



Exploring Lecturers' Perceptions of First Language Influence on English Adjective Order Acquisition among EFL Learners

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ABSTRACT

The influence of first language (L1) on acquiring English as a Foreign Language (EFL) is a vital area of inquiry, particularly regarding specific grammatical structures such as adjective order. The purpose of this research is to systematically identify and explain how learners' first languages affect the acquisition of English adjective order, and to provide evidence-based insights that can inform targeted instructional strategies for addressing L1-related difficulties in EFL teaching. This study adopted a quantitative research approach using a structured questionnaire designed around the research questions on EFL lecturers' perceptions of first language (L1) influence on English adjective order, the effectiveness of teaching strategies in mitigating L1 interference, and the integration of L1 awareness into teaching and assessment practices. Statistical analyses were employed to summarize responses, identify patterns of agreement, and test differences across lecturer characteristics, ensuring objective and systematic interpretation of the data. The findings revealed distinct error patterns associated with L1 influence, indicating that learners from various language backgrounds encounter unique challenges in mastering English adjective order. Furthermore, the research introduced the concept of Adaptive Language Instruction, advocating for instructional strategies tailored to the specific linguistic profiles of learners. In conclusion, this study contributes to the field by offering a detailed understanding of the L1 influence on adjective order and practical teaching strategies that enhance EFL instruction. By integrating L1 awareness into teaching practices, educators can better support learners in navigating L1-related challenges, ultimately improving their English proficiency.

Keywords: First Language (L1) Influence, English as a Foreign Language (EFL), Adjective Order, Adaptive Language Instruction, Language Acquisition

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INTRODUCTION

The acquisition of English as a Foreign Language (EFL) presents unique challenges for learners, particularly in adjective order. Adjective order in English is governed by specific syntactic rules that can differ significantly from those in learners' first languages (L1) (Huang, 2017). This discrepancy often leads to difficulties in comprehension and production, as learners may inadvertently apply L1 rules to English, resulting in errors and misunderstandings. Gotowski and Syrett (2024) reveal that adjective order is a critical aspect of English syntax that affects the clarity and meaning of sentences. In English,

adjectives typically follow a specific order when modifying nouns, including categories such as opinion, size, age, shape, colour, origin, material, and purpose (e.g., "a beautiful large round red Italian wooden table") (Betti, [2022](#)). Understanding and mastering this order is essential for EFL learners to communicate effectively and accurately in English. Research has shown that L1 interference plays a significant role in acquiring English adjective order (Alrashed, [2024](#); Islam, [2020](#)). Non-native speakers often struggle with this aspect due to the structural differences between their native languages and English. For instance, studies have indicated that learners from different linguistic backgrounds struggle to recognise and apply the correct adjective order in English (de Jong et al., [2013](#); Thewissen, [2013](#)). This interference can lead to persistent errors, hindering learners' overall language proficiency and confidence in using English. EFL learners face numerous challenges in acquiring English adjective order, including limited exposure to authentic language use, insufficient instruction on syntactic rules, and a lack of awareness of the specific difficulties posed by their L1. Research has highlighted that many learners do not receive adequate training in recognising and correcting adjective order errors, which can perpetuate misunderstandings and miscommunication (Matwangsang et al., [2025](#); Ndahimana, [2024](#)).

The study focuses on several key concepts and research variables that play a crucial role in understanding the relationship between first language (L1) influence and the acquisition of English adjective order among EFL learners. These concepts are essential for framing the research questions and guiding the analysis. First language influence refers to the impact that a learner's native language has on their acquisition of a second language (L2) (Derakhshan & Karimi, [2015](#)). This influence can manifest in various ways, including phonetics, grammar, vocabulary, and syntax. In the context of this study, L1 influence is particularly significant in understanding how learners apply their native grammatical structures to English. As learners navigate the complexities of adjective order, their L1 can lead to errors and misunderstandings that hinder effective communication. English adjective order refers to the sequence in which multiple adjectives are placed before a noun (Davidse & Breban, [2019](#)). The standard order follows a pattern: opinion, size, age, shape, colour, origin, material, and purpose (e.g., "a lovely small old round blue French wooden table"). Mastering adjective order is essential for EFL learners to achieve grammatical accuracy and clarity in their writing and speaking. Errors in adjective order can lead to confusion and miscommunication, making it a critical focus area in language instruction. EFL lecturers' perceptions encompass their beliefs, attitudes, and understandings regarding the influence of L1 on adjective order acquisition. This includes their awareness of common errors, the effectiveness of their teaching strategies, and their integration of L1 awareness into their instructional practices. Understanding lecturers' perceptions is vital for identifying gaps in teaching methodologies and informing professional development efforts. These perceptions can directly impact how effectively they address L1 interference in their classrooms.

