

ATTITUDES TOWARDS THE USE OF L1 IN EFL CLASSROOMS AT
TERTIARY LEVEL IN BANGLADESH

By

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A thesis submitted to the Department of Brac Institute of Languages
in partial fulfillment of the requirements for the degree of
Master of Arts in TESOL

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It is hereby declared that

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2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
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Abstract

This paper investigated both teachers and students exact reasons behind for using the First Language in a Tertiary level classroom in Bangladesh and along with that explored the exact causes for using it. In an EFL classroom, the use of the mother tongue has long been controlled or moderated in an unavoidable obligation or requirements of second language instruction. Teachers, instructors and educators know, whether they like it or not, language learners consciously or sub unconsciously make use of their first language while attaining a language. In EFL classrooms, both teachers and students are allowed to use L1 judiciously to have an effective way to help learners and teachers in building their confidence to flourish or achieve the Target Language distinguishably. Qualitative data were used to explore the grounds or purpose of this study. The basic instruments of this research are face to face interviews with the teachers, focus group discussion and classroom observation. This paper highlighted the reason of using L1 which assists the teachers to make an adjustment or simply can modify their classroom to diminish the use of first language use and considered MT has a facilitative role in learning L2 considerably.. The findings can help to clarify the reasons why both teachers and students prone to use L1 (Bangla) in Tertiary EFL classroom in Bangladesh and their attitudes or perspectives towards using L1 in EFL classrooms.

Key words: first language, perspectives, reasons, attitudes, L1.

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Chapter 1: Introduction

One of the unending debates among language teachers exclusively in tertiary level is whether or not to use first language (L1) in a foreign language (FL) classroom. In Bangladesh, most of the language teachers aspire to use English as much as possible. Using L1 in any EFL classroom has long been dignified as an unjustifiable misconduct. In Bangladesh at the tertiary level, students routinely use their MT in an EFL classroom. It is a common thing that is practiced by nearly all language teachers. At times teachers of English medium school use L1 in a classroom.

Some researchers believed that only L1 should be used in the classroom. There are some motives for why EFL teachers use L1 in classrooms which appear to be inoffensive and efficient to them in terms of teaching. Harry Meyer (2008) identifies the causes to use L1 in the classroom and inspires “the student’s L1 can assist in making the classroom a more comprehensible place and help lower the effective filters when used (p. 148).

In contrast, a large number of teachers and researchers disagree on that point; they meditate that the greatest use of L1 may impede the foreign language learning method. Being an English student and as a teacher, many of them has an approach of having a controlling influence over ones’ first language in a classroom. When working as a teacher, the investigator found many students and some teachers who speak Bangla despite the fact they were in an English class. I inquired them about the ins and outs behind that accomplishment; many times I was answer back with.....

“Bangla is my mother tongue and I felt connected and anxiety free when I use it in my class along with that I am not an inborn English speaker.” I was wondered to discover the explanations

why they used first language even when they were trying to study English all together. I measured that as Bangladesh is absolutely a monolingual country, they should speak as much English as possible because we get the less chance to get exposed in English speaking surroundings. In this paper, the researcher discovered the reasons for using L1 in university classrooms, a place where English is supposed to be spoken and wholly practiced through it.

There have been many urgings both in approval of using L1 and also in contradiction of the use of it in EFL classroom, but not much researcher's triumphs to make measurement the rigorous effects of L1 use in the classroom. Some academics have belief in that L1 can work as a implementer in EFL classroom which can nurture or foster teaching learning progression. As they gave a thought that teacher have a legal responsibility to make a stress-free zone for learners and let them sanction express themselves with comfort ability. On the other hand, some current educators have confidence in that intermittently teachers can use L1 which can be a worthwhile instrument for actual learning. The foremost objective of the research is to notice the reasons behind teachers and students use of L1 (Bangla) in English classes of Bangladesh.

Before going straight into scrutinizing and evaluating student's attitudes and practices concerning first language use, we will survey how the first language has been apparent and controlled all the way through in English classroom settings. We will undergo some of the teaching procedures that either exhilarated or disheartened the use of the first language in classrooms.

1.1 Language Teaching Methods:

Throughout history, many English language-teaching methods have established. Some were in approval of using first language and some were not. One of the first English languages teaching methods that vastly exhilarated and influenced profoundly on the use of first language was The Grammar Translation Method .A renowned linguist Diane Larsen-Freeman (1986) went into a meticulous explanation of this method and other different sorts of teaching methods in her book *Techniques and Principles in Language Teaching*. She highlighted how the teacher in her class relied greatly on translations from English to Spanish. All the terms and texts that were imparted all through the class were promptly translated into the first language. All the communications and edges between students and teacher were almost exclusively in Spanish. Commands were given in the first language as well. Student's accomplishment was carefully chosen or measured depending on their expertness in translating from English to Spanish and vice versa.

This technique had been used for eras before teachers and educators started to ponder about using diverse methods. Nevertheless, in several countries, teachers still use this method to teach English. In my opinion, I have had teachers who used the Grammar Translation Method (GTM), students felt connected and prone to use their first language in lieu of using English during the classroom.

Alongside the enormous spread of the Grammar Translation Method to teach English in many countries, other methods and approaches advanced. Some of these methods mostly prohibited the use of the first language. One of the methods that did not permit students to use their first language was the Direct Method. In this method students were taught using visuals and direct connections between the language and what it implies. The first language was not used at all in

the classroom. Other methods such as Audio-Lingualism Method, the Silent Way and Communicative Language Teaching did not encourage the use of the first language, but acknowledged or recognized its usefulness whenever it was needed to aid language learning. By and large, throughout the history there have been numerous methods that fully encouraged or motivated teachers and students to use the first language and some that did not permit their consent to use it in their classes. That is why, both teachers and students monitored various philosophies, principles and ideologies to fix or solve this issue. There is a several kinds of opinion on how to fix this debatable issue which has fabricated it even much more perplexing to the students to either use it or not as they succeed in surviving or dealing with different teachers who either inspire or prohibit it. In this paper, we will explore or find it out what students 'and teachers opinions, attitudes and concern are on the use of the first language specially in tertiary level in Bangladeshi monolingual contexts.

1.2 The purpose of the study:

The resolution of this study was to discover teachers' and students' usage of L1 in a tertiary level classroom in Bangladesh. This paper investigated teachers' and students' authentic use of L1 and their strands and grounds for using it. There has been always a endless argument on the role of first language in language pedagogy. Concerning teachers' insight about using mother tongue, it revolved that in lieu of being overlooked, teachers rely on that first language should prudently be used to acquire more paybacks in EFL teaching. In language pedagogy, teachers, lecturers and students assessed the usage of learners' MT in instructing foreign language as a remarkable development. Teachers, instructors, trainers, facilitators educators and students know,

irrespective of their feeling or disliking, language learners incidentally and automatically create use of their individual language while learning a foreign language. In the language classrooms, teachers are enthused to use learners' MT to mark it more vibrant and to assist learners feel a way of confidence. This paper deliberated the explanations of using L1 that facilitate the teachers to amend their classroom to shrink the frequency for first language use and use MT as vital tool. These analysis selecting university level classrooms to discover in which environments and circumstances teachers practice first language in EFL classroom. To sort out this, ten teachers and approximately 25 students actively participated in focused group discussion were requested to accomplish an interview to scrutinize their reasons, perspectives or attitudes for using first language in EFL classrooms.

