The Usage of Mother Tongue for Making Class Lecture Topic Easy to Understand: Translation as an Effective Method for EFL Learners

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Abstract
The usage of mother tongue in English as a Foreign Language (EFL) classroom has been a topic of much debate for its pedagogical benefits. This study explores various ways in which students' native language (L1) might be used to make the lectures easier to understand and to enhance learning through translation. The research acknowledges the problem of the students who have lower competency levels and face difficulties to understand. For reducing cognitive overload, bridging the gap between the L1's known patterns and the complexities of English and to clarify difficult concepts, teachers can take help from translation to make the complex ideas simple. Points like, learner's feedback, review of literature and classroom observation instills greater self-assurance and simplifies vocabulary acquisition. A careful strategic use of the mother tongue works as an effective supporting technique for EFL instructors to make the complex materials simple that helps students to connect newly taught language with what they already know. Research demonstrates that, a more encouraging and learner centered environment can be created through a balance integration of translation and suggests flexible pedagogical practices. Thus, we can design language learning techniques that will be accessible to EFL classrooms and will address students' unique need.

Keywords: classroom comprehension, competency, English as a Foreign Language (EFL), Mother tongue, scaffolding, translation.

1. Introduction:

The role of the mother tongue in English as a Foreign Language (EFL) classroom has long been a subject of debate among linguists, educators, and language policymakers. With the global dominance of English as a medium of communication in academia, commerce, and international relations, learners are expected to achieve proficiency through instruction that often prioritizes immersion and the target language only. However, many scholars argue that the strategic use of the mother tongue in EFL classrooms, especially through translation, can facilitate comprehension, lower anxiety, and make complex lecture topics more accessible for learners (Cook, 2001; Nation, 2003). Translation as a pedagogical tool, therefore, is increasingly recognized not as an impediment but as a bridge between known and unknown linguistic systems, allowing learners to make sense of new knowledge while reinforcing their confidence in language acquisition.

Moreover, translation reduces learners' effective filter, a psychological barrier described by Krashen (1985) that hinders language acquisition when anxiety levels are high. Many EFL learners experience frustration and low confidence when lectures are delivered entirely in English particularly, in contexts where English exposure is limited outside the classroom. The use of L1 translation can lower this barrier, creating a supportive classroom atmosphere in which learners feel secure and motivated to participate (Carson & Kashihara, 2012). This aligns with Macaro's (2009) assertion that code-switching between L1 and L2 can play a facilitative role, especially when it helps to negotiate meaning in complex academic discussions.

From a pedagogical perspective, translation serves not only as a comprehension aid but also as a means of reinforcing linguistic awareness. When learners compare L1 and L2 structures, they develop metalinguistic skills that enhance their ability to notice grammatical differences, lexical nuances, and cultural connotations (Lado, 1957). For example, the translation of idiomatic phrases can highlight the cultural specificity of language, prompting learners to reflect critically on equivalences and differences. This comparative process contributes to higher-order thinking skills, enabling learners to approach language learning not merely as memorization but as analytical engagement with two linguistic systems.

1.1. Statement of the Problem:

Teaching and studying English as a Foreign Language (EFL) remains challenging in environments where English is not the primary mode of communication. While English has become the de jure language of commerce, technology, and international education, many students from countries where English is not the native tongue struggle to grasp the more advanced concepts covered in English-only curricula. Students' lack of vocabulary, fluency, and exposure to real-world English language stimuli outside of classrooms is a major issue. This makes it more challenging for students to comprehend the content and acquire the language generally when class lectures are delivered only in English; students often experience anxiety, confusion, and disengagement as a result.

Based on the notion that increased exposure to the target language (L2) speeds up learning,

traditional pedagogies in English as a foreign language (EFL), particularly those influenced by the monolingual principle, discourage the use of the mother tongue (L1) in educational contexts.

