

Influence of L1 Literacy in Learning L2 on The Students of Secondary Level in Bangladesh

Muhammed Rubayet

Student ID – 09303008

Department of English and Humanities

Dec 13 , 2012



BRAC University

**Influence Of L1 Literacy In Learning L2 On The
Students Of Secondary Level In Bangadesh**

A thesis

**Submitted to the Department of English and Humanities
Of BRAC University**

By

Muhammed Rubayet

Student ID:09303008

**In partial fulfillment of the Requirrement for the Degree Of
Bachelor of Arts in English**

December 2012

**This paper is dedicated to all my teachers for their
valuable guidance throughout my academic career**

ACKNOWLEDGEMENT

My foremost thanks to Almighty for allowing me to successfully complete my research. I express my sincere gratitude to my supervisor Ms. Mahmuda Akhter for her invaluable advices and guidance. Without her help, it would not have been possible for me to complete this research. I would also like to thank to all the faculty members of the Department of English and Humanities (ENH) for whom I have learnt a lot of things which helped me a lot during the thesis writing period. Last, but not the least, would like to thank my mother, whose appreciation cannot be expressed in mere words.

Muhammed Rubayet

Student ID:09303008

December 13, 2012

Abstract

The research attempts to find out which methods does show that L1 literacy actually helps to promote L2 literacy. The focus of the study would be writing as there are not much works available in writing. Moreover, writing plays vital role in determining both L1 and L2 literacy. Both the students' and teachers' opinions are important for the second language learning. The study of this paper is whether second language learners and teachers are benefitted through L1 in the process of second language learning and teaching (L2). To find whether L1 literacy does influence L2 , a survey was conducted in five Bangla Medium schools where questions related to the literacy skills were asked. These questions were prepared on the basis of the Central Research Questions. The survey included 150 students and five teachers. For accuracy of calculation, the number of students from each school are limited to 30. After analyzing the findings of the study, it was found that L1 literacy actually contributes to L2 literacy. The students and teachers believe that instructions given on both Bangla and English helps the L1 learners to understand the directives of the target language. Therefore, it affects our language learning.

Table of content

Acknowledgement.....	iv
Abstract.....	v
Chapter :1INTRODUCTION.....	1 - 6
1.1- Introduction.....	1- 2
1.2 - Problem Statement.....	2 - 3
1.3 - Purpose of the study.....	3- 4
1.4 - Central Research Questions.....	4
1.5 -Delimitation.....	5
1.6 - Limitation.....	5
1.7 - Operational Definitions.....	5 - 6
Chapter :2 LITERATURE REVIEW.....	7 - 18
2.1 Education system in Bangladesh.....	7
2.2 Reasons for using mother tongue.....	7 - 9
2.3 Effect of Grammar Translation Method (GTM) on the learners.....	9 - 12
2.4 Effect of Audio Lingualism on the learners.....	12 - 14
2.5 Definition of Literacy, factors affecting literacy and different examples of the concept of the L1 literacy influence in L2 writing.....	14 - 16
2.6 ffect of Contrastive Analysis Hypothesis (CAH) on the learners.....	16 - 18

Chapter: 3 RESEARCH METHODOLOGY..... 19 - 24

3.0 Introduction.....19

3.1 Research Design..... 19 - 20

3.2 Theoretical Framework..... 20

3.3 Sampling..... 21

3.4 Setting..... 21

3.5 Instrumentation.....22

3.6 Data Collection Procedure..... 23

3.7 Data Analysis Procedure..... 23

3.8 Obstacles encountered..... 24

Chapter: 4 Findings and Discussion..... 25 - 35

4.0 Introduction..... 25

4.1 Result from the students' survey..... 26 - 29

4.2 Result from the teachers' survey..... 29 - 35

Chapter: 5 Conclusion..... 36 - 40

5.0 Introduction..... 36

5.1 Summary of the findings..... 36- 37

5.2 Contribution to the research..... 37 - 38

5.3 Practical Implications.....	38
5.4 Recommendations.....	39
5.5 Further studies.....	40
5.6 Conclusion.....	40
References.....	41 - 42
Appendix.....	43 - 46
Appendix 1 (Students 'Questionnaire).....	43 – 44
Appendix 2 (Teachers' Questionnaire).....	45 - 46

CHAPTER 1: INTRODUCTION

1.0. Introduction:

Lightbown and Spada (2006:30) mention “All second language learners, regardless of age, have already acquired at least one language”. This shows that we already know one language which is usually our mother tongue (L1). Moreover, Lightbown and Spada (2006:30) portray that previous language knowledge can be benefit as the learners can use their first language learning into their second language learning. The explicit knowledge of the first language learning would always contribute to the formation of the second language. The use of L1 can be used to teach L2. Moreover, Bell (1995:687) describes the relationship between L1 and L2 is correlational. This is because there are some similarities in structure and some other relevant ways which ultimately creates the atmosphere of having a relation amongst them. Bell (1995:690) explains that the literate learners of ESL classrooms finds it comfortable and familiar while doing classes in L1 which ultimately helped to learn L2. Moreover, Bell discusses that children who have had the opportunity to develop their native language besides the target language (English) are actually doing better in their English rather than the students of the native medium students This is the reason that Bangla medium students are doing better than English Medium students in case of using the target language, English for the researcher’s country. In addition, Scott and Fuente (2008:100) mentions that the teachers are responsible for bringing about the maximum use of the target language .However, the above idea can be assessed during

the data collection stage to assure whether the above idea is suitable or it needs more improvement. Lally (2000:73) mentions about the causes of lack of writing in L2 classrooms. Lally (2000:73) mentions "One cause of this paucity of knowledge is the simple lack of attention paid to writing skills in the L2 classroom". Since, the issue of L1 interference is not that taken into serious consideration, the researcher have felt to carry his respective research on this particular topic. In addition, Lightbown and Spada (2006:34) discusses about the Contrastive Analysis Hypothesis (CAH) which also agrees with the fact that the native learner can learn easily the target language where the first language and the target language are similar. The research would actually focus on the similarities and how the structural similarities of the language elements of L1 can lead to the development of the L2 learning. In addition, the practical application of the usage of the above matter can be assessed by the field level study that will be conducted accordingly as a part of the research. Furthermore, Scott and Fuente (2008:103) mention "L1 use is a normal psycholinguistic process that facilitates L2 production and allows the learners both to initiate and sustain verbal interaction with one another". The (L1) users when learns to interact initially in the target language (L2) try to continue their conversation for a fair amount of time which shows that they are adapting to the target language. Hence, the speaking skills can actually lead to the development of other skills such as writing as both of them falls under the category of productive skills.

