

This study is an attempt to provide insights into the extent of use of first language (L1) on learning of second language. The use of first language in the foreign language classrooms has remained an unresolved controversy. There is a universal acceptance of the fact that English is presently the most important international language. Students interested in higher studies within the country or abroad, or even those seeking white collar jobs in any profession in Pakistan are expected to have a reasonable command of the English language. It is however, a stark reality that our Urdu medium educated students are virtually bereft of a meaningful knowledge and understanding of the language. They are unable to communicate properly in English or comprehend written texts. Whether we like it or not, English is our official language and it will not relinquish that position to our national language (Urdu) in the foreseeable future. Both the languages must co-exist harmoniously; on terms of equality, in our institutions of learning and in practical life. Consequently, the need for conducting research into causes of aforesaid linguistic hiatus led this researcher to assay the benefits of L1, essentially as an adjuvant tool for learning English. It is an established fact that through the identification of learning strategies utilized by the students and teachers, students are able to take advantage of cognitive skills in their native language and transfer them to the second language.

The Researcher observed many cases in which use of the first language had visibly aided the transfer of knowledge and skills to L2. Students who were literate in L1 displayed a natural facility for extrapolating and extending L1 skills to L2. There is considerable theoretical literature on the learner's use of first language to learn the second language. On L1 contributing back ground knowledge and linguistic cogency which enables learners to construct their own interim values for L2. On advanced cognitive language proficiency is a powerful means of second language development.

Researcher has found confirmation of ways in which these attributes work She has also noted the challenges confronting the students of English language, with and without the aid of L1. This research and its findings will attempt to identify ways and means to help students and teachers of English improve their linguistic/academic performance.