1.3 Significance of the study:

In English classroom, the teachers who are using L1 repeatedly, especially while teaching secondary students, most of them do not know the exact reason of using it and there is a friction between their attitudes and practice. If they know the strands of reasons, their perspectives may change and they may use or utilize L1 as a fruitful tool for teaching L2. This paper may give the language teachers and their students a clear vision about the reasons of using L1 in English classes and how it can be an effective tool in producing a desired or intended result for learning foreign language comprehensively and successfully.

Chapter-2: Review of the literature:

The use of the first language within the English classroom has been and will remain a never ending debatable issue that everyone has a concerning opinion about this controversial issue. Some teachers and students are against the utilization of first language and have their own reasons. Others are for it and even have their own reasons and justifications. During this section of the paper, we will check out a number of studies that are conducted to explore the use of the first language in English classrooms.

In addition, most of the studies conducted about the use of the first language in English classrooms were conducted in EFL settings. This paper tries to cast a deeper look into the students and their views about their own usage of the first language in English classrooms.

This literature review is organized into three main fragments. In the first segment, I will scrutinize some key concept that inspected the use of the first language. In the second segment, I will examine thoroughly in order to determine teachers' nature of attitudes towards first language use in the English classroom. The third segment will look into the students' attitudes towards first language use and trying to find out about it and examining the facts relating to it. Within each of these sections, I will give a detailed account in terms of every types of participants in each study, the main results inclusive of the significant, the justifications or rationales for using the first language as claimed or asserted in the studies. I will also insert an exchange of views or discussion of the students' and teachers' comments and first language use in English classroom, and the various variables or factors have an effect on the amount and purpose and grounds of reasons for using the mother tongue.

The use of first language:

Studies talked about the use of the mother tongue in general and have usually makes an effort to do or accomplish a list which discussed the pros and cons of using the mother tongue in English class without mentioning a direct reference to a certain language or taking a specific point of view through expressing their opinion, attitude or judgment. These sorts of papers typically involved with a historic overview of other studies that had been investigated in the same area, and provided an interpreted analysis of their results and possible expounding interpretations. One of the foremost papers that was considered a very appreciable and valuable reference in first language use is Vivian Cook's (2001) using the First Language in the Classroom.

In his paper, Cook deliberated the different arguments or disagreements that were in support of using first language in EFL class. He argued against the prevailing belief that second language acquisition should act towards like first language acquisition in the sense that not any other languages shouldintervene in the acquisition of this second language. Cook identified that language learners are distinguishable in that where they are more developed and more advanced in making connections and analyze language use in detail, typically in order to explain and interpret it. Therefore, the strategies or tactics they use is far more different from the techniques they applied or executed when learning their first language which might also involve in applying their first language to assist them to acquire the second language.

Cook also claimed that even though teachers attempt their best to detached the first language from the second language in their teaching by trying to use a numerous way of techniques for instance miming or drawing instances to impart or teach their students, learners will usually make affiliations or having something in common between the vocabulary, syntax, and

phonology of their first and second languages in their subconscious minds. For that reason, even though the teachers tried their level best to separate the two languages, learners would yet refer to them and in some respect associate or relate them in their thought of minds.

Cook (2001) figured out several ways that teachers can emphatically integrate the first language into second language learning. Teaching new vocabulary and checking the comprehensible meaning of this new vocabulary were vital uses for the first language. Most of the teachers use the first language to express meaning and inspect the meaning of that new word in order to determine their understandability with their students. The first language could also be used to teach explicit grammar rules to students and hoping to gain a better understanding of the underlying process of the grammar rules. He argued that first language use might save time or make them efficient and teachers if it does not influence over classroom interaction. To assist us about to gain insight into an overall impression of understanding of the opinions or way of thinking of the students in respect of first language use in the English classroom, we will scrutinize their reasons behind and opinions comprehensively in this paper.

Rahman (2010) regrets that the country still confronts a dilemma on the language issue - should the medium of instruction be English or the mother tongue?

Hamid (2009) figured out that the promotion of English did not compromise with Bengali, the government attempted to balance English and Bengali in national policies. That means in Bangladeshi education policy it was mentioned that we can use our mother tongue in EFL classroom but the fact is that we have to balance between tow languages.

Bouangeune(2009) experimented a study on the use of the first language in Laos to enhance the students' English learning. In his study, he took two groups, an experimental group and a control group, to carry out his study. The native or first language was used as a means of instruction and to translate new lexicon and vocabulary for the experimental group whereas the control group did not accept first language instruction and translation. Consequently the investigations revealed that the experimental group displayed an enhanced value or excellence as well higher improvement in English than the control group. Bouangeune attributed the state of being improved and successful in producing a desired or intended result in using the first language instructions and exact translations of the new words and vocabulary.

Kovacic and Kirinic(2011) examined teachers' and students' perspectives regarding using Croatian in English for specific purposes (ESP) classrooms. They observed profoundly into the idea of either the first language should be taken into account or used in English classrooms or it should be avoided or one should keep themselves away from using L1 in EFL classroom. The study analyzed the first language utterances in terms of necessity, frequency, usefulness, aptness, suitability and appropriateness. Students and teachers acknowledged that the first language could be used judiciously in English classroom to serve certain learning purposes where they find a way out in which someone prefers to learn or accept using L1 is the easiest way to learn L2. Nevertheless, there were some dissimilarity in the way of thinking between the teachers and the students concerning the circumstances in which the first language could be applied or used. Around 56.1 percent of students be involved in this study outlined or reported that they

occasionally was more partial in using Croatian whereas only 45 percent of the teachers reported the exact answer.

In addition to, nearly 50.9 percent of the students in the Kovacic and Kirinic survey announced that they like better when their teachers to use the first language moderately in English class. Regarding the appropriateness of using first language, about 73.1 percent of the students and 80 percent's of the teachers were convinced by the fact that using Croatians is both essential and convenient to enrich students' English learning. The study exposed that most of the research participants agreed that the first language use is much more important in explaining grammar points , challenging or tough concepts and notions, and thoughts of ideas and speaking activities these outcomes line up with the results of further studies set out or give a detailed account in this paper. The former studies did not try to evaluate the students' attitudes towards first language use comprehensively. That is why, in this thesis paper, we will try to discover or highlighted these perceptions in greater depth.

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Glenn Levine (2003) administered a study stand on an online questionnaire regarding the attitudes of university students and mentors on the topic of the use of the first and the target language. His study participants were first and second year students of French, German, and Spanish. Wholly most of the participants were either native speakers of English or bilingual speakers meant able to use two languages equally well. The study explored that both teachers

and students generally used the first language to confer class assignments, course policies, syllabus and for effective classroom management. He added that by using L1 instructors ensuring that the classroom lessons run smoothly and saves time accordingly. Furthermore, the first language was used to make it easy and clear to understand by giving an explanation of grammar in FL (Foreign Language) classrooms for engaging students. Levine stated that the target language was normally used for task completion occurring within the course book whereas the first language was frequently used when conversing or explaining topics that were not related to classroom activities. This study illustrates that first language use and grounds purpose is alike across diverse languages and not only when English is instructed as a mainstream of second or foreign language.