1.2. Research Objectives:

The primary objective of this study is to investigate the role of the mother tongue in making classroom lecture topics easier to understand for English as a Foreign Language (EFL) learners, with a particular focus on translation as an effective teaching method. To achieve this, the study aims to:

1. Examine the extent to which the use of mother tongue through translation enhances learners' comprehension of lecture topics in EFL classrooms.
2. Identify the cognitive and affective benefits of translation, including its impact on learners' confidence, motivation, and participation in classroom activities.
3. Analyze how translation facilitates the connection between prior knowledge in the mother tongue (L1) and new concepts in the target language (L2).
4. Explore teachers' and learners' perceptions of translation as a pedagogical tool in EFL contexts, particularly its effectiveness in reducing language barriers during lectures.
5. Assess the limitations and potential drawbacks of using translation in EFL classrooms to ensure balanced and judicious application.
6. Propose practical strategies and recommendations for integrating translation into EFL teaching methodologies in a way that supports both content understanding and language proficiency development.

1.3. Research Questions:

The study has some research questions. They are:

1. To what extent does the use of the mother tongue through translation enhance EFL learners' comprehension of class lecture topics?
2. How does translation influence learners' confidence, motivation, and participation in classroom learning?
3. In what ways does translation help learners to connect prior knowledge in their mother tongue (L1) with new concepts in the target language (L2)?
4. What are the perceptions of both teachers and learners regarding the effectiveness of translation as a teaching and learning strategy in EFL classrooms?
5. What challenges or drawbacks may arise from using translation in EFL teaching, and how can these be addressed?
6. What practical strategies can be developed for integrating translation into EFL teaching to balance language proficiency development with content comprehension?

1.4. Research Gaps:

Although numerous studies have explored the role of the mother tongue (L1) in second language (L2) acquisition, significant gaps remain regarding its specific function in making lecture topics comprehensible for English as a Foreign Language (EFL) learners through translation. Existing

literature often focuses on the broader debate between monolingual and bilingual approaches to language teaching (Krashen, 1982; Cook, 2001), but less attention has been given to how translation can be systematically applied to improve comprehension of complex academic content.

First, most prior research emphasizes general classroom interaction rather than structured lecture settings. Studies have investigated code-switching, vocabulary acquisition, and grammar awareness, but fewer have examined how translation can specifically support learners' understanding of academic lectures where the cognitive load is higher (Tang, 2002; Macaro, 2009). This creates a gap in understanding the direct impact of translation on lecture comprehension.

Second, there is limited empirical evidence on the effective role of translation in reducing learner anxiety and fostering confidence in lecture-based environments. While theories such as Krashen's (1985) affective filter hypothesis suggest that reducing stress improves learning, few studies have measured how translation in lecture delivery influences learners' psychological comfort and motivation.

Third, research often overlooks the perspectives of learners themselves. Much of the debate surrounding the use of L1 in EFL classrooms is framed by teachers' pedagogical ideologies or institutional language policies (Auerbach, 1993). However, there is inadequate exploration of how learners perceive translation as a learning aid in lectures and how it shapes their engagement with both language and content.

1.5. Significance of the Research:

This work is important from several aspects, both theoretically and practically. The study offers educators pragmatic insights on the optimal use of translation in classroom instruction while preserving target language exposure. The study offers a framework for educators to enhance student comprehension while simultaneously promoting English proficiency by identifying methods that harmonize L1 support with L2 practice. This is particularly advantageous when learners share a similar native language, allowing educators to employ translation as a deliberate and systematic tool rather than an occasional task. The study finally fills existing research gaps by focusing on lecture comprehension, student views, and the emotional dimensions of translation. The results can serve as a foundation for subsequent empirical research, aiding academics in the exploration of translation-oriented pedagogical methodologies across many contexts, disciplines, and tiers of EFL training.