INFLUENCE OF L1 LITERACY IN LEARNING L2

1.1. Problem Statement:

As Lally (2000:73) mentions “For many foreign language teachers writing has been traditionally viewed as written – down speech”. From the above quotation, we can understand that writing is related to speaking and hence thought to be improved with speaking. However it does not take place in reality. In addition, Bell (1995:687) depicts that most of the English as second language (ESL) teachers agrees with the fact that learners who are literate in their native language make a better performance. Therefore, it shows that the effectiveness of using the L1 in L2. Therefore, Cook (as cited in Scott and Fuente, 2008:101) describe that “L1 may serve as a useful purpose in FL teaching, particularly in the task-based learning approaches”. The teachers of the Bangla Medium schools can arrange such activities such as role playing, check their understanding of English with the peers. It is important to study about the writing process that is not touched as compared to the other three skills. Moreover; it deals with Bangla Medium students who need the help of Bangla to learn English. Since, the use of the target language is not extensively used in the classrooms, they (the Bangla Medium students) with the help of L1 (Bengali) can be taught L2 (English) effectively. The aspects of their writing can be checked and the areas lacking can be found out.

1.2. Purpose of the study:

The students of the L2 can actually benefit from the L1 learning. In case of writing, a lack of attention exists for a long time. It carries a significance of importance as a skill

INFLUENCE OF L1 LITERACY IN LEARNING L2

like all the other three literacy skills for language learning. Therefore, more research regarding writing needs to be done in order to bring out a productive method to promote both L1 and L2 literacy. It can create an impact on both the students and the teachers. The teachers are the ones to use the native language (L1) to teach the 4 target language (L2) that are ultimately going to affect the students. They may feel comfortable and confident to use the native language in order to teach the target language. When the teacher is confident, students also feel motivated and develop an interest to learn from the respective teacher since he/she has the proper knowledge. Moreover, it may create more flexibility amongst the teacher since they can always make a better communication in their mother tongue. As a result, more communication takes place between the teacher and the students which ultimately leads to effective language learning in the respective classroom. In addition, the repetitive drillings helps the student to acquire the target language at a much faster speed.

1.3. Central Research Questions:

- (a) What does L2 literacy mean to the Bengali Medium students and teachers?
- (b) What does L1 literacy mean to the Bengali Medium students and teachers?
- (c) The way, the Bengali Medium students are taught Bengali are they taught English in the same way?
- d) Does the concept of the L1 literacy influence in L2 writing?

1.4. Delimitation

Bangla Medium students of class nine would be the target group of the research. Their L2 writing abilities are to be examined.

1.5. Limitation

Bell (1995:690) mentions that the literate performance is generally evaluated through specific school based tasks such as cloze exercises or composition writing. Therefore, the other areas of writing may not be included in the survey due to unavoidable circumstances and lack of other facilities. Since, the place of interview would be in a formal place, their informal writing; another important part of writing cannot be assessed. Furthermore, the class time is short and it would be difficult for the students to write a full composition or narrated writing. In addition, since the researcher's time could not be matched with that of the teachers, not all wanted information from the teachers could be collected.

1.6. Operational Definitions

(i) Grammar Translation Method (GTM): It is a method where students are taught the target language with the help of the first language. The similarity in grammatical patterns helps the learners to easily translate from the first language to grammatical patterns helps the learners to easily translate from the first language to

INFLUENCE OF L1 LITERACY IN LEARNING L2

second language (Freeman , 2000: 11).

(ii) Audio-Lingualism (ALM): The objective of the audio-lingual method is accurate pronunciation and grammar, ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns.

(Freeman, 2000:35).

(iii) Imitation: Repetition of someone's word to word utterances while uttering the whole or part of the sentence.

(Lightbown and Spada, 2006:10).

(v) Innatism: Innatism is a linguistic concept which shows that the learner has already been programmed with some language learning information.

(Lightbown and Spada, 2006:26).

vi) Contrastive Hypothesis Analysis (CAH): It is the study, which illustrates the fact that the learner can easily learn when the native language and the target language are similar in their nature. However, they may face difficulty whenever the target

language and the native language are different.(Lightbown and Spada, 2006:34).

(vii) Critical Period Hypothesis (CPH): It studies the fact that human beings are responsive to certain types of knowledge and skill (input) at particular time of life (Lightbown and Spada, 2006:17).

CHAPTER 2: LITERATURE REVIEW

2.1. Education system in Bangladesh:

Rahman, Hamzah, Meerah and Rahman (2010:115) explain that the Education system of Bangladesh has been categorized into three stages-Primary, Secondary and Tertiary. They describe Primary school is a 5 year cycle when secondary education is a 7 year education. The seven years of the secondary education is divided into 3 years of junior secondary, 2 years of secondary and 2 years of higher secondary. Madrasah level is another level which attracts students both from primary and secondary level.

Secondary education is the focus of the study of my research. Rahman et al (2010:115) describes another stream of education includes that has been designed after the British model system, known as 'English Medium'. Hence, the system of English medium and Bangla Medium students are different in terms of syllabus and language learning system operating legitimately at the same time in Bangladesh (*ibid*). Moreover, Rahman et al (2010:121) illustrates the fact that the major concern at the school level has shifted its focus from quantity to quality in terms of English language teaching. This shows that English language teaching should be focused and modernized and worked in order to make significant qualitative improvements.

2.2. Reasons for using mother tongue:

Harmer (2001:131) explains that the students use mother tongue as they cannot produce the proper linguistics required in the process of using the target language.

INFLUENCE OF L1 LITERACY IN LEARNING L2

Since, the required procedures are not well known, the students prefer communicating in the mother tongue. In addition, Harmer (2001:131) describes the usage of mother tongue is a natural happening. Before producing a sentence in the target language, the students would try to connect it with the familiar linguistics. Therefore, the use of the mother tongue can help in bringing out helpful solutions as a result and thus has a positive effect in the case of the native students in case of learning the target language. In addition, Cummins (as cited in Bell, 1995:688) portrays that the language skills developed in one language can be comfortably transferred to other language given on adequate exposure to L2. When the emphasis is given on the target language, using the mother tongue as well, there is a balanced learning (*ibid*). However, the change of literacy can be also problematic. Bell (1995:692) describes a study related to an English native student learning Cantonese. While learning Chinese, the student thought about the process he was taught while he learnt English and tried to apply it mainly unconsciously. However, in reality this created severe trouble in the overall learning process. As a result, it makes the process more complicated and demotivating for the students. In addition, Lightbown & Spada (2006:187) describes that the assumption of learners' partial similarity between the first and second language make the learning process of the target language more complicated. As a result the students find it difficult to get rid of this problem. This becomes more evident when the students are regularly in contact with the similar sort of people (*ibid*). In addition, Anton and D Camilla (as cited in Scotte and Fuente, 2008: 101) mention "the learners use their L1 to externalize their inner speech during a writing task". When the native students try to write in the target language, they go

through a natural way of thinking in the L1. As a result, when they are done thinking in the native language, the L2 learning becomes much more convenient for the learners who are expected to learn a new language (L2), which is English in this case. In addition, Harmer (2001:131) explains that the mother tongue usage in the class by the teacher makes the students comfortable as well. Furthermore, Freeman (2000:18) mentions that the learners, most of the time use the native language in the class. This makes the students more dependent in the native language and the learning of the target language becomes a serious threat for such students. This is a kind of behavior that the teachers of our country should be aware as it is from them that the students would ultimately learn.