One more substantial discovery in Levine's investigations was the amount of concern related to target language use among students. Participants presented a greater degree of uneasiness as the total amount of target language used in class was highly increasing. The study determined by demanding that the first language has always played a key role in acquiring target language learning , and that teachers want to discover or perceive by chance or unexpectedly in incorporating the first language and use it efficiently in the classroom. The utmost current study scrutinizes the students' sentiments about using their first languages in English classrooms. Tang (2002) directed a study comparable to the preceding studies regarding teachers and student's attitudes towards the use of first language in English classrooms in respect of Chinese schools. He also explored the frequency and regularity of first language use in English classrooms. He also used the classroom observations questionnaires and interviews for the data collection process. He established or originated that the maximum amount of first language use was to explain the meaning of new words, and the minimal was to explain grammar rules. The teachers

affirmed that using the first language is time saving and were more efficient in describing new vocabulary. On top of almost 70 percent of students and teachers who actively participated in the study believed Chinese should be used in the English classrooms. Majority of the students considered that the first language should be used to practice or start something different in using new phrases and utterances of expressions.

Teachers' Attitudes towards L1 in Different Languages:

Mahmoudi and Amirkhiz (2011) carried out a study to discover and examine the outcome or effect of the use of Persian in EFL classrooms in Iran. They inspected the extent of the first language use in English classes. They juxtaposed between two classes in which the two teachers used various teaching methods. The first teacher relied on Grammar-Translation Method and hence comprehensively counted on or mostly dependent on translation to the first language. The second teacher to his utmost used group work and by illustrating audio and video teaching aids which are an integral component in any classroom; use of the first language was noticeably lesser or fewer than the current amount of the first language used by the first teacher. The teachers specified that the different sorts of text books and English education in Iranian schools besides the insufficiency of time and parent' apprehensions about their children achievement rather than gaining true education, were key aspects or variables that bound them to use the first language to assist students accomplish better grades in comparison towards trying to influence them how to use or apply English in a communicative style which is a unique way to interact and exchange information with others.

Al-Buraiki (2008) directed a study on teachers' attitude towards the use of the first language in English classrooms. His results were almost shown an exact finding to the studies directly above.

Teachers mostly specified that they used the first language to give instructions or demonstrations and illuminate new and fresh concepts and building vocabulary. Nearly all teachers who actively involved in the study give affirmation to the fact that using the first language can accelerate English language learning and boosts up students' language proficiency or competency. They asserted that using the first language saves precious or considerable class time trying to explain a difficult or new concepts or ideas that can effortlessly be described thorough the first language translation.

Al-Hadhrami (2008) examined the use of Arabic amid English teachers and how it makes a difference to English learning. He gathered his data through interviews and classroom observations. The research study originates results that were much more similar to those of the prior studies. Teachers mostly used the first language to translate new ideas, notions, concepts, convictions, beliefs and vocabulary. They also utilized the first language to give instructions and for defining classroom management.

Daniel Krieger (2005) discussed about the use of the first language amongst English language teachers in both ESL and EFL settings. He examined that using the first language in a multilingual classroom provides the students the view that English is not the core way of collaboration or interaction in the classroom. It also offers students the thoughts that they can use their first language for their own requirements and not objective to simplify English language learning. In the EFL setting, he thought that students use their first language no matter the teachers permit them to do that or not. Nevertheless, he also agreed that the teacher should take an initiatives to try his/her level best to aid the students in using their first language to heighten and boost up their language learning process without withdrawing them of the opportunity to

learn English. At the beginning of the class, teachers should fix the rules when and how students could best utilize the first language and setting them the time limit once they are not permissible to do so.

Huang (2006) inspected students' attitudes towards first language which used in a writing class in Chaoyang University in Taiwan. Huang established that students believed the teachers should use the first language in explaining grammar for them to get better equipment with understandability. Students also supposed that the first language use should not surpass 25 percent of class time and that English should be used for mostly in class time. They also favored that their teachers use the first language for reverse brainstorming ideas, gap filling and clarifying difficult ideas and concepts. But along with this the study participants in this study sensed that if the teachers preferably used the first language too often in the classroom, their get less opportunity to listen and a small number of English would be use.

Hidayati(2012) described a study on the use of Bahamas Indonesian. The writer witnessed the utilization of English for common purposes classes that trained learners to teach grammar, TOEFL and English presentation skills. The study intended for finding out whether or not using the first language to teach receptive skills (listening and reading) would improve students' participation and the ability to understandability in the English classroom. The teachers who were observed carefully in this study used around 30 percent to 49 percent of approximate total class time in using the first language .Still, almost 36 percent of the students assumed that the first language should be used for about 30 percent of class time which students actually receive.

Hidayati's investigation also found out that when the teachers used a large amount of first language, then the amount of student ongoing interaction was much higher than when the

teachers use of first language. Students demanded that their involvement regarding interaction was of great vertical extent while the first language was applied since they sensed less absent minded throughout the class and that with a familiar language which the learners easily recognized and understand as because they use it in their daily basis, they were better capable of comprehending, communicating, and participating in the course of class time. The conditions in which the teachers used the first language were pretty much alike to the conditions in the earlier studies. The teachers used the first language to elucidate tough and unknown vocabulary, grammatical points or issues, classroom instructions, and social interaction amid teachers when English was a more desirable preference than the first language for instance when giving and checking instructions specially for activities and ice breaking or warm-up activities.

Students' Attitude towards Using L1 in different Languages:

Even though students' opinions about the use of the first language in English classrooms are very precious, they have not been talked as much. When tackled with this debatable issue, the resolution or option was typically in linking with the standpoints of the teachers. For taking into consideration the example was set by Sharma (2006) which accompanied with a study on the use of the Nepali language in Nepal's secondary schools. The researcher checked at the frequency of first language use and the attitudes among teachers and students towards the use of the first language. Sharma strands out that teacher used Nepali to describe new concepts which is an idea conceived in the mind and vocabulary or lexicon, to provide instructions to activities that is allowed in detailed information about how first language should be used , done or operated in EFL contexts, and to give a in depth explanation about grammar rules. In comparison among

Students and teachers, students used Nepali more than the teachers execute for numerous reasons, especially in explaining new vocabulary and grammar rules.

Despite the high percentage of first language use amid students (fluctuating from 64-52%) and teachers (fluctuating from 42-35%), merely one percent of the entire figure of students thought that they desired the teachers would use Nepali a great deal throughout the class. The outcome of the questionnaire appeared to be refuting. As for instance, around 60 percent of the students told that Nepali should be used in class when 16 percent told that the teacher should not use Nepali in class and around 43 percent said Nepali could be used in a small scale. Moreover, almost 46 percent of the students expressed that Nepali should be used five percent of the total class time in an approximate estimates. Even though the students favored a bit of Nepali use in class, they appear to use it frequently in a large number or amount than they feel or express a strong desire or hope to use L2.

In the study directed by Mahmoudi and Amirkhiz (2011), both low and high level students in terms of their proficiency believed that the English language and not their mother tongue should rule English classroom interaction. The findings of the study showed that Nazary (2008) bring into line with results from former studies regarding the students' perceptions or viewpoint of first language use between Iranian university students. It exhibited that students did not wish or in favor to use their first language in English class. Simply 13 percent of the contributors used the first language in pair and group work. Students who are in different English language proficiency level expressed different attitudes towards first language use. In lieu of the students' preference or choice for using the English language through language of interaction in class, around 72

percent of the participants preferred to have a teacher who spoke their first language or shared their mother tongue.