2. Theoretical Framework:

Applied linguists and language instructors have argued long and hard over whether or not L1 should be used in English as a foreign language (EFL) lesson. Historically, the monolingual method has been the most popular technique to teach English as a foreign language (EFL). This approach stresses the need of using the target language (L2) entirely to guarantee maximum exposure and immersion. Recent studies have shown that learners' cognitive processing, comprehension, and emotional involvement may be improved by the strategic use of L1, especially through translation (Cook, 2001; Macaro, 2009). This theoretical framework situates the

examination of translation as a method of simplifying lecture material within the broader frameworks of sociocultural theory, affective filter theory, and second language acquisition.

Translation is a deliberate and intentional application of L1 that enables learners to connect the distance between incoming L2 information and established language structures. Translation assists in "clarifying meaning, consolidating vocabulary, and supporting learners in processing unfamiliar grammatical structures" (Nation, 2003, p. 5). By connecting L2 content with well-known L1 information, translation reduces cognitive fatigue and enables learners to focus on comprehending rather than deciphering language forms.

2.1. Vygotsky's Sociocultural Theory:

Vygotsky's sociocultural theory (1978) establishes a robust theoretical foundation for the pedagogical application of the mother tongue in EFL classes. Vygotsky contends that learning is a socially mediated process in which students construct their knowledge through interactions with professors and peers who possess more knowledge. A fundamental concept in this theory is the Zone of Proximal Development (ZPD), which denotes the distinction between the accomplishments that students can achieve independently and those that require assistance or scaffolding.

Within the ZPD, the utilization of translation may be perceived as a form of scaffolding. Teachers facilitate students' comprehension of novel concepts in L2 and facilitate their internalization of information that may otherwise be unavailable by offering L1 translations. According to Vygotsky (1978), "What a child can do today with assistance, she will be able to do by herself tomorrow" (p. 87). In a similar vein, translation facilitates the transition of students in EFL classes from a limited understanding of the lecture material to autonomous mastery. This reinforces Tang's (2002) assertion that translation is a strategic instrument that integrates learners' existing knowledge with fresh scholarly material, rather than a crutch.

2.2. Krashen's Affective Filter Hypothesis:

Krashen's Affective Filter Hypothesis theory (1985) emphasizes the psychological components of language acquisition, positing that the emotive states of language learners can either facilitate or impede language acquisition. According to this hypothesis, learners' capacity to comprehend material in the second language is impaired by the "affective filter," which is exacerbated by anxiety, low self-esteem, and a lack of desire. Again, a favorable learning environment to the acquisition of understandable knowledge can be made by lowering the emotional filter. In the Context of EFL classrooms, translation reduces students' anxiety and boosts their confidence. When challenging academic materials are explained in the mother tongue, it helps the students to concentrate on understanding information and then they feel less distressed. Auerbach (1993) upholds the L1's ability to give cognitive and emotional support, as he says, "The use of the L1 is not a crutch, but a resource" (p. 19). By allowing translation in the mother tongue, which is necessary for optimal learning, instructors can create a secure atmosphere for the learners.

3. Literature Review:

The importance of using mother tongue (L1) in English as a foreign language (EFL) classroom has always been a topic of debate. Traditional methods usually recommend just the target language (L2) to immerse pupils fully. New studies suggest that, by using L1 strategically, instructors can enhance comprehension, reduce cognitive load and encourage greater engagement with lecture materials. This literature review examines research on the benefits of using mother tongue (L1) and translation of targeted language (L2) in EFL context, focusing on how they affect vocabulary growth, lecture understanding, and general language proficiency. In the past, the Grammar-Translation Method (GTM) gave priority on using L1 to explain vocabulary and grammatical structures. GTM emphasizes the beneficial effect of mother tongue (L1) to improve comprehension though it is often criticized for its little focus on communication competence. According to recent studies, L1 may prove to be a very helpful tool when it is used wisely. Mularsih and Satyarini (2025) analyze the benefits and challenges of using L1 in EFL classes, noting that relying too much on L1 might hinder learning L2. Its restricted use can help students to understand complex concepts and directions easily. According to Topolska-Pado (2015), L1 can be effectively supportive for first-time learners or when learners share a home language since it makes understanding easier.