2.3. Effect of Grammar Translation Method (GTM) on the learners:

Freeman (2004:15) mentions one the principle of the Grammar Translation Method (GTM) “If students can translate from one language to another language, they are considered successful language learners”. The students can translate properly from Bangla to English as per the Grammar Translation Method (GTM), which ultimately leads to the achievement for the native language learners. Moreover, Lightbown and Spada (2006:34) explained how the similarities of L1 can contribute to L2 learning for the native students. When the students use their experiences of the first language learning into the second language learning, the target language can be learnt easily (*ibid*). Moreover, Freeman (2004:17) mentions that “verb conjugations and other grammatical paradigms should be committed to memory”. Since, students memorize

INFLUENCE OF L1 LITERACY IN LEARNING L2

the words and vocabularies; they can quickly make the translation and make a faster learning of the target language. This also helps the teacher to concentrate on other language areas that requires further development. In addition, Richards and Rodgers (1994:6) explain that the instructions are given in the students' native language when Grammar Translation Method (GTM) is used in the classroom. This helps them to understand the new language items and by comparing both of the areas of similarities the students can actually acquire the target language. Furthermore, Mace-Matluck (as cited in Rodgers, 1982) concludes that a bilingual instruction is more effective for the native students in comparison to only English instruction. When the instructions are given in both the languages, it actually makes it easier for the native students to understand and respond accordingly. In this case, the native students would understand and respond accordingly. In this case, the native students understand the instructions first in their native language and then translate it into the second language. Therefore, the learning is boosted up which is economical for both the students and the teachers as the stress is minimized. The teacher does not need to repeat the instructions nor explain them as the rate of understanding takes place on a faster pace.

However, according to Freeman (2000:16), less attention is given to speaking and listening and no attention at all to pronunciation when we use Grammar Translation Method (GTM). The lack of practice of listening would develop neither speaking nor writing skills. Moreover, listening helps the learners to build the primary foundation of source of learning (*ibid*). Moreover, when pronunciation is merely given emphasis, the

INFLUENCE OF L1 LITERACY IN LEARNING L2

speaking skill would not develop accordingly. When the learner cannot speak, it would naturally affect their writing in the target language. However, such lacking in the students would prevent them from being successful learners. In addition, Cook (2010:218) explains that translation prevents the learners from the smooth advancement of language learning. When one language is translated into another language, the flow is broken as mother tongue is being used to teach the target language. Lightbown and Spada (2006:17) mention "Beyond those 'critical periods', it is either difficult or impossible to acquire those abilities". The students cannot acquire a foreign language after a certain age since their brain loses its capacity after a certain period of time. Lightbown and Spada (2006:17) refers to 'childhood time' as the ideal time for any language learning when they describes about Critical Period Hypothesis (CPH). Hence, the students have to be taught as much language as required from an early stage where or else it may be problematic for them to interpret the information at a later point of time. Moreover, Lightbown and Spada (2006:73) mention it is the children and not adults, who receive the most quantitative and qualitative output in school and playing settings. This is another reason that shows that early learning is beneficial for the L1 learners to make an effective learning and promoting the L2 literacy in its appropriate manner. However, other relevant researches provide significant evidence against the Critical Period Hypothesis (CPH). In 1978 Catherine Snow and Marian Hoefnagel-Hohle (as cited in Lightbown and Spada, 2006:72) carried out a research on a group of English native speakers learning Dutch as a second language. Participants were primarily tested within the first six months of their advent in Holland in an environment where Dutch is the only used medium of interaction in day to day life. They were tested twice more on particular vacation at four or five months intermissions. It

INFLUENCE OF L1 LITERACY IN LEARNING L2

was found, from the study that adolescences and adults learnt at a faster rather than children on their initial months of learning Dutch. In this research, we can see that it is adolescents, and not children, which provides a practical proof of the fact against Critical Period Hypothesis (CPH). It shows that foreign language learning can take place at a more advanced age level, when the age level of language learning is not limited to child level. Furthermore, Freeman (2000:17) describes that verb conjugations and grammar setup should be committed to memory. However, problems can arise when students forget which might have higher probability. There is no solution mentioned in the above case (*ibid*). In addition, Freeman (2000:19) discusses that the interaction is mostly from teacher to student. This leaves us with the assumption that there is no student initiation and no student interactions in the classroom. As a result, when there is no interaction concerning the students present in class, the transfer of literacy remains a question. Furthermore, Freeman (2000:16) depicts the fact that the teacher is the authoritarian figure in the classroom. If the teacher chooses another student or answers him/ herself when one student fails it creates discrimination amongst the students. Hence, the previous student suffers from serious disappointment which ultimately leads to no productive output. When there is no encouragement, the student would lose interest and thus the overall process of language learning is hampered only for one of the teacher's behavior. Besides, Freeman (2000:19) explains that students mostly use the native language in the classroom.

2.4. Effect of Audio Lingualism on the learners:

As Hockett (as cited in Richards and Rodgers, 2002:52) mentions one of the important factors of the Audio Lingual method as "They require drill, drill and more drill, and only

INFLUENCE OF L1 LITERACY IN LEARNING L2

enough vocabulary to make such drills possible” .When the teachers repeat the words in both the languages repeatedly, the students’ language learning is facilitated. Furthermore, Freeman (2000:43) explains that repetition leads to a strong habit which ultimately leads to effective language learning. When the teacher and the students both practice repetition together in the class, it creates habitual learning for the students. This habit of repeating the words in both the languages ultimately helps them to minimize their error which leads to greater language learning efficiency. This repetition makes the students tend to grow. In addition, Freeman (2000:43) explains the positive effect of the reinforcement. Whenever a student is given a good remark, the student develops an urge to answer correctly which significantly affects students’ literacy in L1 as well as L2. This is because the positive feedback always motivates students to learn more and learn correctly (*ibid*).Richards and Rodgers (2001:57) discusses that explanation of rules are not given to students until they have practiced in different contexts and achieved to have a clear understanding of the analogies that are involved .This shows that the grammar teaching is more inductive rather than deductive as it involves drilling. The repetition does contribute to the edge of successful analogy as whenever a word or sentence is repeated; the user gets used to it and thus it enables them to draw a more accurate line of analogy. However; the method has disadvantages as well. According to Freeman (2000:43), the students should answer quickly without stopping to think. Since the class would contain students of different capacity level, the native language students with a comparative lower capacity would not be able to cope with the given situation. This would lead to ill motivated classroom and an in balance in the overall lesson procedure.