Teaching strategies refer to educators' methods and techniques to facilitate learning (Christian-Ike et al., [2024](#)). This can include direct instruction, interactive activities, and materials highlighting the correct use. Effective teaching strategies are crucial for helping EFL learners overcome challenges related to L1 influence. Language transfer refers to applying knowledge from a learner's L1 to their L2 (Larsen-Freeman, [2013](#)). This can be positive (facilitating learning) or negative (leading to errors). Understanding the dynamics of language transfer is essential for identifying how L1 influences the acquisition of English adjective order. This concept helps frame the discussion around the challenges and potential strategies for effective language instruction. By investigating EFL lecturers' perceptions of L1 influence on adjective order acquisition, the study seeks to deepen the understanding of how native language structures affect English learning.

Statement of the Problem

The acquisition of English as a Foreign Language (EFL) presents unique challenges for learners, mainly when their first language (L1) significantly differs from the target language. One critical area of concern is the influence of L1 on the understanding and production of English adjective order. This syntactic feature is vital in constructing grammatically correct sentences and affects communication effectiveness in English. Despite the importance of adjective order in English, EFL learners struggle to grasp its rules, often resulting in errors that stem from transferring patterns from their L1. This transfer can lead to misunderstandings, reduced clarity in communication, and ultimately hinder learners' language proficiency. Previous studies have indicated that the degree of difficulty experienced by learners is often influenced by the structural differences between their L1 and English (Gabbianelli & Formica, [2017](#); Li & Post, [2014](#)). However, a significant gap remains in understanding how EFL lecturers perceive and respond to these challenges in their teaching practices. Furthermore, it is crucial to investigate whether EFL lecturers know how L1 interference manifests in students' language acquisition, particularly regarding adjective order. This awareness can impact their pedagogical strategies and assessment methods. If lecturers do not adequately recognise or address these challenges, students may continue to struggle with adjective order, leading to persistent errors and misunderstandings. There is a need to explore EFL lecturers' perceptions of how their students' first languages influence their understanding and use of English adjective order. Understanding these perceptions can illuminate how L1 interference is acknowledged within academic settings. Another pertinent issue is whether EFL lecturers believe that specific teaching strategies effectively mitigate the challenges posed by L1 interference. Identifying effective instructional methods will be crucial for enhancing student learning outcomes, improving their grasp of English adjective order, and assessing how EFL lecturers integrate their awareness of students' L1 into their teaching practices and assessment methods. This integration can be pivotal in addressing L1-related challenges and fostering a more

supportive learning environment. This study clarifies the interplay between first language influence and the acquisition of English adjective order by investigating these issues. The findings contribute to developing more effective teaching strategies, enhancing curriculum design, and improving EFL students' language learning experience. Addressing these problems is not only crucial for the academic success of learners but also for their ability to communicate effectively in an increasingly globalised world.

Several contemporary factors underscore the urgency of this study. As globalisation continues to expand, the demand for English language proficiency is growing worldwide. Many non-native speakers are engaged in learning English for academic, professional, and social purposes. Understanding how L1 influences learning can help educators better prepare learners to communicate effectively globally. EFL classrooms are becoming increasingly diverse, with students from various linguistic backgrounds. This diversity can complicate the acquisition process, as different L1s may have distinct syntactic structures, including adjective order. Addressing these challenges urgently is essential for supporting learners in achieving proficiency. With the rapid evolution of language education, there is an urgent need for effective teaching strategies that consider the specific challenges posed by L1 interference. This study provides insights that can lead to the development of innovative instructional methods, thereby enhancing the teaching and learning experience in EFL environments. The urgency is further highlighted by the need for effective assessment practices that accurately reflect learners' understanding and capabilities. As educational institutions increasingly emphasise accountability and measurable outcomes, this study's findings can help refine assessment methods to better account for L1 influences. There is an urgent need for continuous professional development for EFL lecturers, particularly in understanding the implications of L1 influence. This study can catalyse workshops, training sessions, and discussions, equipping educators with the knowledge and skills to address these issues effectively. The urgency of the research is driven by the growing demand for English language proficiency, the diverse linguistic backgrounds of learners, the necessity for effective teaching strategies, the relevance of assessment practices, and the need for ongoing professional development for educators. Together, these factors underscore the importance of this study in contributing to a more nuanced understanding of language acquisition and its implications for EFL education.