Most cases, we have comprehended or went through these studies that has been anumerous number of realistic amount of investigation on the most debatable issue of first language use in English classes, not as much of research have been done to examine both students and teachers specific perceptions of the first language use in these contexts or the circumstances that form this settings. In addition, even smaller numbers of studies have been completed to explore this topic in an EFL setting rather than in an ESL setting .For that reason, the existing study anticipates towards shed more light on both students ‘and teachers actual reasons for and attitudes towards using the first language in an EFL settings.

CHAPTER THREE: METHODOLOGY

The collection and analysis or breakdown for the data assembled using the interview questions, classroom observations and focus group discussions (FGD) took a number of steps to perform an action in order to investigate the study. The first initiative was to carefully choose as being the best or most suitable participants of the study. The further step or follow up action was to prepare the materials that would make ready or fit or suitable beforehand which assist to answer the study questions and find a solution to a problem or dilemma of the study and successfully fulfill or resolve the purpose and objectives of the study. The final and furthest initiative was to plan the steps to decide on and make arrangements for in advance to examine the collected data from the participants using the interviews, focus group discussion with students and classroom observations. The subsequent diagram or chart displays the procedures collected from the material preparation which putting together to the final part of the analysis and discussion.

With the intention of reaching the phase of data analysis, it was first required to detect or identify the participants for the existing study. Afterward, the materials to stand in need of data collection were generated to bring the issue into existence. The study had three forms of data, interviews of teachers, FGD with students and classroom observations. Once the data were gathered or collected, a thorough study doing a careful and detailed analysis of the problem was conducted or carried out to reach a decision to regulate. The succeeding pages detail the aspect of the procedure.

3.1 Research questions:

To explore the issues, the researcher had designed the following research questions:

General question:

1. What are the reasons behind using L1 at Tertiary level in EFL classroom?

Specific questions:

1. What are the attitudes of both teachers and students towards using L1 in the class?
2. In what contexts or situations both teachers and students tend to use their mother tongue in EFL classrooms?
3. What are the students' opinions about using L1 in EFL class by their teachers?
4. What are the teachers' opinions about using L1 in EFL class by their students?

Finally, the researcher put emphasize to carry out some recommendations depend on the findings and analyses which went through this study.

3.2 Research Design:

In the research methodology, the researcher chose the qualitative method which is followed by teachers' interview, focus group discussion and classroom observation. All these methodologies were given an equivalent significance in the research with the equal contribution and augmentation to the data

3.3 Participants:

As the study inspected the perspectives or attitudes of English learners, the participants in the Study was rigidly English learners either in the present time or in the past. There were 10 participants (teachers who have different years of experience) and 20 FGD learners. In this study the participants both teachers and students have completely monolingual linguistic backgrounds as Bangladesh is a completely monolingual country where Bangla is the only recognized or acknowledged language to speak.

After sending numerous emails requesting for attending interviews and to witness classroom observation, five participants (teachers from a reputed university) agreed to do face-to-face interviews. During the period of time, I have sent email to all of them; one was at hand to do an interview promptly during the data collection process. The second person who gives her consent to take participation in an interview was also communicated via email and cell phone. She agreed to meet in her work place and give her valuable time to get through for the interview. Additional three participants did not reply to the emails that were sent wishing supplementary information about a time and place for meeting for a specified purpose. Finally I sent a message through

Facebook messengers and earnestly request them for their valuable time to take their interview and with a ray of hope come when they agreed to participate in one to one follow up interview. Because of the shortage of participants for face-to-face interviews, other kind of methods of seeking participants were accomplished to carry out, for instance accessible sampling depend or rely on the basis of the readiness of the contact, connection and equivalent to the research criteria. Three former post-graduate classmates who were present at the time and suitable for the fulfillments of the study make themselves available to take part in. After taking their permission on the intension or goal and objectives of the study what the researcher intends to accomplish or attain from their respective study and they give their agreement to be interviewed about their perceptions or attitudes and their reason behind using L1 in EFL classroom.

Subsequently the participants coincided or gave their consent to take part in or get involved with the study; they requested if I could send them a reminder message that helps them to remember about the topic of the study. I momentarily sent them a reminder email and inquire of a time and place to intervene the interviews. It is important when conducting a face-to-face interview to conduct it in a place and time that makes the participant feel most comfortable (Creswell, 2009). The four interviews in this study were held either in the participants work place where they feel more relax, secured and comfortable to carry out the interview which actually fulfill the requirements of the study. Two of the postgraduate students were from the Master's program of TESOL in 'X' University in Bangladesh. One of them were females and another one is male .All the participants were considered to have an advanced level of English language proficiency depend on their academic profile or status in the department and their academic performance in graduate programs.

3.4 Instruments:

Materials which are put to use for studies typically to be influenced or determined by the questions of each study. Researchers or investigators try to emphasize an effort to develop or accomplish the surveys that assist them to assume or reach conclusions. The kinds of questions also are in need of because it is essential to be relevant or suitable for the desired participants. All types of surveys require a title to give the research participants a understanding of the topic that will be explored in the survey. They also require a short description of the purpose of the survey and what kind of results will be concluded based on that survey (Creswell, 2009).

The recent study consisted of three sets of materials in three phases. Phase one was contained with a face to face interview questionnaire which has a total number of 8 questions (see appendix for the interview questions). The first segment of the interview referred ten reasons both teachers and students had for using first language in English classrooms. Particularly, they were asked to bring a resolution in the mind as a result of consideration why they used their first language in the different circumstances provided in the interview questionnaire. The second segment of the interview questionnaire includes ten attitudes about first language use in the English classroom.

The questions which are asked in the interview questions emerged from two sources. The first source was the literature review presided over prior to out setting or beginning the study. These researches acted towards and made a list of several reasons, opinions, and attitudes of participants. The main source was students, classmates and colleagues, who were unofficially

carried out a poll to find out what, are their reasons for using the first language and their opinions about the first language use in the English classrooms.

This polling was carried out face-to-face. Table 1 below demonstrates the source for each question asked in the face to face interview. The resources are taken from the literature review are mentioned to using the name(s) of the author(s) and date of publication while the reasons and opinions collected from students, classmates and colleagues are referred to using the phrase *human source*.

Table 1 the sources of the face to face interview questions

Opinion Source

Reason	Source	Opinion	Source
I speak my first language in English class because I am explaining a new point in the lesson to a classmate.	Polio and Duff (1994)	In English class, it is best to have a teacher who have common or share my first language.	Nazary (2008)
I speak my first language in English class because I want to chat with my classmates about topics that may not be connected to class.	Cook (2001)	I would prefer to sit next to a classmate who prefers to speak first language in English class.	Human source
I speak my first language in English class because I need to ask a classmate to explain a point in the lesson for me.	Polio and Duff (1994)	I think my English class should have an “English Only Policy.” (This means only English is allowed in the English classroom.)	Lin (2005)
I speak my first language in English class because I need to check the meaning of a new word or concept during the lesson.	Cook (2001)	As my English improves, I am becoming more comfortable speaking only English in English class.	Human source
I speak my first language in English class because I cannot think of the correct word in English when talking to my classmates.	Human source	I want to be able to speak my first language in English class when I feel I need to.	Khatai (2011)
I speak my first language in English class because my classmates start talking to me in my first language while we are working on a task.	Cook (2001)	It’s not important to speak only English in class as long as I am completing the course tasks.	Krieger (2005)
I speak my first language during English class when I talk about personal things with my classmates.	Polio and Duff (1994)	Using dictionaries and resources in the first language should be allowed in English class.	Human source
In English class, I speak my first language with other members of my group who speak my first language because we want to finish class activities faster.	Human source	Speaking my first language with my classmates between and during class activities should be okay as long as the course is not a speaking class.	Krieger (2005)

