



**Teacher's Perception about the Use of L1 in Secondary EFL Classroom
in Bangladesh**

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Submitted in [partial] fulfillment of the requirements for the
Degree of Master of TESOL

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June, 2017

Abstract

This paper investigated teacher's actual use of the L1 in a secondary classroom in Bangladesh and explored the causes for using it. In an EFL classroom, the use of the Target Language (TL) has long been restrained an imperative principle of second language instruction. In language pedagogy, teachers' views of using learners' mother tongue (MT) in teaching foreign language have been another communication. Teachers, instructors and educators know, whether they like it or not, language learners indirectly and unconsciously make use of their own language while learning a language. In the language classrooms, teachers are inspired to use learners' MT to make it more dynamic and to help learners feel a sense of security. This study considered finding out several factors that influence teacher's use of the L1. Qualitative and quantitative data were used to address the purpose of this study. The key instruments of this research are open and close ended questions, interviews, focus group discussion and classroom observation. This paper discussed the reason of using L1 which will help the teachers to modify their classroom to reduce the frequency for first language use and use MT as an essential tool. The findings can help to clarify the reasons why teachers use L1 (Bangla) in secondary EFL classroom in Bangladesh.

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Acknowledgement

I am grateful to my mentor and supervisor Dr. SayeedurRahman (Professor of Institute of Modern Languages at Dhaka University, and TESOL Programme Coordinator at BRAC Institute of Languages, BRAC University) for his valuable guidance and clear direction. His cooperation helped me to carry out this research. I take this opportunity to convey my special gratitude to the authority of the participatory institutions for permitting me to observe classes. I would like to thank the participants in the interviews, all the students and teachers who facilitated the process of data collection. Their spontaneous response, unhesitant attitude helped me to carry out my research work smoothly. Finally, I would like to express a very special thanks and lifelong gratitude to my parents, husband and child for being the source of hope and motivation to work hard and reach my best potential.

Declaration

I declare that the Dissertation titled “Teachers perception about the use of L1 at secondary EFL classroom in Bangladesh” is submitted to the BRAC Institute of Languages (BIL), BRAC University in partial fulfillment of the degree MA in TESOL. That no part of this dissertation copied or plagiarized from published or unpublished copied or unauthorized from other published work of other writers and that all materials, borrowed or reproduced from other published or unpublished sources have either been put under quotation or duly acknowledged with full reference in appropriate place(s). I understand that the program conferred on me may be cancelled/ withdrawn if subsequently it is discovered that this portfolio is not my original work and that it contains materials copied/ polarized or borrowed without proper acknowledgement.

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Chapter 1: Introduction

One of the ongoing deliberations among language teachers especially in secondary level nowadays: whether or not to use first language (L1) in a foreign language (FL) classroom. In Bangladesh, most of the language teachers from schools try to use English as much as possible. Using L1 in any EFL classroom has long been measured as an unwarrantable misconduct. In Bangladesh at the secondary level, students habitually use their MT in an EFL classroom. It is a common thing that is experienced by almost all language teachers. Sometimes teachers of English medium school use L1 in a classroom.

Some researchers believe that only L1 should be used in the classroom. There are some reasons for why EFL teachers use L1 in classrooms which seem to be harmless and effectual to them in concern of teaching. Harry Meyer (2008) includes the reasons to use L1 in the classroom and encourages, “the student’s L1 can assist in making the classroom a more comprehensible place and help lower the effective filters when used (p.148). Administrators of English Language school should apprehend that the use of TL in classroom is not as much effective as it has been thought to be. Beginner to advanced level students should feel comfortable in the sense that new language should not be looked at as a vague and frightening territory. As an instance, language teachers should draw the common structures between languages to understand the foreign or second language structure.

On the other hand, many teachers and researchers do not agree on that point, they think that extreme use of L1 may hinder the foreign language learning process. Being an English student and as a teacher, many of them has an attitude of holding on to ones’ first language in a classroom. When working as a teacher, the researcher found many students and some teachers who speak Bangla even though they were in an English class. I asked them about the reasons behind that accomplishment, many times I was responded with “As this is my mother tongue. I am not a native English speaker.” I was annoying to find out the reasons why they used first language even when they were trying to learn English. It builds up my consideration why they speak their first languages while they are trying to learn English at the same time. In this paper, the researcher explored the reasons for using L1 in secondary classrooms, a place where English is supposed to be spoken.