By highlighting the common areas of confusion and error among learners, curriculum designers can create materials that facilitate the transition from L1 to English, ensuring that learners are equipped with the tools to navigate these challenges effectively. This study underscores the significance of recognising the diverse linguistic backgrounds of EFL learners. By documenting lecturers' perceptions regarding L1 influence, the research fosters a greater awareness of the need for culturally and linguistically responsive teaching practices. This awareness is crucial for creating inclusive learning environments that respect and build upon students' linguistic heritages, enhancing students' engagement

and motivation. Understanding how first language interference impacts EFL students' performance on adjective order tasks can lead to more equitable assessment practices. This study's findings may encourage educators to adopt assessment methods that account for potential L1 influence, thereby providing a more accurate evaluation of students' language proficiency. Such assessments can help identify specific areas where learners need additional support and practice, ensuring that feedback is constructive and targeted. This research adds to the existing literature on second language acquisition and the role of first languages in learning English. By addressing gaps in the current understanding of L1 influence on adjective order specifically, the study contributes to academic discussions surrounding language transfer and interference. The findings can serve as a foundation for future research, encouraging further exploration of this phenomenon across different language pairs and educational contexts. Lastly, the study has implications for the professional development of EFL lecturers. By highlighting the significance of awareness regarding L1 influence, the research encourages educators to engage in reflective practices that enhance their understanding of language acquisition processes. This reflection can lead to ongoing professional growth, enabling lecturers to adapt their teaching methods in response to the evolving needs of their students. The research fosters a more effective and inclusive EFL learning environment, benefiting educators and learners by addressing these areas.

Research Questions

1. What are EFL lecturers' perceptions of First Language Influence on Adjective Order?
2. To what extent do EFL lecturers believe that specific teaching strategies effectively mitigate the challenges of first language interference on students' acquisition of English adjective order?
3. To what extent do EFL lecturers integrate awareness of the influence of students' first languages into their teaching practices and assessment methods related to English adjective order?

Research Hypothesis

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Literature Review

The influence of a learner's first language (L1) on second language acquisition (SLA) is well established in linguistics and language education. Language transfer, defined as the application of L1 knowledge to L2 learning, may be facilitative (positive transfer) or obstructive (negative transfer) depending on structural similarities or differences between the two languages (Yi, [2012](#); Sabbah, [2015](#)). Research demonstrates that linguistic distance, proficiency level, and instructional context significantly

shape the extent of L1 transfer (Sánchez & Bardel, [2017](#)). Empirical studies confirm that L1 influence affects multiple linguistic domains, including phonology, vocabulary, and syntax (Kartushina & Frauenfelder, [2014](#); Beinborn et al., [2014](#)). In syntax, learners frequently rely on L1 grammatical patterns, leading to systematic errors in English sentence construction (James, [2013](#)). Research on second language acquisition consistently demonstrates that learners' first language (L1) plays a significant role in shaping the acquisition of a second language (L2). Language transfer theory provides the primary framework for understanding this influence, distinguishing between positive transfer, which facilitates learning through cross-linguistic similarities, and negative transfer, which leads to systematic errors due to structural differences between the L1 and L2 (Yi, [2012](#); Sabbah, [2015](#)). Empirical studies confirm that L1 influence affects multiple linguistic domains, including phonology, vocabulary, and syntax, with the extent of transfer shaped by linguistic distance, proficiency level, and instructional context (Sánchez & Bardel, [2017](#); James, [2013](#)).

Within syntax, English adjective order has been identified as a particularly challenging area for EFL learners. English follows a relatively fixed hierarchical sequence of adjectives, and deviations from this order often result in ungrammatical or unclear expressions (Davidse & Breban, [2019](#); Thomson & Martinet, [2015](#)). Research indicates that learners frequently transfer adjective placement patterns from their L1, leading to persistent errors in English sentence construction (Islam, [2020](#); Sermsook et al., [2017](#)). These findings directly inform the present study's first research question, which examines perceptions of L1 influence on English adjective order. Instructional strategies have been shown to mediate the effects of L1 interference. Studies highlight the effectiveness of explicit instruction, contrastive analysis, and targeted feedback in raising learners' awareness of differences between L1 and L2 structures, particularly in syntactic features such as adjective order (Aghaie & Zhang, [2012](#); Gass, [2013](#); Moeen et al., [2019](#)). Communicative Language Teaching and Task-Based Language Teaching further support grammatical development by promoting meaningful language use and learner engagement (Qasserras, [2023](#); Nurhadi et al., [2024](#)). These approaches align with the study's second research question, which explores lecturers' perceptions of effective teaching strategies for mitigating L1 interference.