The significant phase of this study was follow-up-interviews (see the appendix for the interview questions). Participants were asked to come up with their information about how long they have studied English. There were a total number of eight questions in the interview. They were rephrased and written in questions format both open ended and closed ended questions are included to be used in a face-to-face interview with the intention of looking more profoundly into the same topics. The enlisted points talked about in the interviews provided information for the qualitative method of the study. They included the opinion, reason, attitude, or judgment of the participants and provided more fine points details about the use of first language in English classrooms. The interviews aid forms a deep connection between the researcher and the participants, which helps to get a clearer understanding and explanation as well as to gain an intense insight into the participants' ideas and responses. It also allows the researcher to ask questions and make connections (Creswell, 2009). Conducting interviews is the oldest method of collecting data in research (De Leeuw, 2005). With face-to-face interviews, both interviewer and interviewees need to consider the questions very carefully and answer them appropriately. De Leeuw (1992) also talked about non response possibilities in written surveys that do not happen in face-to-face interviews. That is to say, using face-to-face interviews guarantees that the researcher has answers to almost all the questions he/she is being ask.

3.5 Data Collection Procedures:

The study has undergone a number of steps during data collection. It was quite stress-free for me because the coordinator of the program was familiar to me; we had many chances to discuss the capability to persuade her who would like to participate in the face to face interview. I sent a message to her with formal letter referred to her soliciting her approval for giving a face to face

interview. After that I send her an email which carried out with a short elucidation of the grounds purpose of the study and what the participants were need to do. Along with that, it also had the consent form for the participants and a connection to the classroom observation. If any recipients do not want to participate in the interview, they could just say that in a respectful and considerate manner. Even if the participants want they could easily withdraw from the study at any point of the current study.

I made a contact with the chairman of the English Department program and asked her if I could contact the teachers in this program to ask if they would give their consent to participate in the face to face interview. Not only I contacted the teachers to inform them about the focus group discussion (FGD) and classroom observation but also asked for their help in forwarding it to their respective students.

They would agree to take participation in a follow-up face-to-face interview with the researcher. When the research participants agreed to the follow-up interview, they were asked to give their contact information to be contacted in pursuance of setting up a time and place for the face-to-face interviews. They were still able to withdraw from the interview at the very moment. The interviews were audio recorded using a digital voice recorder and I want to mention that I took the permission to do that hence after the interviews were then transcribed .Names and emails of the participants were erased from the written files when referring to them in the study and it was maintained to keep the anonymity.

3.6 Data Analysis:

The data in this research were divided into several segments with the purpose of answering the questions to have been presented in the first chapter of the study. There were three key questions to answer. The first question asked about the reasons why students and teachers have for using their mother tongue in the English classroom. Next the researcher highlighted or mainly focused to know in which contexts or circumstances students and teachers tend to use their mother tongue in EFL classrooms. After that the research explorer wanted to find out the attitudes or perspectives of both teachers and students towards using L1 in EFL classrooms.

After scrutinizing the participants' answers to part one of the interview questionnaire, a indistinguishable analysis was carried out for the second part of the study, which took a look at the attitudes of the participants regarding the matter related to first language use in English classrooms. The third question of the study was replied through the face-to-face interview data. A detailed analysis of the participants' answers was conducted and the direct quotes from their answers were used to elucidate their answers, attitudes and perspectives on their use of L1 in EFL classrooms.

By directing an analysis of the answers of the participants in the three categories above, interesting findings were made. These will be discussed and conclusion made in the next chapter.

3.7 Ethical consideration:

Ethical issues were important while doing this research. The ethical issues were always in the researchers' mind. While interviewing and observing classes, the researcher made sure that, nobody's name would be mentioned. Participants' name and addresses would be hidden. So that, they would be feel free to response. The researcher took the Institution's permission while observe the class. Confidentiality was highly maintained regarding any useful information from any participant and at the same time the researcher did the research in a legal way. It was made sure that, through this research any individual, institution or any public figure would not be affected.

3.8 Limitations:

Although the researcher had an attempt to find answers but, there were some unavoidable limitations. Certainly this issue needed more rigorous research and much time. For this research the researcher did not get much time, this was the main obstacle. To observe the classroom was really difficult as none of the teachers like to be observed during his lecture sessions. Additionally, the sample of this research was small and the researcher could not observe more than four classes due to time constraints. So it may not represent the full image of using MT in TL classes. To take the interview of the students was not so easy because most of them were very indifferent about giving answers of the questions. I tried to overcome those limitations and gave full effort to make the questionnaire survey and interviews fruitful.

Chapter 4: Analyses and Results

To the greatest extent, the students' and teachers' answers to the interviews be distinguishable in accordance with their own personal views or opinions. In general, this results and discussion segment tries to answer the questions of the study that might identify or connect with the participants' answers to face-to-face interview. This segment or portion will follow the outline below:

A. Study Questions:

1. What reasons do English students and teachers have for using their mother tongue in the English classroom?
2. In what contexts students tend to use their mother tongue in the English classroom?
3. How do attitudes and perspectives on the use of L1 in EFL classrooms differ from students and teachers?

Being next or after following the subsequent outline above, I intend to examine (something) methodically and in detail, typically in order to explain and interpret it, most importantly discuss the results of face-to-face interviews, FGD and classroom observations elaborately. The aim of this study is to uncover or find out about their reasons, attitudes and perspectives for using the first language use in English classrooms.

Students' and teachers' reasons for using the first language in the English classroom:

(Research Question 1):

The study provides an account of the main points of participants' reasons for using the first language in varied classroom situations. It reveals that there are dissimilar reasons to convey their views concerning use of L1 in EFL classroom where teachers held responsible or blamed students and told that mainly it was the students who inquire about giving an explanation of certain or specified portion of the English lessons in their own first language. Majority of the teachers said that they are pledged to find out some intelligible crucial points in L1 in accordance with students demand or request. They further included that they use their first language as a means of accomplishing or achieving the success in explaining new points in the lesson and even when they are the ones who are asking for explanations in English class. There are some students revealed that they use their first language to chat with their classmates on the subject of general and personal topics that are not related to the textbooks. Among them, one of the FGD participants said he uses his mother tongue when he is incapable of finding out an equivalent in the English language or because he does not know the exact word which expressed his or her feelings, views, thoughts or opinion most.

In replying to items 2 and 7 exposed that greater part of students respectively conveyed in FGD that they use their first language to converse with their classmates about their familiar or known issues that are not connected to the textbook assignments or activities. Two participants from FGD assumed they use their mother tongue when they cannot look for the word in English when they communicate to their classmates who share the same first language. In spite of that, about 7

to 8 participants said they are not willing to use the first language if they failed to find out the exact appropriate words in English amongst classmates who have the common first language as the study is based on a complete monolingual country where both teachers and students share the same linguistic background. Items 6 and 8 discussed about using the first language while completing classroom tasks. In item 6 most of the participants said that they use the first language even when they discussed in the meantime of their classroom activities. The participants admit that this is to be accomplished or completed especially when they urgently needed to finish classroom tasks faster. Majority of the Participant expressed that they did not reply when their classmates have started to talk to them in their first language during classroom tasks and the reason behind this; they think that this habit inhibits their way in acquiring Target Language (TL) exposure.