Therefore, it may create a problem for the slow second language learners.

2.5. Definition of literacy, factors affecting literacy and influence of L1 in L2 literacy.

Roberts (1994:2) explain that the meaning of literacy means to read and write in a language. The students of the secondary level are expected to be literate learners in Bangla if we consider the case of literacy in our country. Moreover Roberts (1994:2) depict literacy, in the twentieth century would be seen as interpersonal skill that has been importantly dealt issue in the Audio-Lingual method. As a result the first language learners and the target language learners can make effectively communicate with each other. This shows that the transfer of literacy is possible and can make a positive impact on the language learners. Moreover, Roberts (1994:2) discuss that the close definition of functional literacy is the literacy that is determined by a particular set of functions that has to take place in terms of measuring literacy. However, the definition of literacy has been written in a poor way as it would be really challenging to specify the functions that are required by each and every member of the society. Roberts (1994:2) describes about the two cases in Vietnam. He mentions about two groups, one control group and another experimental group. The first were taught reading in first L1 and later L2. On the other hand, the later being taught in L2. Roberts (1994:2) explains that in eleven of the groups, the experimental groups were more successful than in L2 reading rather than the control. This shows that the transfer of the native language into the target language is possible as it has been practically studied. On the other hand, the direct use of L2 is not as successful like the previous. In addition, the environment was a key factor as students if given to explore, can find out themselves about the language elements in both the target language and the mother language. In case of the control group, the students lack interest and motivation

INFLUENCE OF L1 LITERACY IN LEARNING L2

which leads to such productive result. Roberts (1994:2) explains literacy is related with high cultural setting, hence part of the classical method. It shows that literate people represented high cultural positions in the society at that time. However, Roberts (1994:2) explores that in the twentieth century literacy is mostly considered as the interpersonal skill. In the later, literate people are equipped with the skills to make effective communication which shows that L1 literacy contributes to L2 literacy as the learners can communicate successfully in the target language.

However, Roberts (1994:6) describes the 'holistic approach' in order to promote literacy. It is basically writing down experience in short. The teachers write some sentences on the black board or butcher block paper. Later, the students share their writings in the classroom when the teacher gives a credulous feedback. In this case, learning is more focused on blending reading and writing skills which relates to the primary definition of literacy here in this context. However, this is helpful as the writer also illustrates the fact that the process can be used in cases of all the literacy skills.

Roberts (1994:5) explain to motivate writing in class, the teacher can arrange workshops where the teacher organizes the syllabus but the students would undertake the responsibility of arranging the information including the elements of language. This can contribute to both of the language learning as the scope of the learning is further widened.

INFLUENCE OF L1 LITERACY IN LEARNING L2

Some researchers have found evidence of learners' sensitivity in the case of distance of the languages. In a revealing study, Hakan Ringbom (as cited in Lightbown and Spada, 2006:94) found that the interference errors made in English by both Swedish-Finish were parallel to Swedish, not Finnish. This is because Swedish and English are closer languages and the similarities are very close. This is the reason that the students did make the errors. However, Hakan Ringbom (as cited in Lightbown and Spada, 2006:94) discusses that Finnish, on the other hand belongs to a different family of language, which was minimally used by the native speakers of either Swedish or Finnish. In this study, it shows that when the languages are distant from one another or has a strong degree of difference, the learners are reluctant to use the language. Therefore, the transfer of literacy from L1 to L2 might not take place as smoothly as we primarily think it to be. Roberts (1994:5) explains that dual language programs for language minority and language majority of the students. In both the cases, the first language can be helpful to learn the target language. It is because the first languages are well known for the learners. Moreover, it creates the dignity in the minds of the learners which gives a primary boost to the target language learners. However, Roberts (1994:5) discusses this can create problem for areas where there are few nonnative speakers and where there is no public or educational support. In the above case, since there is lack of few nonnative speakers, L1 teaching cannot take place. As a result, direct L2 learning has to be facilitated.

2.6. Effect of Contrastive Analysis Hypothesis (CAH) on the learners:

Lightbown and Spada (2006:34) portray that where the first language and the target language are similar, the learners can learn the structure of the target language easily. In case of differences, learners should have difficulty. The languages, which have structural similarity, can cause a positive effect on both the students and the teachers as they can have a clear understanding of the language units. However every process does have some flaws and CAH is not out of it. In addition, Lightbown and Spada (2006:34) portray the fact that when the first language and the target languages are different, the simpler structure remains the same for the language of different backgrounds. This is logical or else so many people speaking in different languages so fast would not be seen (*ibid*). Lightbown and Spada (2006:34) explain that learners do not commit all the mistakes that are predicted by CAH. This is because the errors are not anticipated on the basis of the first language. In addition, Cook (2010:216) discusses that rather being dependent in one of the language system; bilingual program would facilitate more in terms of success for the second language learners. This is because the bilingual program includes the ability to know explicitly the two languages, find similarities and differences. The learning makes use of both the languages without losing one's own identity which amplifies the rate of success for both the learners of the native language and the target language.

However, there are certain studies which do not show a positive picture of Contrastive Analysis Hypothesis (CAH) as well. Pica (1984: 692) discusses languages where there is a slight difference causes more difficulty than the language

INFLUENCE OF L1 LITERACY IN LEARNING L2

where there is substantial differentiation. Buteau (as cited in Pica, 1984:692) discusses that the speakers of English had difficulty in learning French, which is more similar to the structure of French. Even though the languages are similar in terms of their structure, the learners faced difficulty. Fatman (as cited in Pica, 1984: 692) later explains that the most correctly formed morphemes, where subjects alike native language structures were similar to or different in English. In addition, the regular past verb and the third person singular verb inflections were formed with less expertise (*ibid*). Henceforth, it shows that CAH would be only applicable preferably in case of languages where there is trivial difference. In case of slightly differently language, the process would not work.