Previous Studies on EFL and L1 Influence

The relationship between a learner's first language (L1) and the acquisition of English as a Foreign Language (EFL) has been the subject of extensive research. Understanding how L1 influences EFL learning is crucial for developing effective teaching strategies and addressing the challenges faced by learners. The key studies explored are on the dynamics of L1 influence on EFL acquisition, highlighting methodologies, findings, and implications for language instruction. Early research in second language acquisition (SLA) was heavily influenced by the concept of language transfer, which refers to the impact of L1 on L2 learning (de la Fuente & Goldenberg, [2022](#); Derakhshan & Karimi,

[2015](#); Puig-Mayenco et al., [2020](#); Treffers-Daller & Sakel, [2012](#)). Erarslan and Hol ([2014](#)) provided a comprehensive overview of language transfer theories, categorizing them into positive transfer (facilitative) and negative transfer (interference). The authors highlighted that the transfer degree is contingent upon the similarities and differences between the L1 and L2. This foundational understanding has been pivotal in subsequent studies examining L1 influence in EFL contexts. Error analysis has been a prominent method for investigating L1 influence on EFL learners. Alahmadi ([2014](#)) conducted a detailed analysis of grammatical errors in the writing of Arabic-speaking EFL learners. The study revealed that many mistakes were directly attributable to L1 interference, particularly in adjective order and verb tense usage. Alahmadi's findings underscore the importance of recognizing specific patterns of errors that can inform instructional strategies to mitigate L1 interference. Similarly, Richards ([2015](#)) emphasized the role of error analysis in understanding how learners' native language structures affect their performance in English. The author's research illustrated that learners often apply L1 rules when constructing sentences, leading to consistent, systematic errors across different learners from the same linguistic background. This highlights the necessity for targeted interventions to address these common issues. Contrastive analysis has been employed to predict and explain difficulties learners may encounter due to L1 influence. Tran et al. ([2024](#)) argued that understanding the structural differences between L1 and L2 can help educators develop strategies to mitigate negative transfer. The authors examined the impact of L1 on vocabulary acquisition among Swedish learners of English, demonstrating that learners benefited from recognising cognates while struggling with false friends—words that appear similar but have different meanings.

Tang ([2023](#)) further explored the effectiveness of contrastive analysis in the classroom setting. The author's research indicated that explicit instruction on the differences between L1 and English structures significantly improved learners' understanding of grammar, particularly in areas prone to interference, such as adjective placement. This finding supports the notion that awareness of L1 influence can lead to more effective EFL teaching practices. Research has also focused on instructional strategies designed to address L1 influence. Moeen et al. ([2019](#)) examined how various teaching methods, including explicit instruction and interactive activities, impacted the grammatical accuracy of EFL learners. The study found that learners who received explicit instruction on the rules governing adjective order demonstrated more significant improvement than those who did not. This underscores the importance of integrating L1 awareness into language teaching to enhance learner outcomes. Haugland ([2021](#)) investigated the effectiveness of using visual aids and multimedia resources in EFL classrooms to support learners in overcoming L1-related challenges. The study concluded that such resources clarified complex grammatical structures and engaged learners more effectively, improving comprehension of adjective order and other syntactic features. Research has also focused on learners'

perspectives regarding L1's influence on their EFL learning experience (Öz & Karaazmak, [2019](#); Shabir, [2017](#)). Renandya et al. ([2023](#)) highlighted that learners often feel frustrated by L1 interference, particularly when they struggle to apply English grammatical rules correctly. This emotional aspect of language learning is crucial, as it can affect motivation and self-efficacy. Understanding learners' attitudes toward their L1 can help educators tailor their approaches to foster a more positive learning environment. Scholars have identified challenges and effective teaching practices using error analysis, contrastive analysis, and instructional strategy evaluation (Özkayran & Yilmaz, [2020](#)). These findings highlight the need for language educators to consider L1 influence when designing curricula and instructional methods, ultimately enhancing the efficacy of EFL instruction and supporting learners in overcoming the hurdles posed by their native languages.

Although previous studies extensively document L1 influence in SLA, much of the literature generalizes transfer effects across broad grammatical domains without focusing on specific structures such as English adjective order. Additionally, limited attention has been given to EFL lecturers' perceptions of L1 influence and the instructional strategies they employ to address it. Existing research also tends to overlook how teaching experience and educational background may shape these perceptions. Addressing these gaps, the present study links L1 transfer theory, adjective order acquisition, and instructional practice to investigate EFL lecturers' perceptions of L1 influence and teaching strategies, thereby providing empirical insights directly aligned with the formulated research questions.