There have been many arguments both in favor of using L1 and also against the use of it in EFL classroom, but not much researchers prevails to make measurement the exact effects of L1 use in the classroom. Some researchers have faith in that L1 can work as a facilitator in L2 or EFL classroom which can develop teaching-learning process. As they think that teachers have a duty to make a comfortable zone for students and let them allow express themselves. On contrary, some recent researchers believe that occasionally teachers can use L1 which can be a useful tool for effective learning. The main objective of the research is to find out the reason behind teachers' use of L1 Bangla in English classes of Bangladesh.

Before starting to investigate and examine the reasons behind teacher's use of the first language in EFL classroom, we may first look at the background of the study based on Bangladeshi context.

1.1 Background:

1.1.1 Foreign Language teaching in Bangladesh:

There has been a growing awareness in learning English as a second/foreign language all over the world. English plays an important role in almost every aspect of life nowadays, starting from education to business. In addition, English has become a global lingua franca and a means of international communication round the world (Brutt-Griffler 1998). It has endorsed people from different cultures and different linguistic backgrounds communicate and share their knowledge and skill. Additionally, English has become "a key part of the educational strategy in most countries" (Graddol 2006, p. 70).

Nowadays in Bangladesh, English is taught as a foreign language in our curriculum. English has been announced as a compulsory subject until 12th grade in the national curriculum, since 1992. In non-government institutions such as language centers, English medium schools, private universities etc. teach English according to their own curriculum and syllabuses.

For daily communication, most of the people of Bangladesh speak in Bangla. Bangla is the first language of this country. Most of the students cannot get a chance to use English outside the classroom. Generally, public schools follow 'English for Today' as an English

book which is published by Bangladesh Text Book Board. But the English medium schools do not follow Bangladeshi education system and those schools are actually under the administration of British Council. As in English medium schools only English is strictly medium of instruction so the students are even very weak in Bangla. As a result, it creates a difference in the education system in Bangladesh. It is entirely based on the difference in the medium of education. But if teachers want they can reduce the use of MT in English class or effective way use of L1 in a classroom. At secondary level, the issue of English language learning is an identical crucial phenomenon for Bangladeshi students. As Bangladesh is a non-English speaking country, so for developing English here, it needs special care and dynamic methods.

There are three streams of education in Bangladesh (Kamol, 2009; Rahman et al., 2010):

1. Bangla medium
2. English medium
3. Madrasha medium

This thesis deliberates on two streams of education, explicitly: English medium and Bangla medium.

The status of English in Bangladesh is that of a foreign language. It is one of the subjects taught from Class I to Class XII in both government aided and private schools. Almost all the government-aided schools, the medium of instruction for all other subjects are Bangla. But in private schools English is the medium of instruction, and the school authority even forces to use English to communicate with the teachers in the classroom and among themselves outside the classroom. Most of the people in Bangladesh are now aware of the fact that knowledge of English is compulsory to get ahead in their life. It brings high status to the individual communally as well as extends job opportunities. Moreover, the student who has a good proficiency in English is a valuable asset to pursue higher studies in English-speaking countries. Because of these numerous reasons, most of the parents do their best to have their children educates in an English-medium school.

The main objective of teaching English at the secondary level in Bangladesh is to develop their Elementary English knowledge strong and permit students to understand simple commands, instructions and requests in English and carry them out. For this reason to learn English properly at the secondary level is essential for the students. That is why, in Bangladesh, most of the teachers use Bangla in English class while explaining the meaning of English words or giving grammatical examples. They can't find actually any alternative way to teach English except using L1. That's why most of the teachers in English classroom using MT without knowing the object behind using it. Making English study effective from primary to secondary levels needs a lot of inputs and resources like trained teachers who can use appropriate teaching strategies, communicative teaching resources, and management facilities. But unfortunately, these resources are not equally available for learning English in all the educational institutions of the country.

