

Prospective teachers' attitudes towards using Indonesian in English classes: Does study duration matter?

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Abstract

This survey study aimed to investigate the attitudes of Indonesian second/foreign language (L2) learners of English towards the use of Indonesian, learners' first language (L1), in English class and to see whether learners' study duration influenced these attitudes. 101 prospective English teachers in their first, second, third, and fourth year of study at the English Language Education department participated in this study. Descriptive statistics revealed that learners held very positive attitudes toward using Indonesian in English classes. Through a chi-square test of independence, it was also found that these attitudes did not significantly differ among learners from different batches. Informed by the findings, pedagogical implications include adjustment of assessments allowing learners to practice L2 more, enhancing exposure to L2 in and outside the class, and conducting confidence-building activities allowing learners to use L2 in a more relaxing environment, minimising fear of making mistakes. Suggested directions for future studies include conducting longitudinal or comparative studies assessing how bilingual instruction or learners' attitudes towards it contribute to learning outcomes. Investigating how these attitudes affect learners' language skills, such as listening and speaking, is also strategic.

Key words: attitudes, first language (L1), second/foreign language (L2), study duration

Introduction

The use of L1 in L2 classrooms

A longstanding debate exists in second/foreign language (L2) literature about the use of learners' first language (L1) in L2 classrooms. Some believe that using L1 benefits L2 learners in certain situations. In a study by Inal and Turhanlı (2019), 18 Turkish teachers of English reported supporting the use of L1 to facilitate the understanding of low-proficiency learners. A study involving 18 Turkish teachers of English by Inal and Turhanlı (2019) also reported the participants' support for the use of to facilitate the understanding of low-proficiency learners, especially when explaining new vocabulary, teaching grammar, and clarifying difficult concepts. Multiple other studies also found the benefits of using L1 in L2 classes. It was reported to help teachers explain complex grammar rules (Rättyä et al., 2019; Shin et al., 2020; Taşçı & Ataç, 2020; Zhang, 2021), provide clarification on instructions (Taşçı & Ataç, 2020), and help learners better understand work requirements, organise their ideas, and lessen cognitive overload and anxiety (Pun & Macaro, 2019; Subekti, 2018). Furthermore, using L1 was also found to help create a supportive learning environment where learners were comfortable expressing themselves and participating actively in class discussions (Ali, 2020; Aoyama, 2020; Tian & Jiang, 2021). A recent mixed-method study involving 47 foreign English teachers teaching in Thailand by Shimray and Wangdi (2023) also demonstrated most teacher participants' support for the judicious use of L1 in L2 classes. Earlier, Tsagari and Giannikas (2020) found when L1 was purposely used in L2 classes, it could have a beneficial cognitive impact on learners, and the learners could actively engage in interlanguage development. These studies suggest that L1 use can be beneficial in L2 classrooms for specific purposes and under certain circumstances.

However, there are also studies that caution against the overuse of L1 in L2 classrooms, suggesting potential downsides. A study involving 60 Saudi Arabian L2 learners of English by Almohaimeed and Almushed (2018) reported that advanced learners negatively responded to using L1 in their English classes. Several studies also found their participants' perceptions that L1 use could cause cognitive dependence on L1, reduce exposure to the target language, and thus impede L2 proficiency development (Duhoe & Mawudoku, 2020; Wang, 2022). A study involving

72 low-achieving Junior High School learners in Taiwan by Yang et al. (2020) indicated the role of *Virtual Reality Life English (VRLE)* in developing the participants' L2 proficiency. Through the authentic learning provided by the platform where learners used their L2 in virtual reality, learners reported they perceived their experiences positively and claimed improvement in their L2 proficiency. In general, an immersive L2 environment promotes learning and enhances proficiency.