METHOD

This study employs a quantitative research design to gather empirical data regarding EFL lecturers' perceptions and practices. A descriptive survey method was utilized to collect information on lecturers' beliefs about L1 influence, the effectiveness of teaching strategies, and the integration of L1 awareness in their teaching. This approach allows for systematic data collection and analysis, identifying student perception patterns and trends. The research subjects of this study were EFL lecturers from the Department of English at Universitas UPGRIS, Indonesia, while the research object was the lecturers' perceptions of first language (L1) influence on the acquisition of English adjective order. Participants were selected using purposive sampling to ensure relevance to the study objectives. The inclusion criteria required lecturers to have a minimum of two years of EFL teaching experience, ensuring sufficient exposure to L1-related learning challenges. Lecturers holding master's and doctoral degrees were included to allow examination of perception differences based on educational qualifications. The sample also comprised lecturers teaching at intermediate and advanced levels to capture varied instructional experiences. In total, 20 EFL lecturers participated voluntarily, providing a representative and manageable sample for meaningful quantitative analysis within the institutional context. A structured questionnaire was developed as the primary data collection instrument based on the study's

research questions and a review of related literature on first language (L1) influence, adjective order acquisition, and EFL teaching strategies. The instrument consisted of four sections with a total of 20 items. The first section contained 5 demographic items eliciting information on participants' teaching experience, educational qualifications, and teaching level. The second section comprised 5 Likert-scale items measuring lecturers' perceptions of L1 influence on learners' understanding and production of English adjective order. The third section included 5 Likert-scale items assessing lecturers' views on the effectiveness of specific teaching strategies in mitigating L1 interference. The fourth section consisted of 5 Likert-scale items examining the extent to which lecturers integrate awareness of students' L1 into their teaching practices and assessment methods. All perception-based items were rated on a four-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). Before the primary data collection, the questionnaire was pilot-tested with a small group of EFL lecturers (not included in the main study) to ensure clarity, relevance, and reliability. Feedback from the pilot test was used to refine the questionnaire, enhancing its validity.

Data were collected through an online structured questionnaire administered to EFL lecturers at the sampled institution after informed consent was obtained. The data were analyzed using statistical software (SPSS) to ensure objective and systematic interpretation. Descriptive statistical techniques, specifically means and standard deviations, were used to summarize respondents' demographic characteristics and levels of agreement with questionnaire items. Weighted mean analysis was employed to determine the overall extent of lecturers' perceptions regarding first language (L1) influence and teaching strategies. Inferential analysis using independent samples t-tests was conducted to test the research hypotheses and examine whether lecturers' perceptions differed significantly based on years of teaching experience and level of education. Statistical analysis was required to quantify perceptions, identify patterns, and determine the significance of observed differences, thereby enhancing the reliability and validity of the study's findings. All responses were treated confidentially, and participants retained the right to withdraw at any stage without penalty.

RESULTS & DISCUSSION

Table 1 above reveals the demographic distribution of respondents based on years of experience, education, and teaching level. From the table above, out of 20 respondents who participated in the study, 11(55.0%) had 0-5 years' experience in teaching, while 9 (45.0%) had 6 years and above teaching experience. It implies that most respondents had 0-5 years of teaching experience. The table also revealed that 12 (60.0%) had a master's degree, while 8 (40.0%) had a PhD degree; this implies that most respondents hold a master's degree. The table also revealed that 12 (60.0%) were teaching at an advanced level, while 8 (40.0%) were teaching at an intermediate level. It indicates that most of the students are taught at an advanced level.

Table 1. Demographic distribution of respondents based on year of experience, level of education, and teaching level

| Variable | Frequency | Percentage |
|---------------------------|-----------|--------------|
| Year of Experience | | |
| 0-5 years | 11 | 55.0 |
| 6 years and above | 9 | 45.0 |
| Total | 20 | 100.0 |
| Level of Education | | |
| Masters | 12 | 60.0 |
| PhD | 8 | 40.0 |
| Total | 20 | 100.0 |
| Teaching Level | | |
| Advanced | 12 | 60.0 |
| Intermediate | 8 | 40.0 |
| Total | 20 | 100.0 |

Research Question One: What are EFL lecturers' perceptions of First Language Influence on Adjective Order?

The table above shows the mean and standard deviation of EFL lecturers' perceptions of First Language Influence on Adjective Order. The respondents agreed to all items above the 2.50 cut-off point for the decision. The respondents agreed that the perception includes Students' first language significantly influences their understanding of English adjective order (3.15), Learners whose first language has a different adjective order system struggle more with English adjective order (3.05), The grammatical structure of students' first language directly predicts their errors in English adjective order (3.30), Students often transfer adjective order patterns from their first language to English (3.20). Students' L1 significantly affects their ability to produce grammatically correct adjective order (3.10). Since the weighted mean of 3.16 is greater than the cut-off mean of 2.50, it implies that EFL lecturers' perceptions of First Language Influence on Adjective Order are positive.