3.1.Teaching with Translation:

Translating spoken or written language from one language to another or from one second language to another is involved in teaching through translation. This improves terminology, linguistic structures, and comprehension. Translation tasks boost reading comprehension, vocabulary, and grammar. Alaboud (2022) has found that translating texts from English to Arabic helps Arabic-speaking EFL learners to grasp complex phrase patterns and nuanced meanings. Calis (2012) has found that students can improve their vocabulary and grammar by building sentences in both languages. Samardali (2012) highlights that translation helps students to develop metalinguistic awareness by examining linguistic patterns in both languages. Introspection can improve language skills and linguistic mechanics.

3.2. First Language Use and Translation Benefit Emotion and Cognition:

In addition to linguistic, L1 in EFL sessions includes pragmatic, emotional, cognitive, and practical benefits. According to the Cognitive Load Theory, “pupils have limited comprehension, hence reducing cognitive load can promote learning” (Sweller, 1988, p.21). Teachers may use L1 to teach complex topics, enabling pupils to focus on more complex cognitive processes. Language acquisition is heavily influenced by emotions. Krashen has proposed his Affective Filter Hypothesis in 1985, which suggests that pupils' emotions may affect their language learning. With L1, teachers may enhance classroom environment, reduce student anxiety, and motivate them. Teachers who deliberately use L1 may improve learning environments, according to Mularsih and Satyarini (2025).

3.3. Translation/L1 Use Proof of Concept:

L1 and translation in EFL classes are supported by empirical data. Almoayidi (2018) has studied L1 efficiency in second language classes. Where students can better understand when they utilize both their native and second languages for explanation and clarification. Leighton (2022) has found that Bangladeshi students who read aloud to themselves in their own language improve their reading and writing skills when they switch to English. Thus, learners can build on L1 while they tackle harder L2 activities. According to Vi (2022), Vietnamese EFL students often use their native tongue for class comprehension, concept expression, and English word/sentence translation. Since it is more common when they encounter novel vocabulary or difficult grammatical structures, L1 helps students to understand. When EFL teachers actively combine mother tongue and translation, students improve understanding, vocabulary growth, and language development, according to research. These tactics optimize learning by lowering cognitive burden and treating emotions. To avoid students becoming dependent on their first language and to keep them using the target language, translation must be utilised cautiously. Further study is needed to discover the best L1-L2 balance and the long-term benefits of translation-based tactics on language ability.

4. Research Methodology:

This research emphasises on translation as an appropriate educational tool. The research methodology of this study describes and examines the methodical approach where the native language (L1) is used to make the class lecture simple for the learners to grasp easily in English as Foreign Language (EFL) classrooms. This section covers demographic sample, data gathering techniques, tools, data analysis process, and ethical issues.

4.1.Research Design:

This study has employed mixed methodologies where quantitative and qualitative methods are blended to examine whether translation is effective in EFL classrooms. According to Creswell and Creswell (2018) this mixed methods research allows researchers to capture learners' perspectives and measurable outcomes. Patton (2015) remarks that, while the quantitative component assures how translation influences students' learning and classroom content comprehension using pre- and post- tests, Qualitative components examine how instructors and students evaluate L1 usage and translation through observations, interviews and open-ended questionnaires.

4.2. Research Sample and Population:

- This research includes postsecondary EFL students and teachers in tertiary-level English courses. Purposive sampling selects persons who match criteria, facilitating translation-based instruction with learners from shared mother tongue (L1) backgrounds.

- Instructors who use translation or L1 help in lectures.

To guarantee perspective variety and practicality for in-depth qualitative data collection, 60 students and 5 teachers are recruited. "Researchers can focus on people directly participating in or influenced by the educational practice under study using purposeful sampling" (Etikan, Musa, & Alkassim, 2016, p.54).