In item 4 that only two participants said that they use the first language to check the meaning of new words and concepts while few students said that they *seldom* do that.

Previous studies (e.g. Alshammari, 2011; Kovacic and Kirinic, 2011; Saito and Ebsworth, 2004; Sharma, 2006),

investigating the issue of first language use, agreed that one of the major reasons for using the first language in English classroom was to check the meaning of new words and concepts.

The participants of the interview had almost a likeness or resemblance to similar or indistinguishable opinions to Face to Face Interview. Among them one of the most experienced teacher said that she compelled to use Bangla when dealing with students who feel shy meant being nervous or reserved around other people or hesitates when communicating in English.

When I couldn't discover or perceive by chance or unexpectedly the words or the sentences which I look forward to getting through in the English language. Then I just change or turned or switched into Bangla. And most importantly If I find out that the student is not that much comfortable or relax in speaking in the Target language (English), I prefer or tend to switch into Bangla to English.

As referred to the research design, both teachers' and student's interviews were used to collect the necessary data for the existing study. The aim or intention of the present study is tried to find out the reasons of using L1 in EFL classrooms at Tertiary level. The results and findings are discussed below:

4.1 Analysis of teachers' interview:

For inspecting teacher's interview, the researcher who carries out academic research asked or put five questions to ten teachers from 'X' University. Nearly seven teachers strengthen their belief that the use of L1 is not required in EFL classroom. As it is claimed by them, to use L1 excessively or too frequently impedes students' acquaintance to the TL. Whatever the circumstances are, if students are exposed to use English no matter what in a classroom, they will capture or acquire English more spontaneously than before. On the contrary a small number of teachers conveyed his or her opinions or thoughts that, L1 is used as a means of tool in classrooms. The effectiveness cannot be denied for FL learning as a constructive resource.

Bangla is being used in a classroom to explain the new word and to sort out any difficult meaning of the word, to make the lesson less confused and more comprehensible, to examine in order to determine its effectiveness, to check learners' understanding, and to converse about the central thoughts or principal ideas after reading. Subsequently by using survey research seven teachers stick to their opinion in a determined way that, the use of L1 in lieu of English in English classrooms can lower or lessen student's experience to the Target Language. To a greater extent of L1 usage would create obstruction in paving the way to achieve TL and would be a reason behind the over dependency on MT in EFL classroom.

The largest amount of teachers told me that they tried their best to use only English in the class even though they cannot wholly keep themselves away or stop themselves from using L1 in

English classes. The suggestion they gave is that they can avoid excessive exposure to L1 in EFL classes. It is not surprising that few of them viewed L1 which lend a helping hand to assist the students to gain better English since their students seemed confident enough when they comprehend easily. Some of the teachers profoundly opposed the idea of using L1 in L2 classes. It is considered that students would not ever obtain any favorable positions, when teachers' give students a chance to use MT in a classroom where FL is accepted or believed as a main source of input. A view or judgment was formed by the teachers that they should give their support to students to think in English instead of translating it into L1. According to them they should instigate a balanced use of MT develops the opportunity to acquire the TL quickly. They believed that the lack of effort to understand will keep learners away from achieving or happening. Consequently, L1 should be used, when it is needed.

Majority of the teachers did not have a confident that the persistent use of students' L1 in the L2 classroom was thought to be teachers' weakness or inability to teach accurately. It is to be considered that both Teachers and students can incorporate their classroom interactions in a way that achieves maximum productivity with minimum wasted effort or expense by the use of LI, code-switching, and code alternation. Most important issue which I want to address regarding this study is that their belief in giving students a permission or assurance to use L1 in a classroom is a humanistic approach which allows them a lucrative chance to say whatever they want. According to teachers two languages L1 and L2 in a classroom tried to be separated though it was noticed that students always attempt an effort to make a connection or in relation between two languages. Automatically or deliberately L1 always comes to their mind

spontaneously. Regardless of the consequences, having a stubborn and determined intention few teachers expressed that it is useful to use L1 in a classroom. It was also felt by some of the teachers that L1 should be relevant or appropriate when summing up any material. Some teachers have a careful consideration that MT might be a convenient tool to carry out a function in assigning students relaxes as insufficiency in language proficiency may create anxiety among students in the FL classroom. The majority of the teachers exhibit their deep admiration for the learners' who are using L1 in a classroom and on all occasions try to stay themselves away from doing ambivalent things making the L1 appear to be more inferior or underling to English. In fact the duty of an English teacher is to develop learners' proficiency in English. The teacher should use a balanced approach in an EFL classroom which is appropriate not only for accomplishing the role of L1 but also in maximizing the effectiveness of L2. The balanced approach between L1 and L2 allows the teacher to make students more active and successful in displaying growth.

4.2. Analyses of students' interview:

The researcher took interview of fifteen students from the University of 'X'. I asked the students to what extent MT should be used in their English classroom. The students expressed their views that, their teacher shows or illustrates the act of exemplifying by using Bangla, while they were explaining any tough meaning or illustrating any examples, it helps them to understand quickly. They referred that it is quite easier for them to recall meaning while describing any difficult word in L1 by their teacher. L1 give assistance to learners in retaining new vocabulary items. It was also referred by the students that that MT can be used in a classroom to give a detailed

instructions about how the class should be done or operated and explanations which can give the details or reasons that one can easily understand as well as build up a connection between L1 and L2 in their mind, to accomplish learning tasks which gives the students an opportunity to create a content and to engage with the content through collaborative learning with students to create a product of their learning, to develop classroom activities by using code-switching.

A student expressed that *“I want to be able to speak my first language in English class when I feel I need to.”*

Another student from FGD said that *“Having to speak English only in class makes me feel nervous”*

Some students were direct to their answers and said it clearly that they are not in support of using Bangla in their English classrooms. They shared their thoughts that if they listen to English repeatedly and continuously, they can communicate properly, meaningfully and quite naturally and by doing that their English will be improved because listening can help improve speaking considerably. Apart from this the students also said that their teachers often use L1 in a classroom to give instructions, explain difficult meaning of words, to explain complex ideas and grammar points.

Most of the students assured that they do not experience any complication or the state of being difficulty when their teacher uses only English in a classroom. Among them few students spoke briefly about the challenge when they find difficulties to find out accurate English words to express their situation and find a way out to face the difficulties and needing to be dealt with and overcome the situation. They feel less stressed when their teacher starts class by using L1.

Another student from FGD expressed his opinion that *“As my English improves, I am becoming more comfortable speaking only English in English class.”*

The third question which was addressed by the researcher was what they did when they cannot understand what their teacher says in English in a classroom. Few of them replied that they prefer to keep quiet and made an attempt or effort to make a guess difficult English word meaning. Even some students who do not understand the meaning of the class lecture asks their classmates to make it simpler by clarifying it or make the lecture understandable. Some students have the feeling of shyness meant feeling of apprehension, lack of comfort, or awkwardness when they say anything in front of the class while they do not understand what their teacher says in English.