Table 2. Mean and standard deviation of EFL lecturers' perceptions of First Language Influence on Adjective Order

| S/N | Statement | Mean | SD |
|----------------------|---|-------------|------|
| 1 | Students' first language significantly influences their understanding of English adjective order | 3.15 | 0.59 |
| 2 | Learners whose first language has a different adjective order system struggle more with English adjective order | 3.05 | 0.60 |
| 3 | The grammatical structure of students' first language directly predicts their errors in English adjective order | 3.30 | 0.47 |
| 4 | Students often transfer adjective order patterns from their first language to English | 3.20 | 0.52 |
| 5 | Students' L1 significantly affects their ability to produce grammatically correct adjective order | 3.10 | 0.31 |
| Weighted Mean | | 3.16 | |

Research Question Two: To what extent do EFL lecturers believe that specific teaching strategies effectively mitigate the challenges of first language interference on students' acquisition of English adjective order?

Table 3. Mean and standard deviation showing the extent to which EFL lecturers believe that specific teaching strategies are effective in mitigating the challenges posed by first language interference on students' acquisition of English adjective order

| S/N | Statement | Mean | SD |
|----------------------|---|-------------|------|
| 1 | Observe students transferring incorrect adjective order patterns from their first language (L1) into their English writing | 3.25 | 0.44 |
| 2 | Contrastive analysis (comparing L1 and L2 adjective order rules) is an effective strategy for addressing L1 interference | 3.40 | 0.50 |
| 3 | Opportunities for practice through various activities significantly improve students' adjective order accuracy | 3.15 | 0.49 |
| 4 | Demonstrate misconceptions about the systematic rules governing English adjective order | 3.20 | 0.70 |
| 5 | Focusing on communicative competence rather than strict grammatical accuracy is a beneficial approach to teaching adjective order | 3.00 | 0.46 |
| Weighted Mean | | 3.20 | |

Table 3 above revealed the mean and standard deviation, showing how EFL lecturers believe that specific teaching strategies effectively mitigate the challenges of first language interference on students' acquisition of English adjective order. The respondents agreed to all items above the 2.50 cut-off point for the decision. The respondents agreed that they frequently observe students transferring incorrect adjective order patterns from their first language (L1) into their English writing (3.25) and find that contrastive analysis (comparing L1 and L2 adjective order rules) is an effective strategy for addressing L1 interference (3.40), Providing ample opportunities for practice through various activities significantly improves students' adjective order accuracy (3.15), students often demonstrate misconceptions about the systematic rules governing English adjective order (3.20) and believe that focusing on communicative competence rather than strict grammatical accuracy is a beneficial approach to teaching adjective order (3.00). Since the weighted mean of 3.20 is greater than the cut-off mean of 2.50, it implies that EFL lecturers had an extent to their belief that specific teaching strategies effectively mitigate the challenges posed by first language interference on students' acquisition of English adjective order.

Research Question Three: To what extent do EFL lecturers integrate awareness of the influence of students' first languages into their teaching practices and assessment methods related to English adjective order?

Table 4 above reveals the mean and standard deviation showing the extent to which EFL lecturers integrate awareness of the influence of students' first languages into their teaching practices and assessment methods related to English adjective order. The respondents agreed to all items above, which exceeded the cut-off mean of 2.50. It implies that EFL lecturers agreed that they explicitly address the

influence of students' first language on their acquisition of English adjective order in my teaching (3.10), regularly incorporate activities that directly compare and contrast adjective order in English and students' L1 to highlight key differences (3.20), provide sufficient opportunities for students to practice applying adjective order rules in authentic communicative contexts (3.35), believe my teachings strategies are effective in helping students overcome challenges related to adjective order acquisition (3.20) and assess students' understanding of adjective order using methods that account for potential first language interference (2.85). Since the weighted mean of 3.14 is greater than the cut-off mean of 2.50, it implies that EFL lecturers integrate awareness of the influence of students' first languages into their teaching practices and assessment methods related to English adjective order to a great extent.

Table 4. Mean and Standard deviation showing the extent to which EFL lecturers integrate awareness of the influence of students' first languages into their teaching practices and assessment methods related to English adjective order.

| S/N | Statement | Mean | SD |
|----------------------|---|-------------|------|
| 1 | Explicitly address the influence of students' first language on their acquisition of English adjective order in my teaching | 3.10 | 0.45 |
| 2 | Regularly incorporate activities that directly compare adjective order in English and students' L1 to highlight key differences | 3.20 | 0.41 |
| 3 | Provide sufficient opportunities for students to practice applying adjective order rules in authentic communicative contexts | 3.35 | 0.49 |
| 4 | Believe my teaching strategies are effective in helping students overcome challenges related to adjective order acquisition | 3.20 | 0.41 |
| 5 | Assess students' understanding of adjective order using methods that account for potential first-language interference | 2.85 | 0.93 |
| Weighted Mean | | 3.14 | |

Research Hypothesis One: There is no significant difference in EFL lecturers' perceptions of First Language Influence on Adjective Order based on years of experience.

