



The Impact of Native Language Interference on English Proficiency: A Multi_ Methodological Study of Secondary School EFL Learners in Alkhoms, Libya

Ruwaida Saleh Faraj Ghabisha *

Department of English, Faculty of Languages, Elmerghib University, Alkhoms, Libya

اثر تداخل اللغة الام على كفاءة اللغة الانجليزية: دراسة متعددة المناهج لمتعلمي
الانجليزية كلغة اجنبية (EFL) في المدارس الثانوية بمدينة الخمس، ليبيا

رويدا صالح فرج اغبيشة*

قسم اللغة الانجليزية ، كلية اللغات، جامعة المرقب، الخمس، ليبيا

*Corresponding author: rsgabisha@elmergib.edu.ly

Received: 10-11-2025

Accepted: 28-12-2025

Published: 18-01-2026

ABSTRACT

This study investigates the impact of native language interference on phonological and pedagogical effects in the Libyan English as a Foreign Language (EFL) context. To achieve a comprehensive understanding of this phenomenon, the research employs a mixed method approach, integrated data from 100 secondary students and 50 teachers in Alkhoms,. Quantitative data were gathered through structured questionnaires administered to the students focusing on their attitudes towards English-only instruction and their preferences for L1 (native language) and L2 use in classroom. Complementing this, qualitative data were collected through semi structured interview with teachers to explore pedagogical perspectives and systematic challenges. The findings reveal a significant "Fluency Gap," a phenomenon where learners attain grammatical proficiency but fail to achieve verbal intelligibility. Thematic analysis indicates that the mother language serves as an essential "Functional Bridge" and "Survival Tool" in addressing systemic classroom problems The study indicates that reducing phonetic retention requires early intervention and a transition to a "judicious L1 use" framework in teacher training to align theoretical policy with classroom implementation.

Keywords: Cross-Linguistic Influence, Fluency Gap, Judicious L1 Use, Native Language Interference, Pedagogical Implications.

المخلص

تتقصى هذه الدراسة الآثار الفونولوجية (الصوتية) والتربوية لتدخل اللغة العربية (اللغة الأم) في سياق تعليم اللغة الإنجليزية كلغة أجنبية في الخمس، ليبيا. ولتحقيق فهم شامل لهذه الظاهرة، يعتمد البحث منهجاً مختلطاً (كمياً ووصفياً)، حيث دمج بيانات من 100 طالب في المرحلة الثانوية و50 معلماً من مدينة الخمس.

تم جمع البيانات الكمية من خلال استبيانات مقننة وُزعت على الطلاب، ركزت على مواقفهم تجاه التدريس باللغة الإنجليزية فقط، وتفضيلاتهم لاستخدام لغتهم الأم (العربية) واللغة الثانية (الإنجليزية) داخل الفصل الدراسي. وتكاملاً مع ذلك، جُمعت البيانات النوعية من خلال مقابلات شبه منظمة مع المعلمين لاستكشاف الرؤى التربوية والتحديات المنهجية. تظهر النتائج وجود "فجوة طلاقة" (Fluency Gap) "لملموسة"، وهي ظاهرة يصل فيها المتعلمون إلى كفاءة نحوية ولكنهم يخفقون في تحقيق وضوح نطق لفظي. ويشير التحليل الموضوعي إلى أن اللغة الأم تعمل "كجسر وظيفي" (Functional Bridge) و"أداة بقاء" (Survival Tool) "في معالجة المشكلات النظامية داخل الفصل الدراسي. وتخلص الدراسة إلى أن الحد من الترسيبات الصوتية يتطلب تدخلاً مبكراً والانتقال إلى إطار "الاستخدام الحكيم للغة الأولى" في تدريب المعلمين، وذلك لضمان اتساق السياسات النظرية مع التطبيق العملي داخل الفصول الدراسية.

الكلمات المفتاحية: التداخل اللغوي للغة الأم، التأثير اللغوي المتبادل، الاستخدام الحكيم للغة الأولى، فجوة الطلاقة، والآثار التربوية.

1.Introduction

English, as a global lingua franca, serves not only as a medium of communication but also as a crucial tool for academic and professional success. In many countries, students are tasked with learning English alongside their native languages, which may create varied experiences in language acquisition. The influence of one's native language on learning a new language has been widely studied, highlighting the complexities involved in this relationship. This paper reviews existing literature on the influence of Arabic as a native language on English acquisition and addresses the implications for secondary school students.

It has been observed since at least 1983 that native speakers of Arabic who write in English as a second language (ESL) experience influences of their native language (L1) on their target language (L2). In order to provide the most effective ESL writing instruction, it is necessary to understand these influences, and to differentiate between purely linguistic errors and cultural differences between native speakers of Arabic and native speakers of English. With such an understanding, ESL teachers will be better able to teach L1 Arabic students how to correct linguistic errors in writing.

Additionally, educators can guide students in maintaining aspects of their cultural identity while ensuring their language skills adhere to grammatical standards in English, rather than completely erasing cultural influences. For native Arabic speakers learning English as a second language (ESL), it is crucial to strike a balance between writing in formal, Standard English and preserving their distinctive Arabic voice and perspective. This study will explore how first-language Arabic influences acquisition of English, with the expectation that findings will highlight the importance of teaching strategies that acknowledge and address language transfer effects in the learning process.