In addition to the benefits and drawbacks discussed, several factors can influence when and how L1 is used in the classroom. These include teaching environments, teaching objectives, learners' proficiency, and their willingness and attitude toward the use of L1 (Wang, 2022). Teachers in the study by Wilden and Porsch (2020) indicated they used L2 more frequently in L2-related contexts, whilst relying on L1 primarily for classroom management. In an Iraqi L2 context, Uglia et al. (2019) revealed that less proficient learners relied more on their L1 for communication strategies in class. However, it is suggested that the use of L1 should be reduced to increase learners' exposure to L2 (Le-Thi et al., 2020; Zhang & Crawford, 2022). In this case, teachers should carefully assess numerous contextual considerations when deciding when and how much L1 can be used in L2 classes.

Benefits and downsides of L1 use in Indonesia

In Indonesia, there have been several recent studies on the use of L1 in L2 classes (Ariska & Purnawarman, 2019; Iswati & Hadimulyono, 2018; Puspitasari & Yumarnamto, 2020; Saputra & Asirah, 2022; Subekti et al., 2023). Ariska and Purnawarman (2019) investigated teachers' explicit corrections in L2 classes. The study found that teachers extensively used L1 to do oral corrective feedback, implicitly suggesting the role of L1 in facilitating L2 learners' understanding. Earlier, a study involving 158 university learners and 23 teachers by Iswati and Hadimulyono (2018) reported that L1 could help learners understand L2 concepts, and the absence of L1 may hinder the learning process. In line with that, a study involving second-grader learners by Saputra and Asirah (2022) also showed that incorporating Indonesian as a pedagogical tool in English language teaching was viewed as beneficial for expanding L2 vocabulary and enhancing comprehension. Nonetheless, the participants also realised that the use of Indonesian should be minimised as it may provide fewer opportunities for learners to develop their speaking skills. Earlier, a study involving 50 university learners by Puspitasari and Yumarnamto (2020) also suggested that whilst the use of Indonesian had pedagogical potential, its overuse in L2 classes may result in a lack of challenge and diminished exposure to the target language, thus limiting learning opportunities. Involving 168 Indonesian non-English department learners, a study by Subekti et al. (2023) reported learners' positive attitudes towards their English teachers' use of L1 in English classes. The study also found that these attitudes did not significantly differ across class levels and how highly they rated their listening proficiency based on the Common European Framework for Reference (CEFR). All in all, the findings of these studies in the Indonesian context suggested similar global trends or patterns on the positive and negative sides of using L1 in L2 classrooms. That is whilst L1 can serve as a valuable tool for clarifying difficult concepts, it is essential to balance this with sufficient exposure to the L2 to ensure proficiency development.

Exposure to L2 for learning success

For L2 learners learning the language in EFL contexts such as Indonesia, study length may play a part in influencing the extent of the L2 exposure. That is considering that English use in Indonesia is primarily constrained to classroom or study contexts. Studies in various contexts suggested the role of L2 exposure in the development of learners' listening and speaking skills (Al-Sobhi & Preece, 2018; De-Wilde et al., 2019; Gökcan & Aktan, 2019; Kang, 2014; Munoz, 2014). A study by Kang (2014) reported that L2 exposure through study-abroad experiences significantly developed learners' listening and speaking skills, as seen from their improved speaking abilities, willingness to communicate, and engagement in classroom interactions. Furthermore, involving 160 Spanish L2 learners of English, a study by Munoz (2014) revealed that English exposure, the quality of the input, and frequent interaction with English speakers were determinant factors in the development of oral English performance. A study involving Saudi L2 learners of English in Malaysia by Al-Sobhi and Preece (2018) found that the more the learners used English, the better their speaking skills. In line with that, involving Dutch-speaking children, a study by De-Wilde et al. (2019) indicated that the level of Dutch-speaking children's English proficiency could be improved from out-of-school exposure. The findings showed that using social media in English, gaming in English, and speaking in English seemed beneficial in enhancing the children's English skills. In a similar vein, a study in Türkiye by Gökcan and Aktan (2019) indicated that learners who were exposed to the sources i.e. 1) interacting with English-speaking foreigners, 2) attending an English course, 3) watching English movies, 4) reading English articles, and 5) playing games in English, were more likely to achieve good scores in listening comprehension and speaking tests.