CHAPTER 3: RESEARCH METHODOLOGY

3.0. Introduction:

Since the topic of the research is based on the relation of L1 usage in L2 writing, the researcher would conduct a survey of the class nine students of some of the Bangla Medium schools. The students would be asked to fill up questionnaires which would contain both close and open ended questions. In the first section, Section-A students has to choose their opinion and express them by putting a tick mark on one of the four boxes. In the later section, section B, the students would be given some multiple type questions and they would express their opinion by ticking on their preferred boxes. Since the questionnaires are made for the students, it has to be a traditional classroom setting where students would sit in benches. The teachers' oral interview comes after the students. It would be taken on the teacher's room where the teachers would be asked some questions and they would have to comment on them which would be absolutely based on their own opinions.

3.1. Research Design:

The researcher would conduct a survey with the help of a questionnaire for the students and an interview of the teachers based on the research related questions. The student's part would be quantitative since the questionnaire would be designed on a way where students would express their opinion by putting a tick mark on a specific box which would have a criteria of ranking. In case of the teacher's portion, it would qualitative since different teachers' opinion from different schools would be discussed and evaluated. It would be further seen if any qualitative improvements can be made

and would be kept as a guideline for those who are going to work next on this matter on Bangla Medium writing where less work has been made. As per the thesis topic, he would be conducting my survey in some of the Bangla Medium schools which includes students of particularly class nine.

3.2. Theoretical Framework:

Since the topic is based on the influence of L1 in L2 writing, researcher would conduct school surveys to find out some information regarding the mentioned topic. My survey, as earlier mentioned contains a survey amongst the students and the teachers that includes questionnaires and interviews. Moreover, my focus group is class nine students of Bangla Medium Students. According to Cummins and Swains (as cited in Bell, 1995: 688) 'The main proponent of the common underlying proficiency model, claims that "concepts developed in L1 can be easily transferred to L2". As Bangladeshis, it would be easy for the students and the teachers to learn and teach English through translation from Bangla instead of directly teaching the language that is not practiced widely in the schools from the beginning. In addition, the Audio lingual method, known as (ALM) can also come handy as theoretical support of my thesis. Richards and Rodgers (2001:57) mention 'Foreign language learning is basically a process of mechanical habit formation'. When the words and sentences of the target languages are going to be repeatedly used along with the first language, the learners can learn the target language successfully. Moreover, the chances of making mistakes are also minimized as the students, after repeating the words and the sentences or several times are not usually expected to make mistakes.

3.3. Sampling:

The research that the research is currently working is how we can incorporate the language writing (L1) to teach the target language (L2) writing. The researcher would conduct a survey in the Bangla Medium schools amongst the students and interview the respected teachers. The schools are chosen randomly. A total of 150 students and 5 teachers participate in the questionnaire survey of this research. The students would have to fill up some questionnaires where options for both open ended and close ended would be available. The teachers' part includes an oral interview session where some relevant questions about my thesis topic would be asked and their comments are to be assessed later. Since, these are going to take place in a school classroom; the settings would be traditional classrooms with a table, chairs and a blackboard. I have randomly selected the schools and after getting assurance from the respected school authorities began to carry my work ahead.

3.4. Setting:

Since the survey deals with school students, there would a traditional classroom setting with a table, chairs or benches and a blackboard. The student questionnaires would be taken in a classroom. Therefore, the setting would be a formal setting. In case of the teacher's interview, it would have to be carried out in his/her office setting. In case of the teachers' interview, it would have to be carried out in his office room after the end of the class. It even includes an office room, where formality is the mode of interaction.

3.5. Instrumentation:

Since, questionnaires for students and question papers for teachers' would-be used, pen and paper are to be used. Moreover, the teachers' interview would be recorded on mobile phone, so one mobile phone would be used as an instrument. However no video cameras would be required since only audio recording would fulfill the purpose of my work. Student's questionnaire questions are made in accordance with the central research questions. The numbers of items (section A) of the Students' Questionnaire Questions that are related to Central Research Question numbers are as follows: Item number 2, 3 and 6 are related to Central Research Question 1.4 (a). Item no 1, 4 and 5 is related to Central Research Question number 1.4 (b). The number of items (Section- B) of the Questionnaire Questions that are related to Central Research Question numbers are as follows: Item no 1, 3 and 4 is related to Central Research Question 1.4 (a). Item no 2 is related to Central Research Question 1.4 (b).

The numbers of items of the Teachers' Questionnaire Questions that are related to Central Research Question numbers are as follows:

Question number 1 is related to Central Research Question no 1.4 (b). Question no 2 is related to Central Research Question no 1.4 (a). Question no 3 and 6 is related to Central Research Question no 1.4 (c). Question no 4, 5, 7, 8, 9 and 10 are related to Central Research no 1.4 (d).

3.6. Data Collection Procedure:

Firstly, the researcher personally contacted some of the Bangla Medium schools as they are the target group of his studies. Later after taking a recommendation letter from my respected supervisor, the authorities allowed me to conduct my survey in their individual campuses. Later, on designated dates, went to the respective campuses and carried out surveys.

3.7. Data Analysis Procedure:

The researcher has divided the survey into two parts. One is for the students and the other one is for the teachers. For the student's part, it would have questionnaires where students put yes or no. On the other hand, the teacher's part involves interviews on some related issues of my thesis. It would be seen in the students' case, from the closed questionnaire parts, whether majority of the students think that the use of the native language teaching (L1) does participate in the target language teaching (L2). The open ended part becomes helpful to focus on the areas that need changes. As a result, the students' opinions may vary but would also have some similarities and ideas of improvement that can ultimately contribute significantly to the future developments of language learning curriculum in the practical sector.

3.8. Obstacles encountered:

Getting permission to conduct survey in schools is a difficult issue for the researcher. Personal contacts are an exception since it even requires some proceedings before letting anyone interview in schools. In this case, it was a difficult to reach the top authorities, such as the Principals who were are mostly occupied mostly in administrative works as the survey would be taking place during the month of the final exam. But after long waiting, he had managed to meet them. In addition, the teacher's reluctance in recording the oral interview made it a problem for the researcher as all the information cannot be provided be either speaking or writing which would have been possible if a mobile recorder could be used.

CHAPTER 4: FINDINGS AND DISCUSSION

4.0. Introduction:

The data obtained from students' survey contain computer typed questionnaires in English. While surveying, the students were provided the Bangla questionnaire as they were from Bangla Medium students and would have faced difficulty in understanding if it was given in English. The Questionnaire has been divided into two sections, Section-A, where there are six questions and Section-B where there are four questions. For Section, A, there are four options – strongly agree, agree, strongly disagree, disagree where students have to tick in one of them. For section –B, there are four multiple choice questions with four common options-reading, writing, listening, speaking where students has to put a tick sign in one of them. The students' part includes questionnaire and the teachers' part includes verbal interviews regarding the factors affecting both the native language (L1) and the target language (L2) literacy. The students' part would be quantitative and qualitative. The students' part would be calculated by counting with the help of tallying system in case of both Section –A and Section-B. Since the teachers' interview would contain mostly opinions, it would therefore be qualitative.

