

## **An Analysis of L1 Effects on the Learning of EFL: A Case Study of Undergraduate EFL Learners at Universities in Pakistan**

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**Abstract :** In a multilingual society like Pakistan, code switching is commonly observed in different contexts. Mostly people use L1 (Native Languages) and L2 for common communications and L3 (i.e. English, Urdu, Sindhi) in formal contexts and for academic writings. Such a frequent code switching does affect EFL learners' acquisition of grammar and lexis of the target language which in the long run result in different types of errors in their writings. The current study is to investigate and identify common elements of L1 and L2 (spoken by students of the Universities in Pakistan) which create hindrances for EFL learners. Case study method was used for this research. Formal writings of 400 EFL learners (as participants from various Universities of the country) were observed. Among 400 participants, 200 were female and 200 were male EFL learners having different academic backgrounds. Errors found were categorized into different types according to grammatical items, the difference in meanings, structure of sentences and identifiers of tenses of L1 or L2 in comparison with those of the target language. The findings showed that EFL learners in Pakistani varsities have serious problems in their writings and they committed serious errors related to the grammar and meanings of the target language. After analysis of the committed errors, the results were found in the affirmation of the hypothesis that L1 or L2 does affect EFL learners. The research suggests in the end to adopt natural ways in pedagogy like task-based learning or communicative methods using contextualized material so as to avoid impediments of L1 or L2 in acquisition the target language.

**Keywords :** multilingualism, L2 acquisition, code switching, language acquisition, communicative language teaching

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