The present study

This study seeks to answer the following research questions. First, what are the attitudes of Indonesian L2 learners in an English education department towards the use of Indonesian, learners' L1, in English class? Second, to what extent does study duration influence learners' attitudes towards the use of Indonesian in English class?

The novelty of this study lies in several aspects. To the best of our knowledge, there have yet to be available studies scrutinising the attitudes of L2 learners who are also prepared to be prospective L2 teachers towards the use of L1 in L2 classes, at least in the Indonesian context. Investigating their attitudes could be strategic since these learners may shape how the language is learned and taught in the future. Such a study could pave the way for future studies delving into the extent of L1 uses in L2 classes in linguistically diverse and multilingual contexts such as Indonesia. Moreover, Indonesia is home to not only one of the world's largest L2 learners of English but also the second most linguistically diverse country worldwide after Papua New Guinea. It hosts more than 700 languages (Simons & Fennig, 2017), and most L2 learners of English in Indonesia are likely bilinguals or multilinguals, mastering a regional language and Indonesian, the national language. Secondly, there have yet to be available studies involving L2 learners who are also prospective L2 teachers, which contemplated the possible influence of study duration on learners' attitudes toward the use of L1. Although extensively discussed in L2 learning literature, study duration has not been closely scrutinised in relation to learners' attitudes toward using L1 in L2 classes.

Research method**Research design**

This quantitative study employed a survey that distributed online questionnaires to prospective participants. Several rationales inspired the decision to conduct a quantitative study on this topic. The choice of methods matched the study's objectives to find learners' attitudes towards the use of L1 in L2 classes and to see whether their study length influenced these attitudes. Furthermore, considering the scarcity of empirical studies contemplating the possible interactions among these factors, conducting a survey may generate results that can give an early picture of the phenomena in the Indonesian context. The study can open the door to more empirical studies delving into various aspects related to the use of L1 in L2 classes in the linguistically diverse and multilingual Indonesian context.

Participants and ethical consideration

Convenience sampling was used in this study. Participants were recruited from a group of target participants who were conveniently available (Dornyei, 2007). 101 learners from an English language education department at a private university in South Sulawesi, Indonesia, participated in the present study. The average age of these participants was 20.14 ($SD = 2.02$). These participants were from four different batches, in which 23 participants (22.8%) were in the first year of their study, 36 participants (35.6%) in the second year, 19 participants (18.8%) in their third year, and 23 participants (22.8%) in the fourth year.

This study complied with the principles of research ethics. Before the study was initiated, the head of the department granted permission to conduct the study, suggesting the gatekeeper's consent was secured (Ramathan et al., 2016). In the data collection process, this study adhered to the principles of autonomy and voluntary participation (Hammersley, 2015). Prospective participants freely decided whether to participate. The informed consent form was provided at the beginning of the questionnaire set. In this consent form, prospective participants were informed about the researchers' identities, the study's objectives, and their rights and responsibilities if they chose to participate (Cascio & Racine, 2018; Gray, 2022). Hence, they could make an informed decision whether to participate.

Instruments

A set of questionnaires was used as the instruments in this survey study. These were background information questionnaires and ten-item questionnaires on learners' attitudes towards the use of Indonesian in English class. The background information questionnaire asked for prospective participants' initials, ages, and entry years. Regarding the ten questionnaire items on attitudes towards the use of Indonesian, the first four items were on learners' attitudes towards the use of Indonesian by their teachers, whilst the other six items were on their attitudes of using Indonesian in English class under various circumstances. Five possible responses were available for each statement in the questionnaire on attitudes towards the use of Indonesian in L2 classes. These responses were as follows: "Strongly Agree", "Agree", "Neither Agree nor Disagree", "Disagree", and "Strongly Disagree".

Data analysis

The data were collected online from 4 October 2022 to 20 October 2022. The questionnaires were presented in Google Forms, and the prospective participants' teachers shared the link in their WhatsApp groups. The obtained

data were then recorded into SPSS 25. The Likert scale items were scored as follows: 'Strongly Agree' was assigned 5 points, 'Agree' 4 points, 'Neither Agree nor Disagree' 3 points, 'Disagree' 2 points, and 'Strongly Disagree' 1 point. Study duration was also treated as a nominal variable where 1 point indicated the first year, 2 points the second year, 3 points the third year, and 4 points the fourth year.

Before being analysed further, the ten questionnaire items were tested for validity using Pearson's correlation and reliability. The validity test was conducted by correlating each of the ten items with the overall construct. It was found that all ten items were significantly correlated with the overall construct, indicating the validity of these items to measure the construct they intended to measure. Furthermore, these ten items produced McDonald's omega coefficient of 0.83 and Cronbach's alpha coefficient of .83, suggesting high internal reliability.

To find the answer to the research questions of this study, we employed the following analyses. Descriptive statistics were employed to find the answer to the first question on learners' attitudes towards the use of Indonesian in English class, and the results were presented in the form of mean scores, standard deviations, and percentages. We employed a chi-square test of independence to find the answer to the second question on the role of study length on these attitudes. Figure 1 shows the sequence of data collection and analysis.

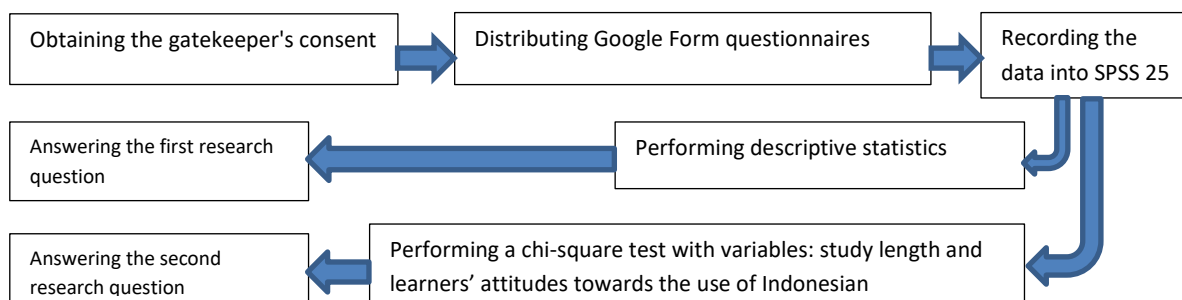


Fig. 1: The sequence of data collection and analysis

Results and discussion

The attitudes of Indonesian L2 learners of English towards the use of Indonesian in English class

Through descriptive statistics, the present study found that learners generally had highly positive attitudes towards the use of Indonesian in English class. The positive attitudes can be seen from the average total mean score of 39.6 ($SD = 4.64$). Given that the questionnaire had ten items, the average mean score for each item was 3.94 from the possible range of 1 up to 5, indicating most learners' agreement with the ten statements in the questionnaire.

The detailed results on learners' attitudes towards the use of Indonesian by their English teachers can be seen in Table 1.

Tab. 1: Learners' attitudes towards the use of Indonesian by their English teachers

No	Statements	M	SD	SA	A	NAD	D	SDA
1	Teachers are allowed to use Indonesian when defining new vocabulary in English class.	4.25	.65	33 (32.7%)	64 (63.3%)	0 (0%)	4 (4%)	0 (0%)
2	Teachers are allowed to use Indonesian when explaining complex grammatical points in English class.	4.17	.75	29 (28.7%)	67 (66.3%)	1 (1%)	2 (2%)	2 (2%)
3	Teachers are allowed to use Indonesian when explaining difficult concepts in English class.	4.28	.62	34 (33.7%)	64 (63.4%)	0 (0%)	3 (3%)	0 (0%)
4	Teachers are allowed to use Indonesian when giving instructions in English class.	3.93	.84	18 (17.8%)	71 (70.3%)	0 (0%)	11 (10.9%)	1 (1%)

SA: Strongly Agree; A: Agree; NAD: Neither Agree nor Disagree; DA: Disagree; SDA: Strongly Disagree

From Table 1, it can be seen that out of 101 participants in total, 97 participants (96%) agreed to teachers' uses of Indonesian when they explained new vocabulary, 96 participants (95%) agreed to teachers' uses of Indonesian

when they explained complex grammatical points, 98 participants (97%) supported teachers' use of Indonesian when they explained difficult concepts, and 89 participants (88.1%) supported teachers' use of Indonesian when they gave instructions in English class. All in all, these findings suggested that the participants strongly supported the use of Indonesian by their teachers in English class. Only the fourth statement, regarding the use of Indonesian when giving instructions, received disagreement from more than 10% of the total participant. However, the finding from this particular item may suggest that despite supporting the use of Indonesian by their English teachers in some circumstances, some learners supported the use of English for instruction-giving in English class.

Table 2 provides detailed results on learners' attitudes toward using Indonesian in English class.

Tab. 2: Learners' attitudes on their use of Indonesian in English class

No	Statements	M	SD	SA	A	NAD	D	SDA
5	Students are allowed to use Indonesian when talking to teachers in English class.	4.04	.63	16 (15.8%)	79 (78.2%)	0 (0%)	6 (5.9%)	0 (0%)
6	Students are allowed to use Indonesian when talking to classmates in English class.	4.01	.61	13 (12.9%)	82 (81.2%)	0 (0%)	6 (5.9%)	0 (0%)
7	Students are allowed to use Indonesian when taking notes in English learning.	3.40	1.00	5 (5.0%)	63 (62.4%)	0 (0%)	33 (32.7%)	0 (0%)
8	Students are allowed to use Indonesian when defining English vocabulary in English class.	3.77	.82	9 (8.9%)	76 (75.2%)	0 (0%)	16 (15.8%)	0 (0%)
9	Students are allowed to use Indonesian when explaining grammatical points to classmates in English class.	3.72	.81	6 (5.9%)	78 (77.2%)	0 (0%)	17 (16.8%)	0 (0%)
10	Students are allowed to use Indonesian when clarifying difficult concepts in English class.	4.00	.55	10 (9.9%)	86 (85.1%)	0 (0%)	5 (5.0%)	0 (0%)

SA: Strongly Agree; A: Agree; NAD: Neither Agree nor Disagree; DA: Disagree; SDA: Strongly Disagree

From Table 2, some findings can be highlighted. Out of 101 participants in total, as seen in items 5, 6, and 10 respectively, 95 participants (94%) supported their use of Indonesian when talking to their English teachers in class, 95 participants (94%) supported their use of Indonesian when talking to their classmates in class, and 96 participants (95%) supported their use of Indonesian when clarifying difficult concepts in English class. The findings in these three items suggested learners' heavy support for their use of Indonesian in English class. Slightly less heavy support was obtained from items 8 and 9, where 'only' 85 participants (84.1%) agreed to using Indonesian in defining

English vocabulary, and 84 participants (83.1%) agreed to using Indonesian in explaining grammatical points to classmates. Furthermore, the participants' attitudes towards item 7 were rather different from those towards the other items. Only 68 participants (67.3%) agreed on using Indonesian when taking notes in English learning, whilst the other 33 participants (32.7%) disagreed. This finding may indicate that some participants may support using Indonesian to facilitate their thought processes in English learning; however, they may see the activity of note-taking as a 'product' of English learning. Hence, they disagreed on taking notes related to learning English in the Indonesian language.

Using descriptive statistics on SPSS 25, this study found that generally, the participants reported highly positive attitudes towards their teachers' use of Indonesian and their own use of Indonesian in English class. This finding conformed to findings of recent previous studies in Indonesia reporting participants' favourable standpoint on the use of L1 in L2 classes to improve comprehension (Iswati & Triastuti, 2021; Saputra & Asirah, 2022; Subekti et al., 2023). An earlier study by Ariska and Purnawarman (2019) also reported the role of explicit corrective feedback in L1 to facilitate learners' understanding. The similarity may suggest that Indonesian L2 learners of English generally welcomed the idea of incorporating learners' L1s in L2 classes.

On a macro level, Indonesia's position as the second in the world regarding linguistic diversity, with more than 700 individual living languages (Simons & Fennig, 2017), may play a role. The participants of this study were most likely multilinguals, mastering Torajan language, which is their region language, Indonesian, which is the national language, and English, which they were learning. In such a situation, they likely viewed the two languages they acquired or learned before learning English as necessary tools to learn English. They were understandably more proficient in Indonesian, which they had been exposed to since a young age. Thus, they might see it as a medium to learn English. The position of Indonesian as the introductory language in national, formal occasions, and general educational contexts may 'legitimate' its use in L2 classes. Besides, like the learners, their teachers were multilinguals sharing the same Torajan and Indonesian languages. Hence, it could be very difficult to deny these shared languages during L2 instruction of English. Even in a canon work on how to teach English, Harmer (2007) commented that it would be foolish to pretend these shared L1s did not exist. In the present study, however, what could be more pressing to answer is whether learner participants' positive attitudes towards L1 use translate into better mastery of L2.

On a micro level, contributing factors to the findings could be from the curriculum, teachers, and individual learners. The curriculum in the English language education department may necessitate learners to study not only language skills but also pedagogy-related and research classes as the semesters progressed. Such classes may have higher cognitive demands than typical skill-related classes. In such a situation, teachers may need to use Indonesian to explain difficult concepts to facilitate understanding, probably starting a chain of extensive uses of L1 during instructions in the department. Furthermore, learners' level of proficiency, perceived language competence, and confidence could also be important determinants that influence their attitudes on both their use of L1 and their teachers' use of L1. For example, against the general trend, the present study found that most participants supported using English for note-taking and teachers' use of English to give commands or instructions. Note-taking in English could be perceived as easy as it did not involve public speaking and was intended for private use. They might also consider teachers' commands easy and not as complicated as understanding concepts.

The influence of study duration on learners' attitudes towards the use of Indonesian in English class

In this study, the participants were in their first, second, third, and fourth years of their study. A chi-square test of independence was performed to find whether there was a significant difference among learners from different study durations as seen from their batches or entry year of study in their attitudes towards the use of Indonesian in English class. From the test, it was found that there was a statistically non-significant difference in the attitudes among learners from different study lengths, $\chi^2(48, 101) = 41.57, p = .73$. Considering also the finding on the highly positive attitudes towards the use of Indonesian in English class previously, this finding also indicated that learners equally had positive attitudes towards the use of Indonesian regardless of their study duration.

This finding was similar to a finding of a recent study involving 168 non-English department learners in Indonesia by Subekti et al. (2023). The study found that the participants generally reported positive attitudes towards their teachers' use of L1 in English classes. These attitudes did not significantly differ across different self-rated CEFR-based proficiency. Though the study duration in the present study and the self-rated proficiency in the previous study are not exactly similar, both share similarities in that they could indicate L2 exposure and learning experience. Therefore, Indonesian L2 learners of English, at least as seen from these two studies, generally favoured their teachers' use of L1 in L2 classes.

It becomes interesting, however, that in the present study, different batches barely influenced the attitudes of one's own use of L1 in English classes among these English department student participants. It indicated that

regardless of their year of study in the English language department, these participants seemed to have equally positive attitudes towards their own use of L1. This finding slightly contradicted findings of several studies in various learning contexts. These studies suggested that L2 exposure to L2 was positively associated with the development of willingness to communicate, listening and speaking skills (Al-Sobhi & Preece, 2018; De-Wilde et al., 2019; Gökcan & Aktan, 2019; Kang, 2014; Munoz, 2014). In the present study, such L2 exposure was represented in study duration in the English language education department and yet, it was found to barely influenced learners' attitudes towards the use of L1 in English classes. This finding can be analysed from at least two different angles. First, as these participants were prepared to be future English teachers, they may have realised the benefit of using L1 for L2 learning, as also reported in many previous studies (e.g., Aoyama, 2020; Pun & Macaro, 2019; Rättyä et al., 2019; Shimray & Wangdi, 2023; Shin et al., 2020; Subekti, 2018; Taşçı & Ataç, 2020). Specifically, studies involving in-service teachers (Inal & Turhanlı, 2019; Shimray & Wangdi, 2023) found that these teacher participants' support on the judicious use of L1, for example, to help low-proficiency learners understand vocabulary, difficult concepts, and grammatical points better. The second possible angle of interpreting this finding is that the participants still lacked the necessary L2 proficiency to converse extensively in English despite their study duration in the English language department. Several intertwined factors can be at play as to why this may be the case. These factors include various individual differences factors such as aptitude, motivation, confidence, and anxiety, as well as excessive use of L1 by both teachers and learners during instruction despite the advancing study duration, which gave learners little chance to practice listening and speaking in L2. The participants' Torajan cultural backgrounds, one of which is characterised by relative shyness in public speaking, may also influence the findings to a certain extent. The participants still learning the language may not be confident enough to extensively use it in class, regardless of their study duration.

This study has several implications for language learning, especially for the curriculum development of the English language education department. Though L1 uses have been found to bring benefits for L2 learning, the present study's finding suggesting the positive attitudes towards the use of Indonesian in L2 classes could potentially be alarming considering that these attitudes were barely affected by their study duration in the department. In response to this assessment, adjustments could be made to ensure learners practice their L2 whilst finishing works or projects in pedagogy or research classes. For example, teachers could assign learners to do recorded presentations of submitted written projects to assess their understanding and allow them to showcase their oral productive skills in English. Next, the department should also enhance exposure to English. Enhanced exposure can be achieved through teachers' optimal use of L2 and various tasks necessitating learners to be exposed to a wide variety of media conveyed in L2. Furthermore, confidence-building activities allowing learners to boost their confidence are necessary. The examples of activities are discussions and presentations in small groups and peer interactions, which could minimise peer comparison and fear of making mistakes.

Conclusion

This study contributes to understanding the possible interaction between study duration and attitudes towards L1 uses in the multilingual Indonesian context, the second largest linguistically diverse country worldwide. It involved Indonesian prospective English teachers, who were thus far under-represented in bilingual instruction literature. The study generally found very positive attitudes towards the use of Indonesian, the participants' L1, in L2 classes. These attitudes did not significantly differ across participants from different study year, suggesting that study duration barely influence these attitudes.

The following suggestions can be considered for future studies. It is worthwhile to conduct longitudinal studies investigating to what extent and how attitudes towards the use of L1 influence learning outcomes in the long run. A standardised proficiency test may be necessary to assess the learning outcomes at the end of the study. More practically, a comparative study can also compare a group of learners in English-only and English-Indonesian classes during a semester. Such a study can identify the benefits and drawbacks of each instructional mode. Future studies could also delve into how L1 influences language skills such as listening and speaking. Such studies could show whether using L1 or relying on it hampers English communication skills development. Furthermore, to see a possible psychological effect of bilingual instruction, future studies can also investigate whether attitudes towards using L1 impact anxiety in using L2.

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