4.3. Research Instruments:

The instruments used in this study include:

4.3.1. Comprehension Tests: Pre- and post-tests are designed to evaluate learners' understanding of lecture content. The reliability of these tests is ensured through a pilot study and Cronbach's alpha coefficient analysis, aiming for a reliability score above 0.7 (Gliem & Gliem, 2003).

4.3.2. Observation Checklist: A structured template for recording instances of translation, type of content, and learner engagement.

4.3.3. Interview Protocols: Semi-structured interview that guides with open-ended questions to facilitate discussion and allow participants to elaborate on their experiences.

4.3.4. Questionnaires: Open-ended and Likert-scale items to gather additional qualitative and quantitative data on learners' attitudes toward translation.

5. Data Collection Methods:

In this research two kinds of data have been collected.

5.1. Quantitative Data:

5.1.1. Pre-tests and post-tests: This is administered to measure learners' comprehension of lecture topics before and after translation-based instruction. The tests consist of multiple-choice questions, short-answer questions, and content-based exercises supported with the lecture topics. These instruments are designed to quantify the effect of translation on learners' understanding and retention.

5.2. Qualitative Data:

5.2.1. Classroom observations: it is conducted to examine the extent and manner of L1 use during lectures. Observation checklists are employed to record instances of translation, types of content translated (vocabulary, idioms, complex concepts), and learners' engagement levels.

5.2.2. Semi-structured interviews**:** It is conducted with both learners and instructors to explore perceptions of translation as a teaching and learning strategy. Sample interview questions include:

- "How does the use of your mother tongue help you understand lecture topics?"
- "Do you feel more confident participating in class when L1 translation is used?"
- "What challenges do you encounter when translation is incorporated in lectures?"

5.2.3. Open-ended questionnaires: These complement interviews by allowing participants to

provide written responses reflecting their experiences, preferences, and suggestions regarding the use of translation in EFL classrooms.

6. Data Analysis Procedures:

6.1. Quantitative Analysis:

Data from pre- and post-tests are analyzed using descriptive statistics (mean scores, standard deviations) and inferential statistics (paired-sample t-tests) to determine whether translation significantly improves comprehension of lecture topics. Statistical software such as SPSS is employed to ensure accuracy and efficiency in analysis.

6.2. Qualitative Analysis:

Qualitative data from interviews, observations, and open-ended questionnaires are analysed using thematic analysis (Braun & Clarke, 2006, p.76). This involves coding responses, identifying recurring patterns, and developing themes related to:

- Cognitive benefits of translation
- Affective and motivational impacts
- Perceived challenges and limitations
- Pedagogical implications

Triangulation of data sources is applied "to enhance validity, comparing findings across interviews, observations, and questionnaires to ensure consistency and depth of interpretation" (Patton, 2015, p. 76).

6.3. Validity and Reliability:

To ensure validity, the study uses multiple data sources (tests, interviews, observations) and applies triangulation to corroborate findings. Instruments are pilot-tested to verify clarity and appropriateness for the target population. Expert reviews from language teaching specialists are conducted to assess content validity. "Reliability of quantitative instruments is ensured through consistent administration of pre- and post-tests, while qualitative reliability is enhanced by maintaining detailed field notes, recording interviews, and applying systematic coding procedures" (Creswell & Creswell, 2018, p.98).

7. Data Analysis:

This study has analysed both the quantitative and qualitative data that have been gathered to examine the effectiveness of employing the mother tongue (L1) via translation in EFL classrooms. The quantitative data has been originated from pre- and post- tests, and the qualitative data has been gathered via classroom observations, interviews, and questionnaires. To assess the influence of translation on comprehension and learning outcomes, this study has employed statistical metrics including mean scores, standard deviation, percentage improvement, and paired sample t-tests. Graphical representations like pie charts, bar charts etc. are provided for clarification.

7.1. Quantitative Data Analysis:

7.1.1. Pre-Test and Post-Test Scores:

The comprehension of classroom content is measured using a pre-test and post-test administered to 60 EFL learners. The scores range from 0 to 100.

