward the statement, "Do you think that if learners want to achieve fluency in the foreign language, it will be facilitated with the constant use of L1"?

Table 16: Do you think that use of bilingualism can lead to practical advantages in learning L2

Response	Frequency (f)	Percentage %	Mean (x̄)	St. Deviation
SA	5	12.5		
A	24	60.0		
U	2	5.0	2.845	1.069
D	7	17.5		
SD	2	5.0		
Total	40	100.0		

The above table explores the opinions of students about the statement, "Do you think that the use of bilingualism can lead to practical advantages in learning L2" It was observed that 12.5% of students strongly agreed, whereas 60.0% of students agreed, 17.5% disagreed, 5.0% strongly disagreed and 5.0% of students were undecided to the statement. The majority of 72.5% of students were satisfied and 22.5% of students were unsatisfied. The mean value and standard deviation (M=2.845, SD=1.069) show that the learners had a positive attitude toward the statement, "Do you think that use of bilingualism can lead to practical advantages in learning L2"?

Tabl 17: Do you think that the use of bilingualism can result in competency in L2

Response	Frequency (f)	Percentage %	Mean (x̄)	St. Deviation
SA	8	20.0		
A	19	47.5		
U	7	17.5	2.786	0.949
D	4	10.0		
SD	2	5.0		
Total	40	100.0		

The above table explores the opinions of students about the statement, "Do you think that the use of bilingualism can result in competency in L2"It was observed that 20.0% of students strongly agreed, whereas 47.5% of students agreed, 10.0% disagreed, 5.0% strongly disagreed and 17.5% of students were undecided to the statement. The majority of 67.5% of students were satisfied and 15.0% of students were unsatisfied. The mean value and standard deviation (M=2.786, SD0.949) show that the learners had a positive attitude toward the statement, "Do you think that the use of bilingualism can result in competency in L2"?

Table 18: Do you think the learners can learn L2 and maintain their competence in L1?

Response	Frequency (f)	Percentage %	Mean (x̄)	St. Deviation
SA	10	25.0		
A	19	47.5	2.842	1.120
U	6	15.0		
D	4	10.0		

SD	1	2.5		
Total	40	100.0		

The above table explores the opinions of students about the statement, "Do you think the learners can learn L2 and maintain their competence in L1? It was observed that 25.0% of students strongly agreed, whereas 47.5% of students agreed, 10.0% disagreed, 2.5% strongly disagreed and 15.0% of students were undecided about the statement. The majority of 72.5% of students were satisfied and 12.5% of students were unsatisfied. The mean value and standard deviation (M=2.842, SD=1.120) show that the learners had a positive attitude toward the statement, "Do you think the learners can learn L2 and maintain their competence of L1?"

Table 19: Do you think that the learners learn L2 as quickly as possible with the help of L1

Response	Frequency (f)	Percentage %	Mean ($\bar{x}$)	St. Deviation
SA	5	12.5		
A	20	50.0		
U	10	25.0	2.650	0.895
D	4	10.0		
SD	1	2.5		
Total	40	100.0		

The above table explore the opinions of students about the statement, do you think that the learners learn L2 as quickly as possible with the help of L1? It was observed that 12.5% of students strongly agreed, whereas 50.0% of students agreed, 10.0% disagreed, 2.5% strongly disagreed and 25.0% of students were undecided about the statement. The majority of 62.5% of students were satisfied and 12.5% of students were unsatisfied. The mean value and standard deviation (M=2.650, SD=0.895) show that the learners had a positive attitude toward the statement, "Do you think that the learners learn L2 as quickly as possible with the help of L1"

Table 20: Do you think a learner will grasp L2 better if the teacher uses only the target language?

Response	Frequency (f)	Percentage %	Mean ($\bar{x}$)	St. Deviation
SA	11	27.5		
A	18	45.0		
U	5	12.5	2.982	1.060
D	5	12.5		
SD	1	2.5		
Total	40	100.0		

The above table explores the opinions of students about the statement that "Do you think a learner will grasp L2 better if the teacher uses only the target language"? It was observed that 27.5% of students strongly agreed, whereas 45% of students agreed, 12.5% disagreed, 2.5% strongly disagreed and 12.5% of students were undecided about the statement. The majority of 72.5% of students were satisfied and 15.0% of students were unsatisfied. The mean value and standard deviation (M=2.982, SD=1.060) show that the learners had a positive attitude toward the statement, "Do you think a learner will grasp L2 better if the teacher uses only the target language"?
This study provides conclusive evidence of L1 usage, even though such usage may not be recommended by TEFL technique books. Furthermore, classroom L1 usage help and facilitate language acquisition in general. It is the professors Participants in the study reported difficulties in translating a large number of words due to their complexity. Reading in a foreign language, whether it be the complete passages or simply the essential concepts, is the greatest method to learn it. By bbserving these 10 classes demonstrates that utilizing solely L1 would be exceedingly challenging, if not impossible. Students are more inclined to make quick and inaccurate translations when there is no guidance in the phase of their education or training.
Moreover, this research shows that in the observed EFL classes, bilingualism is prevalent. It has done nothing but assists and paved the way. The main avenue for communication is Undoubted; the sole language utilized for communication is still English. Similar to how competency in a second language is required at any other institution, using one's home tongue is just a tool for developing skills. Most research participants learned that 10% of class time ought to be set out for L1 speaking. This has been my experience, anyway. a lower percentage as pupils

improve their English skills. Naturally, except for a course in translation, of course.

In addition, the motivation of those who turn to language acquisition in this way remains unchanged for learners of the English language. They studied English in college, so they speak it well. Possessing this skill is a mark of distinction in their community and their education. It is a stepping stone to better educational and professional prospects in the long run. In some cases, you're a student who views learning English as an imposition or a threat, you're not alone. Something they are trying to hide. However, they would prefer to see the 251 classrooms utilize English more often, if not exclusively. They contend that L1 should only be used, when necessary, when learning.

5. Conclusion

The learner's second language (L2) and first language (L1) work together rather than clashing. The theory that more time spent on a child's first language results in a more proficient speaker is not supported by the data hinders the progress of learning the language. Anyway, it is suddenly even worse. The expansion of the regional tongue makes it easier to acquire a second language from a foreign nation. According to the study, "older children are more efficient as supporting evidence that improvements in second-language acquisition come from increased competence in the first learning.

First-language (L1) structural patterns have minimal impact on how languages are taught, especially at the syntactic level, according to numerous teachers who shared this information informally with the study's lead researcher. In the 1960s, it was assumed that the majority of Experts in the area no longer agree that getting over the dependence on habits formed from exposure to L1 media was the most difficult component of learning a new language.

Non-native speakers of English as a second language, for example, have a lot in common with non-native speakers of other languages because of the challenges people have while attempting to learn the languages they were born into. In most cases, research demonstrates measurable but utter dominance of one's own language's grammatical structures over those of a foreign language acquisition.

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