One third of the students said that they don't use their mother tongue in their English classes. They considered that excessive use of Bangla in English classes is not a good sign for them. If they overuse their first language in English classes, it will make them fully relied on the language.

According to them Bangla should be limited in extent, number, scope, or action in English classroom. They repeatedly mentioning the fact that to use L1 too often or too much may obstruct TL learning and can create the state of being dependency on MT in EFL classroom. To a complete ban on the use of L1 was opposed by some of the students. According to Weschler, “use English where possible and L1 where necessary” (1997, p.5). “Don't ban mother-tongue use but encourage attempts to use the target language” (Willis, 1996, p.130). The students also have the same opinion regarding the fact that there is no need to ban mother-tongue use but encourage attempts to use the TL. They considered that by banning the MT or L1 will make it difficult for

comprehending the TL constructively. And for this reason few students expressed that to use Bangla in a classroom means it has both facilitative and supportive role but along with that it has to be admit that this is not the primary language of communication which is so identified by the beneficiary.

In addition, it grants by the teachers to clarify instructions to free from ambiguity, acquiring vocabulary items and bewildering or perplexing grammar points by using L1 may reduce the pressure or tension of students that exerted on this issue and assure them to carry out with more perfection with the tasks which is allocated by the teacher. According to Merritt et al. (1992), the shift from English to mother tongue emphasized the major points in the instructional material.

4.2.1 Using L1 in EFL classroom:

The researcher attempted to find out the answers from the students by asking them what is their opinion regarding the use of L1 in English classroom. Along with that it was assigned by the researcher to investigate the answer when they think it is appropriate to use L1 and why they think it is necessary to use Bangla (L1) in EFL classroom. Nearly half of the students claimed that it is inevitable to use L1 in the classrooms because L1 paves the way easier or smoother in FL learning. The students feel confident, relax, secure, easygoing, and not getting easily upset if their teachers speak in L1. It was also stated by the student that L1 works as a helping hand to acquaint with new vocabulary items, instructions and errors. It was considered by the students that if they understand critical grammar rules they can learn it quite appropriately.

Subsequently few students accepted that, the problems can be solved easily when it is discussed in their mother tongue L1. They also admit that the situation will be more beneficial if the teacher prone to use Bangla while explaining any difficult items for them to understand. But the students also acknowledge the issue that overuse of L1 inhibits in obtaining the TL to a large extent. That is why it was not unknown by the students that the teacher should use the native language according to their needs and demands meant expressing necessity or obligation.

4.3 Class observation:

Total four classes of four different teachers were observed by the researcher. It was noticed by the researcher that the majority of the teachers used English in their classes, but when it is time to discuss about any difficult word they switch to L1. Despite the fact of explaining the meaning in L1, some teachers pointed out some examples in English. Consequently, the student could connect the L1 with the L2 and able to perceive the specific meaning which is clearly defined or identified. Hence it was noticed by the researcher that majority of the teachers used TL while interacting in a classroom. In the context of teaching, the researcher also noticed that the teacher tend to use L2 in giving feedback.

The researcher also found that a teacher used L1 with great attention after giving an explanation of the task. It was observed that some of the students did not understand his instructions clearly. Immediately she called forth or draws out the instruction from one of the student and the student prone to use L1 in explaining the task. Then the teacher gently avoided the excessive use of L1. So it is up to teachers whether he will avoid the use of L1 or not but if he or she wishes to avoid they can keep themselves away from using L1. In some classrooms I have been discovered that teachers were using Bangla (L1) while explaining any critical grammatical rules along with

appropriate examples. It was explored that the teachers were demonstrating examples in Bangla so that the student could comprehend the content quite easily and clearly. It is always tricky for the teachers to correct student's error and I found out that it was mostly done in English and gave examples in TLs. It is quite obvious that the class where the teacher used and permitted L1 students gave the impression of being more engaged and showed intense and eager enjoyment in asking about any questions. After observing the classes, the researcher explored that, teachers used only English and students actively cooperate and participation was quite satisfactory. But few students looked rigid and get frightened of asking questions. Interesting point also noticed by the researcher, some of the students were talking secretly in Bangla which the teacher did not notice.

I saw some students were looking nervous and a little bit shy when the teacher constantly speaks only English in class. Among the students some of them expected that using dictionaries and resources in the first language should be allowed in English class.

The researcher also noticed that there is constant mismatch between theory and practice in English classes while observing the classes, actually most of the teachers was not bothered about using any specific methods and procedures not even any techniques they want to be followed. One thing I would like to mention teachers gave real life examples which students may find useful. Inconsequence, teachers gave feedback mostly in English. Most of the teachers' ice breaking part was very creative and used L2 mostly. I have noticed that few of them ended the classes by appreciating students' participation and attention. Among them very few teachers used motivating words such as very good, excellent, well done etc. Consequently, the researcher found those words is effective because students seemed motivated after getting appreciation from

their teacher. Actually the process of encouraging or establishing a pattern of behavior by offering such inspiring or motivating words worked here well to enhance learning the TL. Actually the *Positive reinforcement* is the addition of a reward following a desired result in learning a desired language.

4.4 Major findings:

After interviews, FGD and classroom observations, from teachers and students disclosed their recognition, acknowledgement and identification of the remarkable contribution of MT towards learning English.

After interviewing and classroom observation it showed that, in Bangladesh Tertiary level students can use L1 (Bangla) which is really useful. L1 can be considered as a beneficial tool which produces or promotes a favorable result for the learners if any teachers used it productively in a classroom. Besides that the teachers often use L1 while they were explaining difficult points, explaining grammar rules, correcting errors and giving instructions. Along with that, L1 has some constructive use in saving time and understanding the content quite perfectly.

The researcher has explored that when any students that have been forbidden speaking in MT in a classroom, the students are feeling worry about the possible results of a particular situation to say anything in English even in L1. Hence, it has also got to know that if the teacher gives instruction in L1 students can easily assimilate to it and follow the class without any hesitation. In fact if the teacher uses L1 constantly, the students lose their inspiration or encouragement to learn the Target Language considerably and certainly it will reduce their interest to learn TL and it will increase their dependency on L1.

L1 assists teachers in building rapport with students and ensure them a sense of security. Gradually L1 boosts students' confidence to communicate with teachers. In order to do that a balance between L1 and L2 is required to maintain. It is very challenging for any teachers to converse with any students as they have very restricted word stock. If it is identified by the teachers that any undertaking task is beyond their potentiality or capabilities of students, a little

push or use a less amount of L1 can be a convenient plan of action to overcome the hindrances. If any learners can comprehend their task and instruction quite comfortably they may feel more connected to fulfill the task and a sense of confident which will give them the self-assurance to believe in themselves and learn better English.

It displayed that MT can be used to scaffold (provide with a scaffold for support) those students who cannot finish their task independently. If L1 can help students to become progressively greater their performance in English, teachers can permit students to use L1. It is very important point to be notified that the judicious use of MT and the functional use of L1 can enrich effective language acquisition as a successful medium of a teaching tool.

I believed that in Bangladeshi contexts Bangla cannot be ignored completely rather it should carefully be used to get more benefits in EFL learning and teaching. In fact L1 can help students to become progressively greater their performance in English, teachers can allow students to use L1.