INFLUENCE OF L1 LITERACY IN LEARNING L2

4.1. Results from the student's survey

Section: A

Table for Students' Questionnaire (Class Nine)

(The calculation has been made based on a total of 150 students where 30 students is considered average for each school)

Number of item	Strongly Agree	Agree	Strongly Disagree	Disagree
1. When you write in Bangla, you give more emphasis on grammar than the content(meaning)	16 students 10.7%	42 students 28%	29 students 19.3%	65 students 43.3 %
2. When you write in English, you give more emphasis on the content (meaning) than the grammar	40 students 26.7%	48 students 32%	25 students 16.7%	37 students 24.7 %
3. You translate a sentence from Bengali to English before writing in English	13 students 8.7 %	24 students 16%	40 students 26.7 %	11 students 7.3 %
4. Instructions should be given	13 students	24 students	40 students	81 students

INFLUENCE OF L1 LITERACY IN LEARNING L2

only in English without the use of Bangla	8.7 %	16%	26.7 %	54%
5.Bilingual instructions can be more effective to learn English	82 students 54.7%	57 students 38%	5 students 3.3%	6 students 4%
6. Having the knowledge of English culture is important to know English Language	37 students 24.7 %	56 students 37.3%	22 students 14.7%	35 students 23.3%

Roberts (1994:2) explains that the proper definition of literacy is to read and write in a language. However, the above definition is just the definition; it has wider functionality and several aspects which would be included below in the data analysis section. Roberts (1994:2) further describes that literacy includes reading, writing and thinking skills. However, the literacy does follow up reading and writing skills, and adds listening and speaking skills as they form an integral part in the list of literacy skills .Hence; the researcher has carried out a survey including students and the teachers. The students' part includes questionnaire and the teachers' part includes verbal interviews regarding the factors affecting literacy in case of both the native language (L1) and the target language (L2). The students' part would be quantitative and qualitative. However, the teachers' part would be completely qualitative since the interviews would be evaluated.

Students' Questionnaire Evaluation Part (Class Nine, Five Bangla Medium Schools)

Section: A

The details of the results of students' questionnaire are given below:

In case of item 1, 16 students (10.7%) strongly agrees, 42 students (28%) students agrees, 29 students (19.3%) strongly disagrees, and 65 students (43%) disagrees with the fact that while writing in Bangla, they concentrate more on grammar rather than the meaning. This shows that majority (about 43%) of the students do not believe that grammar is more important than meaning while writing Bangla.

In case of item 2, 40 students (27%) of strongly agrees, 48 students (32%) agrees, 25 students (17%) strongly disagrees and 37 students (25%) disagrees about the fact that they concentrate more on grammar than meaning. This shows that majority (about 32%) of the student agrees with the fact that students concentrate more on the grammar rather than the meaning. Hence, the students believe that Bangla and English language learning procedures are different.

In case of item 3, strongly agrees, 62 students (41%) agree, 71 students (4%) strongly disagrees, and 11 students (7%) disagrees with the fact that students translate the full sentence into Bangla before writing the sentence in English. The ratio is higher on the

INFLUENCE OF L1 LITERACY IN LEARNING L2

agreeing side that shows that students benefit from thinking in Bangla before transferring it into English.

In case of item 4, 13 students (8.7%) students strongly agrees, 24 students (27 %) agrees, 29 students (19%) strongly disagrees and 81 students (54%) disagrees. Majority (above 54% students) disagrees with the fact that instructions given only in English would not benefit them as it would be difficult for them to understand.

In case of item 5, 82 students (55%) strongly agrees, 57 students (38%) agrees, 5 students (3%) disagrees and 6 students (4%) disagrees about the fact that bilingual instructions can lead to effective English learning. Since the students are from Bangla Medium back ground, they would understand instructions better if they are given in Bangla and then English. This also brings in a balance in the usage of both the languages.

In case of item 6, 37 students (25%) strongly agree, 56 students (37%) agrees, 22 student (15%) strongly disagrees and 35 students (23%) disagrees on the fact that knowledge of the English culture has to be known in order to learn English. 37% students strongly agrees which shows that they think cultural knowledge is also important to learn a language. (LITERACY).

INFLUENCE OF L1 LITERACY IN LEARNING L2

Section: B

Table for Students' Questionnaire (Class Nine)

(The calculation has been made based on a total of 150 students)

Number of item	Reading	Writing	Listening	Speaking
1	27 18%	18 12%	24 16%	81 54%
2	78 52%	20 13%	21 14%	31 21%
3	39 26%	10 7%	45 30%	56 37%
4	25 17%	74 49%	39 26%	12 8%

In case of item 1, 27 students (18%) voted for reading, 18 students (12%) voted for writing, 24 students (16%) and 81 students (54%). Majority (54%) thinks it is speaking that has to be learnt in order to be proficient in English. When students learn to speak in English, it gives him the ability to communicate with the native speakers. Therefore, he/she becomes proficient in English.

INFLUENCE OF L1 LITERACY IN LEARNING L2

In case of item 2, 78 students voted for reading (52%), 20 students (13%) voted for writing, 21 students (14%) voted for listening and 31 students (21%) voted for speaking.

In case of item 3, 39 students (26%) voted for reading, 10 students agrees (7%) voted for writing , 21 students (14%) voted for listening and 31 students (21%) voted for speaking. Majority (52%) of the students think reading is the skill that Students mostly need in order to be proficient in Bangla. A student if he learns to read in Bangla, he would be able to learn the other skills as well. Reading is the primary skill and which have to be learnt first. Bangla is the official language and reading in Bangla is important for the learners to be literate in their original language (L1).

In case of item 4, 25 students (17%) students voted for reading, 74 students (49%) students for writing, 39 students (26%) vote for listening and 12 students (8%) vote for speaking. According to the survey 81 students (54%) think that speaking is the most important skill to learn English. In addition, listening is also very important as learning English (the target language) takes place through hearing as the native speaker listens and tries to apply it while speaking. Reading is also important as to be literate in the target language; one has to be able to read. Ultimately, writing is left out which is actually not considered that important as a skill in case of learning English.

4.2. Results from the Teacher's Interview Discussions (Class Nine, Five Bangla Medium Schools):

The details of the discussion of the teachers' verbal interviews are given below:

In case of Question No 1, four of the five teachers agreed with the fact that L1 literacy mostly means to read and write in the native language (Bangla). However, one teacher did make a partial agreement. However, she included listening and speaking as well in her response. She thinks that all the four skills have an equal participation in the formation of L1 literacy.