1.1 Background of the Study

The significance of the mother tongue in second language learning continues to be a central topic of discussion in modern English Language Teaching. In Libya, English is essential for academic progress, yet its learning is significantly influenced by the native Arabic dialect. Studies conducted since the 1980s demonstrate that native Arabic speakers experience unique "Negative Transfer" effects, particularly in writing and phonology. This study contends that the native language, instead of merely serving as a barrier, can act as a psychological and cognitive framework when employed effectively, providing the learner with a sense of security (Nation, 2003; Schweers, 1999).

1.2 Objectives

The research's precise objectives are:

1. To establish the particular language obstacles encountered by Libyan secondary school students in acquiring English.

2. To investigate the degree and educational rationale for the use of the native language (Arabic) by educators in secondary English classrooms.
3. To assess student and teacher opinions and attitudes regarding the prudent use of Arabic as a scaffolding instrument in contrast to an English-only approach.

1.3 Research questions

1. What particular linguistic challenges do Libyan secondary school students have while learning English?
2. How and why do English teachers in Alkhoms use Arabic as a functional bridge or a survival technique in order to regulate classroom behaviour and explain difficult material?
3. Is there a significant correlation between the use of the mother tongue in the classroom and a reduction in student language anxiety?

1.4 Study Scope

The research was conducted in Alkhoms, located in the center part of Libya. The research was conducted in two prominent secondary schools in Alkhoms city.

1.5 statement of the problem

There is a significant challenge in the EFL environment where students frequently syntactic grammatical knowledge yet struggle with verbal fluency. The “fluency gap” mostly arises from insufficient focus on pronunciation and incorrect application of Arabic grammar and phonetics into English. When learners substitute native phonemes with English equivalents, they increase the cognitive load on the listener leading to communication breakdowns regardless to grammatical accuracy. This study investigates the specific factors contributing to this interference and the effect of native language usage as a scaffolding instrument in EFL secondary school classroom .

1.6 importance of research

This study provides English language educators with enhanced understanding of the “Fluency Gap.” It gives teachers a way to focus their efforts by pointing out specific phonetic and grammatical problems, like the /p/ vs. /b/ substitution. It makes sense to shift away from strict “English-only” policies and towards a more practical Translanguaging or Scaffolding approach that uses Arabic to explain things instead of seeing it as a problem.

1.7 Scholarly and Theoretical Importance

Although extensive research has been conducted on general Arabic interference, there is a limitation of data specifically focussing on the Alkhoms secondary sector. This research addresses the geographical and contextual void. This study contributes to the global discourse on the Affective Filter Hypothesis by presenting empirical evidence from Libyan classrooms regarding the role of the mother tongue in lowering student anxiety in overcrowded educational settings.

2. LITERATURE REVIEW

In countries such as Libya, where English is instructed as a foreign language, the issue of foreign accent arises inherently among both learners and educators of English. Notwithstanding this reality, the study on this problem in Libya is very sparse. The current research examines the topic concerning identity and foreign accent, pronunciation difficulties, the disadvantages faced by non-native teachers, and responses to teachers’ poor pronunciation.

2.1 Phonological Interference and Consonantal Obstacles

Libyan learners encounter considerable articulatory difficulties stemming from the structural disparities between Arabic and English. Rakas (2008) showed that the lack of some English phonemes, such as the voiceless bilabial plosive /p/, frequently results in systematic substitution with the voiced /b/. Moreover, the absence of affricates such as /tʃ/ and /dʒ/ leads learners to employ fricatives (/f/ and /z/), which considerably affects speech clarity.

2.2 The Affective Filter and Socio-Cultural Dynamics

The “Affective Filter” (Krashen, 1982) has a significant impact on the Libyan classroom, along with linguistics. Students often feel overwhelmed when they are under a lot of stress, and this makes it hard for them to think clearly. The use of Arabic by teachers helps to break down this barrier via offering a “safety net” that keeps students with lower levels of proficiency from completely dropping out of the learning process.

Recent research by Abdulah (2025) examines the evolving viewpoint on native language use in Libyan institutions, emphasising a transition from perceiving the L1 as a limitation to recognising it as a significant pedagogical resource when employed strategically. The effective utilisation of these methods is frequently obstructed by external influences; for example, Algwil (2023) observes that while Communicative Language Teaching (CLT) is an optimal approach, its execution in Libyan secondary schools is often constrained by prevailing teacher perceptions and classroom environments.

Algwil (2025) asserts that high-stakes examinations impose considerable pressure on pedagogical approaches, frequently compelling educators to emphasise rote memorisation over communicative proficiency.

Mansor (2017, p. 2) conducted a study titled “The Use of the Mother Tongue in the Teaching of English as a Foreign Language in Libyan Higher Education.” This study examined the function of employing the mother tongue in English instruction within the framework of Libyan higher education.

A study by Wahiba (2020, p. III), titled “The Effect of Mother Language Use on EFL Students’ Speaking Abilities: The Case of First-Year LMD Students of English at Biskra University,” investigates the impact of native language utilisation in EFL classrooms on the speaking proficiency of Algerian students. The study examines the influence of Arabic as a primary language on students’ proficiency in spoken English, while also assessing the viewpoints of staff members in the English department at Mohammed Kheider University of Biskra concerning the incorporation of Arabic in English as a Foreign Language training.

Zimmermann (2004, p. 29) asserted that “Pronunciation is critically significant, as it is typically the initial aspect that individuals observe regarding the language of English learners.” It is widely acknowledged that numerous learners neglect pronunciation in language acquisition. Unfortunately, a large number of educators also ignore it.

Szynalski and Wójcik (www.antimoon.com) assert that nearly all English learners feel they do not require pronunciation study. A considerable number of them are persuaded that it is only a futile endeavour. Listeners subconsciously form rapid and frequently unjust assessments of a speaker’s English proficiency based on pronunciation. Regardless of the accuracy of a learner’s grammar or the richness of their vocabulary, poor pronunciation inevitably creates a negative impression of their overall language proficiency. When someone pronounces something poorly, it’s hard to understand because it requires more work and focus from the listener.

3. METHODOLOGY

This chapter includes the research design, target population, sample size, sampling technique, research instrument, instrument validity and reliability, data collection procedure and analysis, and ethical issues. The research was conducted in secondary schools in Alkhoms.

3.1 Research Methodology

This study was both descriptive and analytical in character. A descriptive study is non-experimental and outlines the characteristics of a specific individual or group. The study employed questionnaires and interviews to examine the impact of native language on students’ English proficiency and to propose potential solutions to this issue. This involves distributing

questionnaires to students in order to find out how using their native language "Arabic" affects their education. The test was done to see how well the students could learn English without using Arabic.

The interview addressed English teachers to find out how they teach, how they use Arabic in class, and what they think about using Arabic in EFL classroom.

3.2 Intended Demography

The researcher aimed to survey 150 participants, comprising both secondary-level pupils and English educators.

3.3 Sampling Methodology

The purposive sampling method was employed to ascertain the study's sample size.

3.4 Study Data

The researcher administered a questionnaire to 100 secondary students and conducted interviews with 50 teachers to facilitate the investigation.

3.5 Validity of the Instruments

To validate the tools employed in this study, the researcher consulted an expert regarding the task, refraining from elaborating beyond the particular objectives that underpin the study.

3.6 Data Acquisition

The research utilised both primary and secondary data sources. Primary data were collected via surveys and interviews. Secondary data were acquired by reviewing relevant literature from journals, textbooks, theses, dissertations, and online sources.

3.7. Research Instrumentation

The interview tool employs all senses to comprehend and interpret the experiences relevant to the researcher. Data was collected from the teachers through interviews. A questionnaire was administered to examine the extent to which English teachers utilise Arabic in their lessons and to assess its impact on students' comprehension and understanding of the lesson. This study aims to investigate how the Grammar Translation Method (GTM), which utilises the native language, influences the English language learning process when compared to learning with and without Arabic as the native language. A checklist utilising a five-point Likert scale, ranging from strongly disagree to strongly agree, was developed.

3.8 Validity

Validity describes the degree to which a research study accurately examines the phenomenon the researcher purports to analyse. To guarantee the validity of the instruments employed in this study, the researcher consulted with an expert regarding the task to maintain alignment with the specific aims of the study.

3.9 Reliability of the Instruments

Reliability denotes the consistency of results derived from a research investigation (Nunan, 1992). This study incorporates substantial triangulations, allowing the researcher to employ many methodologies, both qualitative and quantitative, for data collection. The observation of interviews and the gathering of questionnaires are comparatively consistent and readily quantified.

3.10 Data Analysis

This research utilised a mixed-methods strategy that was both descriptive and analytical. Data were triangulated from 150 participants in Alkhoms, comprising 100 pupils (Grades 10–12) and 50 university teachers.

3.11. Ethical Considerations

To ensure adherence to research ethics, an introductory letter was provided at all requisite locations, and consent from subjects was obtained. All collected data were handled with the highest level of secrecy. All cited literature was accurately referenced. The respondents decided

to engage in the study due to their sufficient understanding of the research, as they were informed about the methods involved. The researcher has supplied them with the

4. Data Presentation, Analysis, and Interpretation of Results

4.1 Response Rate

A total number of 100 students and 50 teachers were used and have participated actively during the exercise. A (five) 5 point linker scale was used as a tool for assessing in the questionnaire.

4.2 Demographic Data for Both teachers and Students.

Table .1 *Participant Demographic Characteristics*

Variable	Category	n (%)
Years learning English	3–5 years	11
	More than 5 years	89
School grade	10th grade	29
	11th grade	55
	12th grade	16
Age	15 years	6
	16 years	30
	17 years	56
	18 years	8
Gender	Male	55
	Female	45
Self-rated English level	Beginner	7
	Intermediate	89
	Advanced	4
Language spoken at home	Arabic	93
	Arabic and another language	7

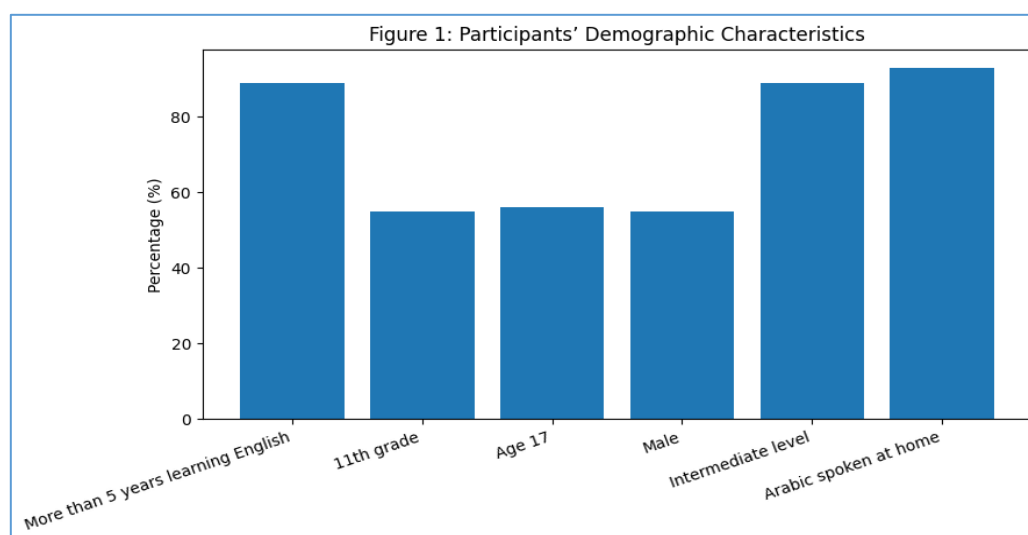


Figure 1: Presents a summary of the participants' demographic characteristics

The sample consisted of 100 secondary school students with relatively homogeneous backgrounds in terms of age, language exposure, and educational level. according to the questionnaire ,the students who participated were experienced English learners, with most of them having studied the language formally for more than five years. Most of the students were

17 years old and in the 11th grade, which shows that they were all around the same age. The prevalence of Arabic as the first language indicates a significant influence of the first language in students' daily experiences, pertinent to the analysis of cross-linguistic influence in English language acquisition.

Table .2 Students' Comfort with English-Only Instruction

Response	n (%)
Very uncomfortable	27
Somewhat uncomfortable	6
Neutral	33
Somewhat comfortable	22
Very comfortable	12

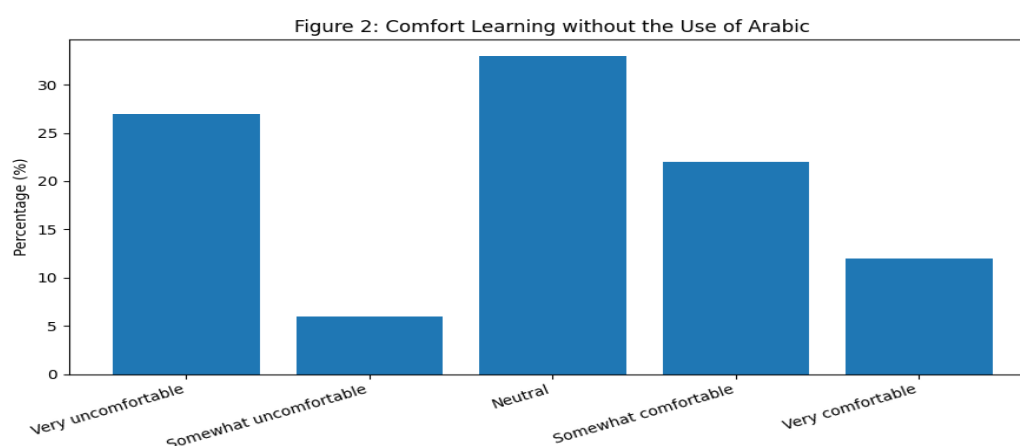


Figure 2: Comfort Learning without the Use of Arabic

The results reveal mixed attitudes towards English-only instruction. Approximately one-third of students reported discomfort, while a similar percentage indicated comfort. The large neutral group shows uncertainty or context-dependent preferences with regard to language utilisation in the classroom.

Table.3 Students' Attitudes toward Teachers' Use of Arabic.