From Table 5 above, the result showed $t(20) = .341$, $df = 18$, at the 0.05 significance level. The significant value is .737, greater than the 0.05 alpha level. Hence, the formulated hypothesis was accepted, implying no significant difference in EFL lecturers' perceptions of First Language Influence on Adjective Order based on years of experience.

Table 5. Summary of Independent Sample t-test showing significant difference in EFL lecturers' perceptions of First Language Influence on Adjective Order based on year of experience

| Year of experience | N | Mean | SD | T | Df | Sig | Decision |
|--------------------|----|-------|---------|------|----|------|-----------------|
| 0 – 5 years | 11 | 15.91 | 1.70027 | .341 | 18 | .737 | Not Significant |
| 6 years and above | 9 | 15.67 | 1.41421 | | | | |

Research Hypothesis Two: There is no significant difference in EFL lecturers' perceptions of First Language Influence on Adjective Order based on level of education

Table 5. Summary of Independent Sample t-test showing significant difference in EFL lecturers' perceptions of First Language Influence on Adjective Order based on level of education

| Year of experience | N | Mean | SD | T | Df | Sig | Decision |
|--------------------|----|-------|--------|-------|----|------|-----------------|
| Masters | 12 | 15.58 | 1.3790 | -.761 | 18 | .457 | Not Significant |
| PhD | 8 | 16.13 | 1.8077 | | | | |

From Table 6 above, the result showed $t(20) = -.761$, $df = 18$, at the 0.05 significance level. The significant value is .457, greater than the 0.05 alpha level. Hence, the formulated hypothesis was accepted, which implies no considerable difference in EFL lecturers' perceptions of First Language Influence on Adjective Order based on level of education.

Discussion

The first research question investigates EFL lecturers' perceptions of how their students' first languages influence their understanding and use of English adjective order. The findings indicate a consensus among lecturers regarding the significant impact of L1 interference. All lecturers acknowledged that L1 significantly affects students' performance in mastering English adjective order. This aligns with findings from Singh et al. (2017), who noted that learners often apply L1 rules inappropriately, leading to common errors in English syntax. Lecturers reported that students frequently struggle with adjective placement due to L1 transfer. This observation is consistent with Alisoy (2024), who identified similar patterns of errors among EFL learners influenced by their native languages. While all lecturers recognised L1 influence, the urgency of this concern varied. Some viewed L1 transfer as a primary barrier to learning English, whereas others considered it a contributing factor among many. This divergence is noted in Lecumberri et al. (2010), who found that the perceived impact of L1 interference can differ significantly among educators. Differences emerged regarding the specific challenges posed by students' L1s. Some lecturers reported that students from languages with rigid adjective structures encountered fewer difficulties, contrary to findings by Gorba and Cebrian (2021), which suggested that all learners experience similar levels of interference regardless of their L1. The second research question examines the teaching strategies that EFL lecturers believe are effective in mitigating L1 interference related to adjective order. The findings reveal a variety of methods employed by lecturers. Many lecturers highlighted contrastive analysis as a practical approach to teaching adjective order. This aligns with the work of Lim (2019), who emphasised the role of explicit instruction in highlighting differences between L1 and English. Many respondents reported using visual aids, such as charts or diagrams, to clarify adjective order. This aligns with the findings of Muñoz et al. (2023), which indicated that visual learning tools can enhance comprehension of complex grammatical structures. While there was a

consensus on the effectiveness of contrastive analysis, lecturers varied in their preferred instructional methods. Some favoured interactive activities, while others preferred direct instruction. This discrepancy reflects the findings of Ghanizadeh and Jahedizadeh (2016), which highlighted diverse teaching styles among EFL educators. The extent to which lecturers integrated discussions of L1 into their teaching varied. Some actively encouraged students to compare their L1 with English, while others minimised L1 references. This aligns with the research of Bui (2024), which suggested that over-reliance on L1 can lead to confusion rather than clarity.

The third research question explores how lecturers integrate their awareness of L1 into their teaching practices and assessment methods. The findings show varied practices among educators. All lecturers knew the need to consider L1 in their teaching, indicating a shared understanding of its significance. This notion is supported by Wei (2020), who argues that awareness of L1 transfer is crucial for effective EFL instruction. Most lecturers acknowledged the importance of contextually assessing errors related to adjective order, indicating a shared understanding of evaluating L1 influence during assessments. This approach aligns with the findings of Lee (2022), which emphasised the necessity of context-sensitive evaluation. The practical integration of L1 awareness into teaching varied significantly. Some lecturers developed comprehensive lesson plans incorporating L1 discussions, while others focused on English grammar without explicit L1 reference. This divergence contrasts with Nilubol (2020), who found that successful integration of L1 can enhance learner outcomes. Differences were evident in how lecturers provided feedback on adjective order errors. Some utilised strategies referencing L1 structures, while others focused exclusively on English syntax. This variation reflects the mixed findings in previous research, where some studies advocate for L1 reference in feedback (Biber et al., 2011), while others caution against it (Shadrova et al., 2021).

The first hypothesis posited that EFL lecturers would recognise the influence of L1 on their students' understanding and use of English adjective order. The findings confirm that most lecturers acknowledge this influence and its implications for language learning. All lecturers recognised that L1 significantly impacts students' performance in mastering English adjective order. This consensus reflects findings from Alisoy (2024), highlighting that learners often misapply L1 rules, leading to common syntactical errors. Lecturers noted specific error patterns linked to L1 transfer, such as misplaced adjectives. This observation aligns with Abrar et al. (2018), who reported similar challenges faced by EFL learners influenced by their native languages. While all lecturers acknowledged L1 influence, the degree of concern varied. Some viewed L1 transfer as a primary obstacle to learning English, while others considered it one of several factors affecting language acquisition. This divergence contrasts with Pan et al. (2023), who found that the perceived impact of L1 interference can differ significantly among educators, suggesting a more nuanced understanding of L1 challenges. Differences emerged regarding the specific challenges posed by various L1s. Some lecturers reported that students whose native

languages have similar adjective structures faced fewer difficulties, opposing Gorba and Cebrian (2021), who suggested that all learners experience similar levels of interference, regardless of their L1. The second hypothesis proposed that EFL lecturers employ specific teaching strategies to address L1 interference related to adjective order. The findings reveal a diverse range of methods utilised by lecturers. A significant number of lecturers highlighted contrastive analysis as an effective teaching strategy. This finding aligns with Archer and Hughes (2010), who emphasised the importance of explicit instruction that compares L1 and English structures to clarify differences. Many lecturers reported using visual aids, such as charts and diagrams, to enhance understanding of adjective order. This approach is supported by Garcia-Varela et al. (2025), who noted that visual learning tools can be particularly effective in clarifying complex grammatical concepts. While there was a consensus on the effectiveness of contrastive analysis, lecturers varied in their preferred instructional methods. Some favoured interactive, student-centred activities, while others leaned toward more traditional, teacher-led instruction. This reflects the findings of Lavrenteva and Orland-Barak (2022), which highlighted diverse teaching styles among EFL educators. The extent to which lecturers incorporated discussions of L1 structures into their teaching varied. Some educators actively encouraged students to draw comparisons with their L1, while others minimised such references. This aligns with Littlewood and Yu (2011), who suggested that excessive reliance on L1 can lead to confusion, whereas others argue that it can be used strategically to enhance understanding. These insights highlight the need for context-sensitive approaches in EFL instruction and underscore the importance of professional development that accommodates diverse teaching perspectives. By understanding these dynamics, educators can better support their students in mastering English adjective order, ultimately enhancing their language proficiency.

CONCLUSION

This study has provided valuable insights into the influence of first language (L1) on the acquisition of English adjective order among EFL learners, revealing several significant findings that differ from previous research results. One of the most important findings of this study is the specific impact of various L1 structures on learners' understanding of English adjective order. Unlike previous research that often generalised L1 influence across broader grammatical categories, this study pinpointed distinct patterns of error associated with specific L1s. For instance, learners from languages with different adjective placement rules exhibited unique challenges that were not adequately addressed in existing literature. This nuanced understanding underscores the importance of considering the specific linguistic backgrounds of learners when examining L1 influence. The research contributes to the field by introducing the concept of Adaptive Language Instruction. This concept emphasises the integration of L1 knowledge into EFL teaching strategies, allowing educators to tailor their approaches based on

the linguistic characteristics of their students. The study highlights how educators can effectively address the challenges posed by L1 interference by employing methods such as contrastive analysis and contextualised practice. This contribution enriches academic discourse and provides practical frameworks for enhancing instructional practices in diverse EFL contexts. While this study offers valuable insights, it is essential to acknowledge its limitations. The research primarily focused on a specific group of EFL learners, which may limit the generalizability of the findings. Additionally, the study did not explore the long-term effects of the proposed instructional strategies on language acquisition, leaving a gap in understanding their sustained impact. Future research should expand the investigation scope by including a broader range of L1 backgrounds and examining their influence on various aspects of English grammar beyond adjective order.

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