In case of Question No 2, four of the five teachers agreed with the fact that L2 literacy mostly means to read and write in English. However, one teacher did make a partial agreement. However, she included listening and speaking as well in her response. She thinks that all the four skills have an equal participation in the formation L2 literacy.

In case of Question 3, all of the five respected teachers agreed to the fact that Bangla (L1 for us) helps to learn English (L2).

In case of Question 4, three of the five teachers agreed that there would be a relative understanding of grammar and vocabulary, which they believe would facilitate L2 learning through L1. One teacher mentioned that usage of Bangla would be really helpful for the weaker students to learn the target language (L2). This is because; the

INFLUENCE OF L1 LITERACY IN LEARNING L2

native comparatively low catching ability would not be able to respond to English at the same level like the native speakers.

In case of Question No 5, all of the five teachers' disagreed with the fact that English can be taught directly. They think in this way as it would be difficult for both the students and the teachers to understand all the language elements since they are not accustomed it from the beginning like the native speakers.

In case of Question No 6, three of the five teachers agreed to the fact that repetition does make a positive effect on the students' mind. They think repeating the words and sentences actually make the student to store the information in mind for a long time. In this way, the language learning does take place. One of the two teachers, who did not agree, mentioned that repetition increases the likelihood of students being independent on the native language. Another teacher mentioned that repetition can be used for smaller classes. However, he suggested that repetition should not be used for the bigger classes.

In case of Question No 7, all of the five teachers agreed to the fact that the students would be dependent in the native language, which they clarified primarily in all of their respected speeches. In addition, the expected level of usage of the target language would not be possible. The less, the target language usage, the less the

INFLUENCE OF L1 LITERACY IN LEARNING L2

learning takes place. One of the five teachers added that listening and speaking are not included in the list of skills that he thinks sums to the list of the problem. Therefore, he suggested that their importance is vital as both listening and speaking contributes significantly to the target language (L2) learning.

In case of Question No 8, one of the five teachers suggested that only English should be used in the classroom since it is the language which is ultimately taught and there is no risk of dependency if Bangla is not used. The other four teachers mentioned that there should be a fair balance between both the languages, Bangla and English. English should be given more priority which becomes an ultimate solution.

In case of Question No 9, all of the five teachers pointed out that the students become dependent on the native language as the most common problem in case of using Bangla in class (GTM method). One teacher has further added that that GTM does emphasis on reading and writing. However, they ignore listening and speaking which they claim would cause a partial communication. In addition, another teacher, from another respected school mentioned that the method causes demotivation to the native students. When Bangla is being frequently used by both the teachers and the students in the classroom, students do not anymore feel the urge to speak in English. Therefore, he suggested that Bangla be used by teacher when necessary, otherwise not to be used at all. The habit of talking unnecessary in Bangla, by the teachers have to be controlled and monitored strictly by the administrative authorities.

INFLUENCE OF L1 LITERACY IN LEARNING L2

In case of Question No 10, two of the five teachers mentioned that the native language with proper syntax and semantics should be learnt first as a suggestion to how L1 can be used to improve L2 learning in classroom. The above factors would be also included in their own plans whenever the appropriate opportunity comes. Another teacher suggested that Bangla can be used initially but later deleted day by day in case of teaching with the help of L1. This is because, when in bigger class, the students should use less Bangla as it would become a habit. For smaller class it would be acceptable as it is the learning period. The rest of the two teachers advised that Bangla (L1) should be used to teach the target language (L2) as a motivating element. However, the priority should be given on the target language which is English.

Most of the teachers believe that the native language (Bangla) helps to learn English as the native students understand better if primarily explained in native language. This is because English is a new language for the people of Bangladesh and when teacher explain in Bangla, the learning becomes more effective. However, and it must have to be kept in mind that main emphasis (focus) should be given mostly on English (L2). When Bangla is used in some of the situations, it lifts up the student's motivation on the language learning. However, the teachers strongly suggested that the target language (English) should be given more priority. This is important as the focus has to be given mainly in English which is the ultimate output for the language learners. Therefore, both students and teachers should develop a behavior that intends to make a balance while using mother tongue in the classroom.

CHAPTER 5: CONCLUSION

5.0. Introduction

Roberts (1994:1) mentions that the matter of literacy is an important study for nonnative English learners, bilingual education (BE) practitioners and teaching mentors. Most of the research works on literacy are concerned about L1 and L2. The survey includes students' questionnaire and teacher's oral interviews that has given a more practical outcome of both the literacies for the Bangla Medium students. Now the question comes does L1 literacy influences L2 literacy. Now, it would be discussed in brief that how L1 does influence L2 literacy.

5.1. Summary of the findings:

The students' survey shows that Bangla and English are learnt differently on certain areas in terms of concentration on grammar and meaning and the priority of learning skills concerning literacy varies to a certain extent. Therefore, the learning cannot be expected to be similar which might be problematic for the native students. Moreover, most of the students have agreed to the fact that thinking first in Bangla, and later translating it into English leads to effective language learning. Therefore, majority (55%) of the students agreed to the fact that bilingual instruction would lead to successful English learning. It is effective since the students, from Bangla Medium background would naturally understand better if explained in Bangla rather than English. In addition, 37% of the students think that cultural knowledge is important

INFLUENCE OF L1 LITERACY IN LEARNING L2

as they think that cultural knowledge is related to language learning. They believe that having cultural knowledge would help the first language language learners to understand the cultural context of a country which actually helps to learn the target language .The students also suggested that listening is the skill that has to be learnt first for the second language learners of English. It is through listening that the learners get to know the usage of the target language. The more the listening the more the language learning takes place for the learners.

In case of the teacher's feedback, most of the teachers agreed that reading and writing mostly determined literacy in cases of both L1 and L2. However, one teacher thinks that listening and speaking also contributes to literacy. Moreover, they think the native language helps to learn the target language as students would understand better as they have been taught Bangla from the beginning. However, they mentioned that English has to be given much attention as it is the target language that has to be learnt. Some of them have also mentioned that using Bangla too often in class can contribute to dependency which can create difficulty for the native learners in both, short and long term.

5.2. Contribution to the research:

The research contains opinions from students and teachers of different Bangla Medium schools of class nine of Dhaka. Their suggestions related using the native language, Bangla (L1) to teach the target language, English for our country (L2)

INFLUENCE OF L1 LITERACY IN LEARNING L2

would ensure a greater solidarity of the language learning. It would act as a guideline for both the students and teachers, who are involved in the overall process of learning English as a second language. This is important as the students and the teachers from their experience and knowledge have come to learn, therefore their suggestions would be really helpful through using the Grammar Translation Method (GTM), Audio-lingual Method (ALM).