I think that as Bangladesh is a complete monolingual country where both teachers and students share the common linguistic background, it might natural to use L1 in English classes in fact it will come subconsciously or automatically. But along with this it is true that we cannot use Bangla throughout the class, we have to use it judiciously, as we get less opportunity to use L2 because it is not an English speaking environment and that is why both teachers and students should maximize their exposure to L2 in an EFL classroom.

Chapter 5 Conclusion:

The conversation in the recent paper has directed at a target to respond to the research questions identified in the first chapter. Firstly it was asked in regard to know about the various reasons students have for using their first language in English classrooms. This study investigated that students have various reasons for using the first language in the classroom. It was accepted by the participants in the face-to-face interviews that they sometimes used the first language to explain and ask about the new ideas and concepts presented in English classes, , and along with that when they realized that they could not find the exact word in English. Participants in previous studies (e.g., Kovacic&Kirinic, 2011; Sharma, 2006) also said they sometimes use their first language, and that they would prefer having their first languages used a little in the English classrooms. The existing study was not able to make out the numerous reasons with a positive declaration intended to give confidence that prior studies had proposed, might because of the low numbers in this study or because of the recent research design.

Another question in the existing study asked about the students' various attitudes towards the use of their first languages in English classrooms. Majority of them have supported the English-Only policy in their classrooms. Along with the English proficiency of the speakers improved, they seemed to feel more at ease using English in English classrooms. The participants also admit that they use English more frequently than they used their first language in English classrooms, and when they communicate in English they do not feel nervous instead they feel secured. This appeared to be at variance with some of the findings of previous studies where students tend to use the first language for diverse tasks. Again it was asked in the study in which circumstance first language was used outside the English classrooms and used the responses through face to

face interviews. Almost all of the participants declared that they use their target language when communicate with people who feel more comfortable in using L2. Truly these findings are not astounding in the light of previous work (e.g., Norton, 1995), which found that students devoted their language use and learning in varied way in different situations, relying on their maximize use of L2.

The study requires to be investigated further to give assurance their full relation to the use of the first language in English classes. The existing study pointed out some connections, but as conversed below, there were limitations that may have affected the interpretation of the findings.

5.1 Limitations:

There were number of limitations to the current study that would require to be identified in future research. Firstly, there were fewer participants in the face-to-face interviews than it was expected at first. Furthermore, all the participants in the face-to-face were graduate students of various Departments. It is always safe to have a large number of participants to make generalizations and might have changed the results of the current study. Having a larger amount of participants in the face-to-face interviews would have aided make more reliable generalizations in regard to first language use in the English classrooms. Finally, there have been some possible factors which interconnected in some way, future studies would need to explore whether these interrelationships interpreted real patterns, or whether the findings of the recent study were solely or apparently random.

5.2 Recommendations for further research:

As it is stated earlier, the results of the existing study offer the first step into a wide variety of research in the area of first language use in English classroom. Further research investigating the factors which manipulate students and teachers attitudes towards first language use in English classrooms in regard to first language background, age, and English language proficiency would be having considerable worth. The current study explored the reasons and attitudes or perspectives towards the use of first language use. It would be interesting to conduct research investigating the factors that might have any connections along with this area. This research has helped to focus on the reasons both the teachers and students have for using their first language use in the English classroom. It also added to our understanding of their opinions about first language use in the English classes. In addition, it has provided an initial exploration into potential connections between attitudes about and reasons for first language use on the other. The current study, in other words, has helped pave the way for a long journey.

5.3 Implications:

The results of the current study, despite facing many issues, have a number of implications in various fields. Both students and teachers may be capable of using the results in reducing the amount of the first language used in English classrooms. The findings may also assist the teachers to perceive the intended meaning behind the attitudes the students have towards first language use and permit them to interpret or view these reasons and discuss them with their students. After exploring the study students may also reaches blows to an in detail understanding of why they prefer to use their first language in English classes. This understanding of

knowledge could be able to help them make better decisions regarding whether it would be wise to use or not to use their first language. Furthermore, pedagogues are provided a clearer picture of the reasons and attitudes of the students with regard to the first language use in English classrooms in EFL settings. Become fully aware of realizing these reasons and attitudes may help teachers make adjustments to their teaching methods and techniques to help their students improve their English learning process and decrease the amount of first language use.

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Appendix: A

Focus Group Discussion for students

(The Questionnaire is a part of academic research program and will never be used for any other purpose. Your respond will help to develop best ELT practices in Bangladesh. You are requested to go through the questions and respond these accordingly. Please feel free to ask/contact if you have any difficulty. I would like to assure your response will remain confidential. Thank you in advance for helping this research work.)

Using L1 in EFL: Interview questions for FGD:

How long have you studied English: -----

1. Do you use your first language in class? How often? Why?
2. . In what types of situations do you use your first language in class?
3. How comfortable are you using your first language in class?
4. Do you prefer speaking English or your first language in English class? Why?
5. For what tasks do you need to speak your first language in English class?
6. How do you feel if the teacher uses his first language in class? If so, is it useful?

Distracting? What do you think about a teacher using first language to teach English?

7. Where do you use English outside of English class? Do you prefer speaking your first language or English outside of English class? Why?

8. Is there anything else you'd like to share with me about your experience using your first language versus English in English classes?

Thank You for your cooperation!

Appendix: B

Dear Teacher

These interviews questions are developed to identify the problems faced by both teachers and students in teaching and learning English. It consists of problems related to English Teaching and learning. I am very much interested in having your invaluable feedback which contributes significantly to the Development for the English Teachers of the Tertiary level in Bangladesh.

I would like to assure you that your responses will be kept anonymous and confidential and no other than the researcher herself will have access to your responses.

Thank you in advance for your cooperation

AyshaYasminIrin;Researcher

Interview questions for Teachers

(The Questionnaire is a part of academic research program and will never be used for any other purpose. Your respond will help to develop best ELT practices in Bangladesh. You are requested to go through the questions and respond these accordingly. Please feel free to ask/contact if you have any difficulty. I would like to assure your response will remain confidential. Thank you in advance for helping this research work.)

Using L1 in EFL: Interview questions for teachers:

How long have you taught English: -----

1. Do you need to use L1 (Bangla) in your EFL classroom? If yes why and what is the purpose?
2. There is a criticism using L1 instead of English in English classes which reduces student's experience to English. What's your opinion regarding this issue?
3. What is your attitude towards using L1 in EFL classroom? In which contexts both students and teachers use their first language instead of speaking target language?
4. What are the teachers' opinions about using L1 in EFL class by their students?
5. Do you think it is useful to use L1 in a classroom? If yes how?

Thank You for your cooperation!

Appendix: C

Classroom Observation

Date -	Time -	Class-	No Of Students -	P-	A-
Subject :					
Topic :					
Materials and aid :					

Observation Checklist

Objectives of the lesson:

Materials used:

Specific comment:

Skills

Which skills have been practiced?

Which language L1/ L2 did Teacher and Students use most?

If Teacher and students use L1 in a classroom, what is the purpose?

Interaction

Describe Teacher –Students’ interaction in a classroom.

Which language did the teacher use while giving feedback?

Error Correction

Use of Languages in Error correction

English :

Bangla :

The reason behind using English or Bangla during error correction:

Use of Bangla in the class: (Give a tick mark)

10%----30%

30%----50%

50%----80%

80%---100%

Use of English in the class (Give a tick mark)

10%----30%

30%----50%

50%----80%

80%---100%

Strengths and weakness of teaching: