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# Influence of First Language on Learning English as a Second Language from the Teachers' Perspective

**B.A. Ajantha Niroshani**

Western Sydney University, Australia

### ABSTRACT

This paper examines the influence of first language (L1) influence on learning English as a Second Language (ESL) from the teachers' perspective. The study employed a questionnaire to obtain data from ESL teachers about the influence of first language in ESL writing, the flow of thoughts, and how students process their thoughts in writing during English lessons. The discussion also included questions related to students' involvement in class writing activities, teachers' perspectives on explicit teaching, task types and approaches/ strategies students use in ESL class, and difficulties encountered by students in writing. The interview consisted of 25 structured questions. The data obtained from the interview responses were analyzed using thematic analysis. The coding method by Saldana (2021) was used as the analytical guide. The results indicated that teaching writing has become challenging due to various problems encountered in the classroom. Teachers often find their students to be disengaged in writing tasks. Students face challenges due to limited reading skills and low motivation. Teachers have observed that students who are emergent writers often struggle with learning a second language (L2) due to processing difficulties in the target language. Common concerns include vocabulary retrieval, grammar and syntax, fluency and speed, comprehension, and idiomatic expressions. To overcome these challenges and processing difficulties in the target language, L2 students resort to using their first language (L1) in L2 writing.

**Keywords:** Challenges, ESL, First Language, Syntax, Writing