5.3. Practical Implications:

Since the research is based on questionnaire students dealt with the priority of skills in case of learning the native language (L1) and the target language (L2). The skills would give the students and the teacher of the respected schools to more carefully design their academic planners in order to promote the learning of English through Bangla. They would now be concerned to where and when to teach the skills. Moreover, the teachers would be aware of the fact that they should not be using Bangla frequently in the classroom as it might make the students become dependable. In addition, the Audio-Lingual Method (ALM) illustrates that repetition, which enables the students the habit to memorize through repetition. As a result it would affect L1 and L2 writing. Moreover, when the students are given instructions in Bangla, the students would find it easier to interpret the instructions and respond accordingly. This would be one of the most effective outputs in the practical arena of the language teaching curriculum.

5.4. Recommendations:

The researcher would personally recommend and agree to the fact all the Bangla Medium Institutions in our country should use Bangla (L1) to teach English (L2) since the students are mostly from Bangla Medium students. However, they should concentrate more on English rather than Bangla. As a result the students and the teachers would be independent in learning English as a second language. In addition, the teachers should provide instructions in both Bangla and the in English which makes it easier for the native students to understand them better as the students and the teachers' frequency of words and sentences in the target language would not necessarily match most of the time. Hence, the language learning is facilitated. This has also been found from the students' questionnaire survey that Bilingual instructions are very effective for the native students to learn the target language learning. In addition, Roberts (1994:2) describes literacy, in simple form to be reading and writing skills. However, the researcher personally thinks that listening and speaking have to be included in order to provide the whole picture of both L1 and L2 literacy. Listening helps to learn and speaking is important in order to communicate in both the cases of L1 (Bangla) and L2 (English). Therefore, when both are included, it would provide a balanced picture of literacy for both the learners of the first and the second language.

5.5. Further Studies:

The topic of the researcher is mainly based on the influence of the first language influence on the target language writing. It would be further suggested by the researcher that researches are needed to be done also on speaking as it falls under the area where comparatively less pedagogical works are being done.

5.6. Conclusion:

The objective of the research was to find - whether the native language (L1) literacy actually does contribute to the target language learning (L2) literacy at the secondary level of education. After analyzing all the results, it has been found out that L1 literacy does contribute to L2 literacy. The survey was calculated amongst 150 students and 5 teachers. The results based on the response of the students and teachers shows that most of them agree to the statements regarding the positive effects of L1 in L2 learning. Therefore, it shows that L1 actually influences L2 learning.

INFLUENCE OF L1 LITERACY IN LEARNING L2

References:

- Freeman, D.L. (2000) .*Techniques and Principles in Language Teaching*. New Delhi:
Oxford University Press.
- Lightbown, P.M & Spada, N. (2006).*How Languages are Learned*. New
York, NY: Oxford University Press.
- Richards, J.C, &Rodgers, T, S. (2001). *Approaches and Methods in Language*
Harmer, J. (2001). *The Practice of English Language Teaching* .Essex:
Pearson Education Limited
- Roberts, C.A. (1994). Transferring Literacy Skills from L1 to L2: from Theory to
Practice. *The Journal of Educational Issues of Language Minority Students*,
13, 209-221.
- Bell, J.S. (1995). The relationship between L1 and L2 Literacy: Some Complicating
Factors. *Teachers of English to Speakers of Other Languages, Inc. (TESOL)*,
29 (4), 687-704.
- Cook, G (2010). Translation in Language Teaching. Oxford University Press, 216-
219.
- Scott, V.M., & Fuente, M, J, D, L. (2008).What's the Problem? L2

INFLUENCE OF L1 LITERACY IN LEARNING L2

Learners' Use of L1 during Consciousness-Raising, Form Focused Tasks. *The*

Modern Language Journal, 92, 100-113.

Lally, C.G. (2000) Writing across French and English: An examination of

Strategy Use. *The French Review*, 73, 525-538.

Rahman, M. Md. Hamzah, M.I. M., Meerah, D.T.S.M., Rahman, M. Historical

Development of Secondary Education in Bangladesh. *International*

Educational Studies, 3, 4-5.

Pica, T. (1984). L1 Transfer and L2 Complexity as Factors in Syllabus Design.

Tesol Quarterly. 18, 689-692.

Appendix 1

BRAC University

Department of English and Humanities

ENG 466: Dissertation

1). Table of Students' Questionnaire (Class Nine)

(Section: A)

Details	Strongly Agree	Agree	Strongly Disagree	Disagree
1). When you write in Bangla, you give more emphasis on grammar than the content (meaning)				
2) When you write in English, you give more emphasis on the content (meaning) than the grammar				
3) You translate a sentence from Bengali to English before writing in English				
4) Instructions should be given only in English without the use of Bangla				
5) Bilingual instructions can be more effective to learn				

INFLUENCE OF L1 LITERACY IN LEARNING L2

English				
6) Having the knowledge of English culture is important to know English Language				

Section: B

Multiple Type Questions (MCQ :)

- 1) Which of the following skills is the most important to be proficient in English?
a) Reading b) Writing c) Listening d) Speaking

- 2) Which of the following skills is the most important to be proficient in Bangla?
a) Reading b) Writing c) Listening d) Speaking

- 3) Which skill will you learn first to learn English?
a) Reading b) Writing c) Listening d) Speaking

- 4) Which skill is not so important to learn English?
a) Reading b) Writing c) Listening d) Speaking

Appendix 2

Questions for Teachers' Oral Interviews (Class Nine):

- 1) What do you mean by L1 Literacy (Learning)?
- 2) What do you mean by L2 literacy (Learning)
- 3) We know Bangla (L1) helps to learn English (L2). What do you think?
- 4) How do you think L1 learning facilitates L2 learning?
- 5) Some linguists think that L2 learning can be taught directly without the use of L1. Do you think it would be very effective for the:
 - (i) Bangla medium background teachers.
 - (ii) Bangla medium background students.
- 6) Repetition can affect students' language learning. How does it actually affect the students?
- 7) Problems do occur in every learning procedure. In case of using Bangla (L1) to teach English (L2), what problems can occur?
- 8) There has to be a solution for the problem of using Bangla (L1) to learn the target language (L2). What comes to your mind when you hear it?
- 9) Dependency grows while using Bangla language. Evaluation has to be made on the statement.
- 10) How can the overall process of learning the target language (L2) with the

INFLUENCE OF L1 LITERACY IN LEARNING L2

help of first language (L1) be improved? If you have any plans of your own
how would you have done it?