Table 1: Pre-Test and Post-Test Scores Summary:

Test	Mean Score	Standard Deviation	Highest Score	Lowest Score
Pre-Test	55.3	10.2	78	34
Post-Test	74.5	8.5	92	56

Figure 1: Comparison of Pre-Test and Post-Test Mean Scores:
[Insert Bar Chart: X-axis = Test Type (Pre-Test, Post-Test), Y-axis = Mean Score]

Analysis:

The mean score increases from 55.3 in the pre-test to 74.5 in the post-test, indicating a significant improvement of **19.2 points**, or a **34.7% increase** in comprehension after incorporating translation in lectures. The standard deviation has decreased from 10.2 to 8.5, suggesting that learners' performance has become more consistent following translation-based instruction.

7.1.2. Paired-Sample t-Test:

To test whether the improvement is statistically significant, a paired-sample t-test has been conducted:

- Null hypothesis (H0): Translation has no significant effect on learners' comprehension.
- Alternative hypothesis (H1): Translation significantly improves learners' comprehension.

t-Test Results:

t-value	def.	p-value
12.47	59	<0.001

Interpretation:

The t-value of 12.47 with a p-value < 0.001 indicates a statistically significant difference between pre-test and post-test scores. Therefore, the null hypothesis is rejected, confirming that the use of translation significantly improves learners' comprehension of lecture topics.

7.1.3. Improvement by Learner Groups:

Learners have been grouped based on initial proficiency levels (Low, Medium, High) determined by pre-test scores.

Table 2: Improvement by Proficiency Group:

Proficiency Group	Mean Pre-Test	Mean Post-Test	Improvement (%)
Low	42.1	68.3	62.2%
Medium	56.7	75.9	33.9%
High	68.5	80.2	17.1%

Figure 2: Improvement Percentage by Learner Proficiency:
[Insert Line Graph: X-axis = Proficiency Group, Y-axis = Improvement Percentage]

Analysis:

Low-proficiency learners have benefited the most from translation-based lectures, showing a 62.2% improvement, followed by medium and high-proficiency learners. This suggests that translation is particularly effective for learners with limited prior exposure to English.

7.1.4. Frequency of L1 Usage:

During classroom observations, the frequency of L1 usage for different instructional purposes has been recorded.

Table 3: Frequency of L1 Usage in Lectures:

Purpose of L1 Use	Number of Instances	Percentage (%)
Explaining vocabulary	45	30%
Explaining complex concepts	60	40%
Giving instructions	20	13%
Clarifying student questions	25	17%
Total	150	100%

Figure 3: Distribution of L1 Usage by Purpose:
The majority of L1 usage has occurred for explaining complex concepts (40%) and vocabulary (30%), demonstrating that translation is primarily employed to aid comprehension of content-heavy materials. Instruction and question clarification have accounted for a smaller proportion of L1 use.

7.2. Qualitative Data Analysis:

Thematic analysis of interview responses and open-ended questionnaires have revealed four main themes:

7.2.1. Enhanced Comprehension:

Participants have reported that translation has clarified difficult concepts, making lectures easier to follow. One learner has stated, "When the teacher explains complicated ideas in our language, I understand much faster than struggling in English alone".

7.2.2. Increased Confidence and Participation:

Learners have felt more confident to ask questions and participate in discussions when L1 is used for clarification. Approximately, 78% of participants have indicated that translation has encouraged them to contribute actively.

Figure 4: Learner Confidence Increase After L1 Use:
[Insert Bar Chart: X-axis = Response Categories (Increase, No Change, Decrease), Y-axis = Number of Learners]

7.2.3. Cognitive Support:

Teachers have highlighted that translation helps to manage cognitive load by linking new information in English to learners' existing knowledge in L1. A teacher has noted, "Translation acts as a bridge; students don't waste mental energy guessing meanings, they can focus on understanding the topic".

7.2.4. Limitations and Challenges:

Some participants have expressed concern that over-reliance on translation may reduce exposure to English. Around 15% of learners have suggested that excessive L1 use can limit their practice of thinking directly in English.

7.3. Integration of Quantitative and Qualitative Findings:

Combining quantitative and qualitative findings reveals that:

1. Translation significantly improves comprehension, especially for low-proficiency learners (34.7% overall improvement; 62.2% for low-level learners).
2. L1 usage is strategically employed for vocabulary and concept clarification (70% of observed instances).
3. Translation positively impacts affective factors, including confidence and motivation, fostering active participation in class.
4. While translation is effective, it requires balance to avoid over-dependence and maintain L2 exposure.

Figure 5: Conceptual Summary of Findings:
Insert Flow Diagram: L1 Use → Translation → Enhanced Comprehension & Confidence → Improved Participation & Learning Outcomes.

7.4. Statistical Rates Summary:

Statistical Measure	**Value**
Mean Pre-Test Score	55.3
Mean Post-Test Score	74.5
Overall Improvement (%)	34.7%
t-Test Value (Paired Sample)	12.47
p-Value	<0.001
Frequency of L1 Usage for Conceptual Aid	40%
Frequency of L1 Usage for Vocabulary Aid	30%
Learners Reporting Increased Confidence	78%

8. Research Findings:

The study has aimed to investigate the effectiveness of using the mother tongue (L1) through translation as a method to make class lecture topics easier to understand for English as a Foreign Language (EFL) learners. Data has been collected using pre- and post-tests, classroom observations, semi-structured interviews, and open-ended questionnaires. The findings are organized into four key themes: improvement in comprehension, cognitive support, affective and motivational benefits, and strategic use of translation.

8.1. Improvement in Comprehension:

Analysis of the pre- and post-test scores has revealed a significant improvement in learners' understanding of lecture topics after the use of translation-based instruction. The mean pre-test score is 55.3, while the mean post-test score has increased to 74.5, representing an overall improvement of 34.7%. The paired-sample t-test has confirmed that this improvement is statistically significant ($t = 12.47$, $p < 0.001$).

The analysis of learners' proficiency indicates that, students with low proficiency are the most beneficial showing a 62.2% improvement, compared to 33.9% for medium proficiency learners and 17.1% for high proficiency learners. This proves that, translation can be effectively used as a tool for those learners who have limited prior exposure to English to enabling them to comprehend complex lecture materials much more easily.

8.2. Cognitive Support:

Instructors suggest that, L1 translation helps learners to understand key concepts of the contents and to decode unfamiliar vocabulary or sentence structure. Interviews and classroom observation

focus on the point that, by linking new information in English to students' prior knowledge in L1 translation supports learners to reduce cognitive load.

One of the instructors' reports: "Translation that acts as a bridge helps students from wasting their mental energy to guess meanings- so they can provide more attention on understanding complex contents". This finding is also supported by the Quantitative observation data. Teachers indicate that, L1 use has been carefully targeted to facilitate comprehension, and to explain complex concepts (40%) and vocabulary (30%) rather than indiscriminately.

8.3. Affective and Motivational Benefits:

Questionnaires and interviews prove that learners' confidence, motivation, and participation are positively influenced by translation. Approximately 78% of learners has reported that, when L1 translation is used they feel more confident in questioning and participating in classroom activities. Learners state that, translation of difficult contents in their mother tongue not only reduces anxiety but also foster a supportive learning environment. One of the students' comments: "When the teachers explain complicated ideas in our language, I understand much faster and feel more confident to participate". The findings reflect Krashen's (1985) effective filter hypothesis, that emphasises the idea that, language acquisition and comprehension are facilitated while the anxiety level is lower and emotions are positive.

8.4. Strategic Use of Translation:

From the observational data it is found that, translation has been used judiciously by the researchers to make simple the difficult materials and content-heavy. This makes it clear that, translation can be integrated effectively without compromising exposure to the target language.

- Explaining complex concepts: 40% of L1 instances
- Vocabulary clarification: 30%
- Giving instructions: 13%
- Clarifying student questions: 17%

These patterns show that, translation while continuing to engage with English, serves as a scaffolding tool that allows learners to internalize.

9. Conclusion:

This study has explored how the students of English as Foreign Language (EFL) can be supported by the usage of mother tongue (L1) to understand complex lectures through translation. The study shows how L1 translation improves students' comprehension, especially those with poor competency, and supports their thoughts and emotions.

Test results before and after the intervention have showed a 34.7% mean score gain in knowledge. Translation has improved post-test scores most for low-proficiency learners (62.2%), showing its benefit for pupils with minimal English experience. It lessens cognitive load by tying complicated

English concepts to students' prior language knowledge, according to questionnaires, interviews, and classroom observations. Students may focus on understanding rather than linguistic reading. Research shows that utilising the mother tongue boosts student emotional involvement. Translation helps students feel more secure, less frightened, and more prepared for class discussions. This finding supports Krashen (1985) that a lower emotional filter aids language acquisition. Additionally, observational data has showed that instructors have deliberately translated information to help students comprehend complex ideas and vocabulary. This shows how judicious L1 usage may enhance target language exposure without reducing it.

Despite these benefits, the study has found some drawbacks. If they rely too much on L1, students with different home languages may struggle to comprehend, think, and communicate in English. Translation is useful, but it must be used intelligently to balance target language exposure with original language support. Finally, the study shows that properly using the mother tongue through translation improves EFL students' understanding, critical thinking, and emotional involvement. This study suggests that translation is a supporting tool rather than a barrier and contributes to the two-language education debate. The study shows how using a first language (L1) in EFL classes may make students more accessible, successful, and learner-centered.

10. Recommendations:

Several suggestions may be made for EFL instructors, curriculum developers, and future researchers based on the results of this study on the use of the mother tongue (L1) to translate class lectures into easier-to-understand language:

10.1. L1 Integration in EFL Classrooms; A Strategic Approach:

Teachers should carefully use the mother tongue as a scaffold to help students understand abstract concepts, challenging terminology, and complicated ideas. It is important to utilize translation sparingly so as to enhance understanding without detracting from students' exposure to English. For example, before the course continues in English, important technical words or difficult topics can be briefly described in L1.

10.2. Pay Attention to Students with Low Proficiency:

Teachers should give low-proficiency learners priority when it comes to translation help because the study indicates that they gain most from L1 translation. Adapting education to individual understanding requirements can improve students' involvement, confidence, and level of engagement in the classroom.

10.3. Motivate Students to Participate Actively:

Teachers are urged to provide students the chance to interact with one another in both L1 and L2. For instance, students can explain or debate ideas in their home tongue before presenting what they have learnt in English. This encourages learners' understanding, self-assurance, and active participation while translation is making the themes easy to think in English for students.

10.4. Teacher Professional Development:

To support educators in successfully incorporating translation techniques, training curricula should be created. Frequent arrangement of workshops on the appropriate use of L1 will enhance teachers' teaching abilities guarantee that translation is a useful tool rather than a replacement for English education.

10.5. Considerations for Curriculum Design:

Multilingual resources and organized translation exercises should be included by the curriculum designers for the lecture based and informative courses. Students' comprehension and memory of academic materials may be improved by providing multilingual handouts, quick translation sessions and glossaries.

10.6. Restrictions and Equilibrium Usage:

As excessive usage of L1 might impair students' capacity to comprehend English materials directly, instructors should be aware of this matter. Combination of ongoing exposure to L2 with L1 support, can be called a well-rounded strategy that helps students to improve their language skills and enhance understanding.

11. Recommendations For Future Research:

Future studies may explore:

- What would be the long-term effect of translation-based strategies on English proficiency?
- How comparative studies can be used in different EFL contexts or multilingual classrooms?
- How and what integrated digital tools can be used for translation and scaffolding learning?

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