Statement	Disagree n (%)	Neutral n (%)	Agree n (%)
I prefer my teacher to use Arabic while teaching English	—	26	74
My teacher switches to English when managing classroom behavior	—	—	100
I find my lesson harder to understand when only English is used	46	32	22

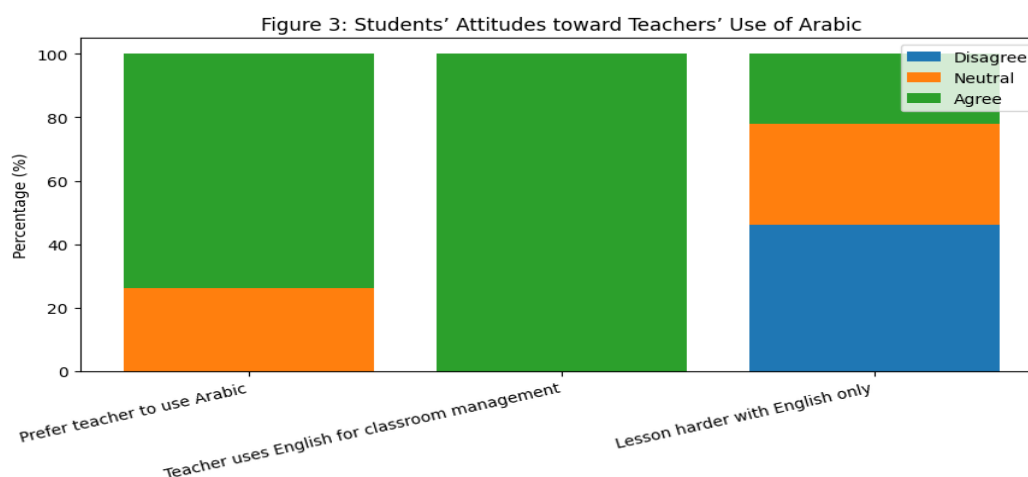


Figure 3: Students' Attitudes toward Teachers' Use of Arabic

The results show that students clearly prefer using Arabic strategically in English lessons. Most students thought of Arabic as a helpful tool, especially for understanding the lesson, while also being okay with using English to run the classroom. This indicates that students do not view the use of Arabic and English as mutually exclusive, but rather as complementary educational resources.

Table 4. Use of Arabic for Comprehension and Clarification

Statement	Disagree n (%)	Neutral n (%)	Agree n (%)
Difficult tasks become easier when instructions are given in English	71	15	7
My teacher only teaches in English	83	17	—
My teacher only translates new vocabulary into Arabic	66	24	10
I usually ask for clarification in Arabic	49	13	38
Translating during class helps me understand lessons better	6	15	79

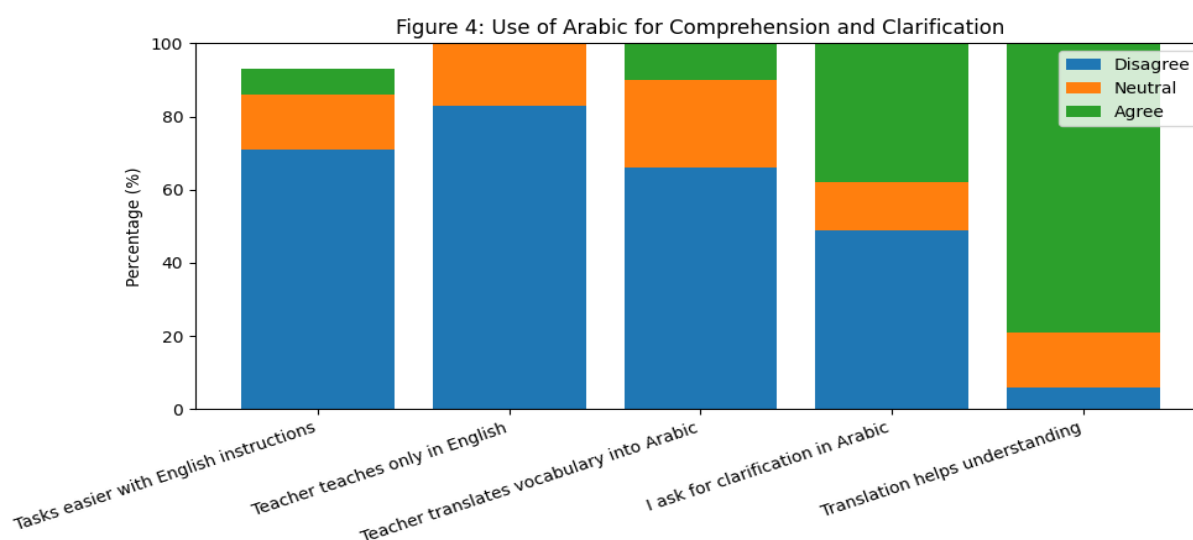


Figure 4: Use of Arabic for Comprehension and Clarification.

The table above shows that students strongly prefer using their native language for clarification and translation during the lesson. Whereas English – only wasn't seen effective and sufficient for simplifying difficult tasks. The majority of the students acknowledge the pedagogical benefit of translation. These results highlight the functional role of Arabic supporting understanding rather than replacing English instruction.

Table 5. Language Use in Classroom Interaction

Statement	Disagree n (%)	Neutral n (%)	Agree n (%)
I enjoy group activities more when conducted in English	30	16	54
I am able to speak to my teacher in Arabic during class if I have a problem	—	18	82

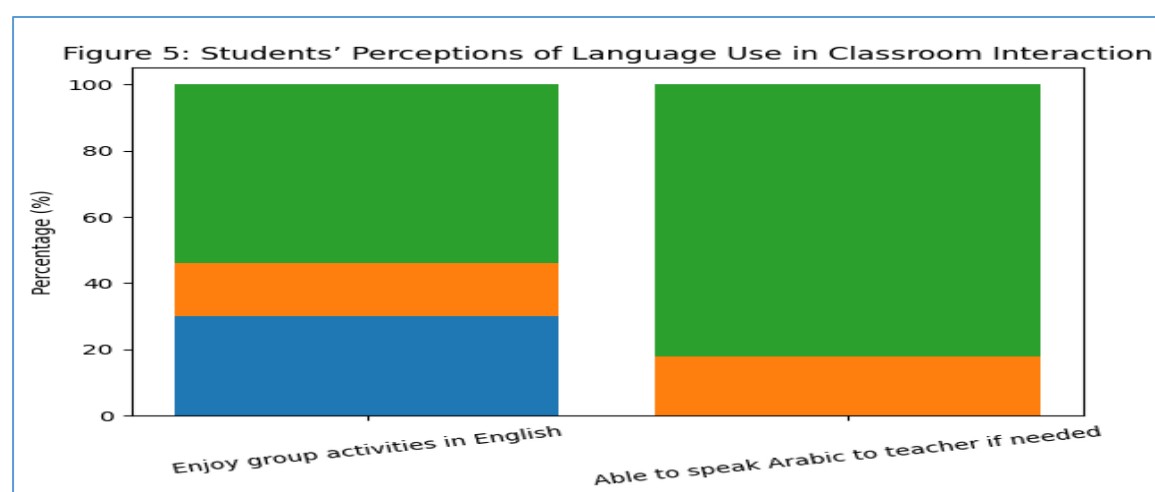


Figure 5: Students' perceptions of language use during interactional activities.

Generally, the results suggests positive attitudes towards using English in group activities. However the students also value the presence of Arabic for addressing problems and seeking for help.

RESULTS AND ANALYSIS

4.3 INSRUCTORS PERSPECTIVE ON CLASSROOM REALITIES

The data collected from the teachers confirms a shift towards "judicious use" where 76% of the teachers use native language 10% to 20% of class time. This approach prioritizes the use of native language for lower age groups and 90% of the teachers advocate for a transition to only English during upper secondary classes.

Teachers confessed that the main reason for using Arabic in an EFL classroom are students' nervousness and direct requests from students.

4.4 Thematic Analysis

The study identifies that Arabic as a native language is a "functional bridge" used for situational triggers such as complex tenses, classroom management and assessment instructions.

Teachers often switch to native language to avoid the "blank wall" effect, where learners face total cognitive block that they aren't able to think of anything to say when instructed in English only. This deal creates a linguistic safety net that lowers the "affective filter" allowing students remain engaged and interested.

4.6 Phonetic Barriers to Competence

The data highlights that phonology is critically neglected in secondary schools and libyan curriculum. Teachers consistently identified pronunciation as the cornerstone of acquisition, yet students struggle with articulation because they lack targeted training. Several teachers cited inadequate training in bilingual pedagogical strategies and limited exposure to communicative teaching methods. They also reported lack of phonetics focused lessons resulting in persistent pronunciation difficulties among students.

These results are in line with earlier studies, Abdelaty (2023) observes that pronunciation constitutes a major obstacle for university-level English students, frequently resulting in diminished confidence in oral communication. Bakori and Alsofi (2025) assert that Libyan EFL learners have enduring articulatory difficulties necessitating focused phonetic training to mitigate native language interference. Tupamahu and Gaspersz (2024) substantiate this, indicating that students' challenges stem from an inadequate understanding of English phonology and phonetics, which hinders their attainment of the "verbal intelligibility" essential for global communication.

4.7 Discussion of the Findings

The analysis demonstrates a dual role of native language in EFL classroom. It functions as both a facilitator and constraint. As a facilitator, it enhances comprehension and vocabulary retention, reduces learner anxiety and supports grammar learning. As a constraint, it limits exposure to authentic English discourse and encourages dependency. Optimal outcomes require strategic usage of native language in EFL classroom for clarification while maintaining English as the dominant classroom medium.

5. Discussion

5.1 Cognitive Load and Translanguaging

From the study's findings, the study suggests that the native language serves as a powerful cognitive framework. it reveals that native language plays a dual role facilitating comprehension while also constraining fluency and pronunciation development when overused.

It has been demonstrated that pedagogical techniques like translanguaging, the simultaneous use of both native and target languages, support comprehension and retention can greatly improve learning EFL Learners' linguistic and cultural backgrounds should also be taken into consideration when designing and evaluating curricula. Use of multicultural resources and ongoing professional development in linguistic diversity foster fair and production learning.

5.2 Mechanical Gaps and Academic Writing

Beyond verbal communication, 80% of the teachers believe that the influence of native language extends to written work. Ben Raba'a (2025) highlights that Libyan undergraduates students face significant challenges in academic writing, particularly when attempting to summarize or paraphrase English source texts without falling into trap of literal translation.

5.3 Conclusion and Recommendations

The "Fluency Gap" in secondary schools in Alkhoms is not a product of student inability but a byproduct of structural deprivation specifically overcrowded rooms and a lack of modern teaching aids. To bridge this gap, the study recommends:

1. Teacher Training Reform: Moving away from native language mostly instruction and "English-only" purism to evidence-based "judicious L1" scaffolding.
2. Phonetic Prioritization: Considering phonology as a core primary skill from grade one to prevent early-stage fossilization.
3. Curriculum Alignment: Readjusting assessments to reward communicative intelligibility rather than the memorization of grammatical rules.

4. Technology Integration: Equipping local schools with digital tools and computer-assisted language learning (CALL) to foster learner autonomy.

References

1. Abdelaty, S. (2023). Pronunciation problems English language students encounter at university level. *Journal of Human Sciences*, 4.
2. Abdulah, S. S. (2025). Evolving perceptions of L1 use in Libyan university EFL classrooms. *International Journal of English Language Teaching*, 13(2), 42–62. <https://doi.org/10.37745/ijelt.13/vol13n24262>
3. Algwil, K. A. S. (2023). Libyan EFL teachers' perceptions about CLT. *Academic Research Journal*, 24, 1–12. <https://doi.org/10.65540/jar.v24i.553>
4. Algwil, K. A. S. (2025). The impact of high-stakes examinations on teaching practices. *Journal of Applied Linguistics and TESOL*, 8(3), 906–915.
5. Bakori, H. A., & Alsofi, E. A. (2025). Pronunciation challenges faced by Libyan EFL learners. *Journal of Human Sciences*, 24(2), 136–142. <https://doi.org/10.51984/johs.v24i2.4141>
6. Ben Raba'a, W. M. Y. (2025). Challenges in academic writing: Libyan undergraduate EFL students. *North African Journal of Scientific Publishing*, 3(3), 334–341. <https://doi.org/10.65414/najsp.v3i3.593>
7. Bhooth, A., et al. (2014). The role of the L1 as a scaffolding tool. *Procedia - Social and Behavioral Sciences*, 118, 76–84.
8. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
9. Milad, R. M., & Brakhw, A. A. (2024). An error analysis in passive voice sentences. *Journal of Humanities and Social Sciences*, 15, 431–434.
10. Tupamahu, M. S., & Gaspersz, S. (2024). Analysis of EFL students' difficulties in learning English phonology. *INTERACTION: Jurnal Pendidikan Bahasa*, 11(2), 464–478. <https://doi.org/10.36232/interactionjournal.v11i2.39>

Appendix 1

Questionnaire

Dear Student Student,

Thank you for taking the time to participate in this questionnaire. This survey is part of a research study titled "The Influence of Native Language on Second Language Acquisition: A Case Study of Secondary Schools in Alkhoms, Libya." The goal of this study is to better understand how the use of Arabic in the classroom affects your ability to learn and use English. As a student learning English, your experiences and opinions are incredibly valuable. This questionnaire will explore how Arabic influences different aspects of your learning, such as understanding lessons, speaking, writing, and overall confidence in using English. There are no right or wrong answers—your honest responses will help provide a clearer picture of the learning challenges and benefits students experience.

Please know that your answers will remain completely confidential and will only be used for academic purposes. Your participation is voluntary, and you are free to skip any question if you prefer.

Your insights can help improve teaching methods and support better language learning experiences for students like you. Thank you for sharing your thoughts—I truly appreciate your time and effort!

Demographic Information

Before we begin, please take a moment to answer a few questions about yourself. Your responses will help us understand your background and experiences in learning English. There are no right or wrong answers—just answer honestly based on your own situation. All information will be kept private and used only for research purposes.

1. How old are you? _____ years old
2. Gender:
 - ☐ Male
 - ☐ Female
3. What grade are you in?
 - ☐ 10th Grade
 - ☐ 11th Grade
 - ☐ 12th Grade
4. How long have you been learning English?
 - ☐ Less than 3 years
 - ☐ 3–5 years
 - ☐ More than 5 years
5. How would you describe your English level?
 - ☐ Beginner (I know basic words and sentences)
 - ☐ Intermediate (I can have simple conversations but still struggle)
 - ☐ Advanced (I can communicate easily in most situations)
6. Which language do you speak most at home?
 - ☐ Arabic
 - ☐ English
 - ☐ A mix of both
 - ☐ Other (please specify): _____
7. Have you ever taken extra English lessons outside of school (e.g., private tutoring, language courses)?
 - ☐ Yes
 - ☐ No
8. How often do you use English outside of class (e.g., social media, TV, music, talking with friends)?
 - ☐ Hardly ever
 - ☐ Sometimes
 - ☐ Often
 - ☐ Almost all the time
9. In your English classes, how much Arabic does your teacher use?
 - ☐ Never
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Often
 - ☐ All the time
10. How do you feel about learning English without using Arabic?
 - ☐ Very uncomfortable (I need Arabic to understand)
 - ☐ Somewhat uncomfortable (I prefer some Arabic explanation)
 - ☐ Neutral (It depends on the lesson)
 - ☐ Somewhat comfortable (I can manage without Arabic most of the time)
 - ☐ Very comfortable (I prefer learning only in English)

I would greatly appreciate your participation by indicating your opinion on each statement. Please circle a number from 1 to 5, where:

1 = Strongly Disagree

2 = Disagree

3 = Neutral
4 = Agree
5 = Strongly Agree

Your responses will contribute to valuable insights into language learning strategies. Thank you for your time and support!

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I prefer my teacher to use Arabic while teaching English. 2. I prefer my teacher to use Arabic while teaching English. 3. I like using Arabic in class whenever possible. 4. My teacher switches to English when managing classroom behavior. 5. I find lessons harder to understand when only English is used. 6. Difficult tasks become easier when instructions are given in Arabic. 7. I enjoy group activities more when they are conducted in English. 8. My teacher checks our understanding by using Arabic in class. 9. New vocabulary is often introduced in Arabic by my teacher. 10. I can complete classwork successfully when instructions are given in English. 11. I feel anxious when I cannot translate words in class. 12. My teacher exclusively uses English during lessons. 13. My teacher introduces new material using Arabic. 14. The use of English in class helps me improve my language skills. 15. I can better express my confusion in Arabic. 16. My teacher uses Arabic to maintain control over the class. 17. My teacher teaches only in English. 18. I am allowed to speak Arabic outside of teaching time to express my concerns. 19. Translating during class helps me understand lessons better. 20. My teacher explains new vocabulary in English. 21. I prefer difficult activities to be explained in Arabic. 22. I would rather my teacher use English in class. 23. I usually ask for clarification in Arabic. 24. My teacher encourages me to express my concerns in English. 25. I answer questions more confidently when they are asked in Arabic. 26. My teacher uses Arabic at the end of the lesson to check my understanding.					

27. I find it difficult to respond to questions asked in English.					
28. I am able to speak to my teacher in Arabic during class if I have a problem.					
29. At the end of the class, my teacher checks my understanding using English.					

Open-Ended Questions:

1. In your opinion, what are the main reasons your teacher uses Arabic in class?
My teacher uses Arabic in class to _____

2. How do you feel when your teacher uses Arabic? Why?
When my teacher uses Arabic, I feel _____
Because _____

3. What are the main reasons you use Arabic in class?

Appendix 2

Dear Teacher,

Thank you for taking the time to participate in this interview. This research, titled "The Influence of Native Language on Second Language Acquisition: A Case Study of Secondary Schools in Alkhoms City," aims to explore how the use of Arabic affects the process of learning English as a second language (L2) among secondary school students. Your insights as an educator are invaluable in understanding the role that the native language (L1) plays in English language instruction and acquisition.

The purpose of this interview is to gather your experiences, perspectives, and teaching strategies regarding the use of Arabic in English language classrooms. The study will discuss factors such as common linguistic challenges faced by students, the extent of Arabic use in teaching, and its impact on students' English proficiency. Your responses will contribute to a deeper understanding of effective teaching practices and potential improvements in language instruction.

Please feel free to share your honest opinions and experiences. Your responses will remain confidential and will only be used for academic purposes. Thank you for your participation and valuable contribution to this study.

Interview Questions

1. Usage Among Other Teachers
 - a. Based on your experience, how much Arabic do you think other instructors use in their English classes?
 - b. What proportion of teachers would you estimate incorporate Arabic into their lessons?
2. Ideal Level of Arabic Use
 - c. In your opinion, how much Arabic should be used when teaching English at the university level?
3. Personal Views on Arabic Use
 - d. How do you feel about using Arabic in your English classes at the university?
 - e. What factors shape your perspective on this practice?
4. Influencing Factors
 - f. What determines how much Arabic you use in your classes?
 - g. Are there specific situations or topics where using Arabic becomes more necessary? Can you provide examples?
5. Consistency Across Year Groups
 - h. Would you consider using Arabic equally across all academic years?
 - i. What reasons influence your decision?
6. Observed Outcomes
 - j. Have you noticed any positive or negative effects of using Arabic in your classes?
 - k. Can you share specific examples of these outcomes?
7. Influence of Teaching Context
 - l. Reflecting on your past teaching experiences, would your use of Arabic differ in another educational setting?
 - m. What factors would contribute to this change?

8. Student Preferences
 - n. Do you feel that students prefer the use of Arabic in class?
 - o. Would you say this preference is common among the majority or just a minority of students?
 9. Student Requests for Arabic Use
 - p. Do certain students specifically ask for more Arabic or more English in class?
 - q. Do these students share any common characteristics?
 10. Student Influence on Arabic Use
 - r. Do you feel that students play a role in determining how much Arabic is used in class?
 - s. If so, in what ways?
 11. Student Needs and Expectations
 - t. When students request more Arabic or more English, what are their main reasons or concerns?
 12. Teacher Training and Additional Insights
 - u. What is your understanding of the current state of teacher training in Libya? Could you please provide more details?
- Is there anything else you'd like to share? Perhaps something I may have overlooked, or a topic you'd like to .1
 .revisit and discuss in more depth

Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that they have no conflict of interest.

Disclaimer/Publisher's Note: The statements, opinions, and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of **LJERE** and/or the editor(s). **LJERE** and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions, or products referred to in the content.