1.1.2 Present status of teaching institutions in Bangladesh:

Presently, there are no training institutes in Bangladesh for English teachers. Still, in some schools few teachers have followed Grammar-Translation method for classroom language teaching. In the examination system ranging from primary to secondary level, the topics of the questions are based on prose and poetry, grammar items, translations, comprehension, paragraph, composition and letter writing. In addition, the assessment of the contents of English textbooks shows student's capability of communication through language is assumed secondary consideration. Consequently, students are often deprived of the varieties of language inputs which are necessary for their daily life of communication. However, at secondary and higher secondary levels a communicative system has been introduced.

In Bangladesh, most of the language teachers have enrolled without a background of ELT or any practical training in an educational field. Even until now, there has not been any graduation course like English Language Teaching (ELT) or TESOL in Bangladesh. Among the few universities like Dhaka University, BRAC University, and North-south University offers only a one year course titled 'Applied linguistics and ELT' and TESOL at the masters level.

1.1.3 Methods of Language teaching:

Language teaching is usually perceived in terms of method. In seeking to improve teaching practices, teachers and researchers try to find out which method is the most effective. Some methods were used to encourage first languages in a classroom and some were not. The first English language teaching method was The Grammar Translation Method which was encouraged to use first language (L1). We got a detailed description of this method from Larsen-Freeman's (1986) book which is named Techniques and Principles in Language Teaching. She pointed out in a classroom how teacher depends on translations from L2 to L1. Vocabulary and texts that were taught in classes were promptly translated into the first language. Grammar was taught in a deductive way which means teacher used to give the grammar rules and examples and ask students to memorize those rules with examples. Students and teacher's communications and interactions were almost entirely in L1. Instructions were given in the first language as well. Student's success was depending on how good they were in translating from English to L1. Nevertheless, in many countries, teachers still use this method to teach English. The researcher found few teachers at her school that used Grammar Translation Method. Teachers always used Bangla to give grammatical examples. Class participation or discussion was not encouraged by the teacher at all. Classes were entirely teacher centered and the teacher is the authority in the class, so students were always bound to do as teacher says and the interaction was mostly in L1 between teacher and students. The method encouraged to use the first language (L1) in a classroom as well. In other words, this method was challenged for doing "virtually nothing to enhance students' communication ability in the language" (Brown, 2000, p.16).

Accompanied by the enormous spread of the Grammar Translation Method to teach English in many countries, other methods developed. Some of these methods almost banned the use of the first language.

Direct Method is one of the methods that did not allow students to use their first language. In this method, students were taught using different objects e.g. realia or pictures and direct connections between the language and what it implies. The first language was not used at all in a classroom. Teachers give an answer to the questions of the students through demonstration, not translation and teach to think in the TL. In direct method, grammar is

taught in an inductive way which examples are presented first and students are asked to figure out the grammar rules from the examples.

Other methods such as Audio-Lingual, Community Language learning, and silent way did not encourage the use of the first language but allowed the first language whenever it was needed to facilitate language learning. These methods encourage learners' "autonomy". The student's role is vital for learning a new language. Self-correction is encouraged by these methods and if students are unable to do this teacher provides support. In community language learning the purpose of using MT is to provide a bridge to familiar to the unfamiliar. If necessary, literal native language equivalents are given by the teacher to the TL words. This makes the meanings of those words clear and permits learners to combine the TL words in different ways to create new sentences. In this method, a teacher provides a secure environment and encourages student's initiative and independence.

Eventually, to teach English as a foreign language was spread in the late 1970s and early 1980s, according to the communicative approaches, the use of L1 was considered as undesirable (Mahmoud, 2006). This trend was enhanced by the cognitive psychology theory that people acquire FL in a manner similar to the way they acquire their L1. Actually, many language teachers still have hesitations about using L1 in L2/ FL classroom, because they think that it limits exposure to the TL and keep students thinking in their first language. Each method is unique and has its own strengths and weaknesses but they are not suited to all situations. A method can be successful if teachers can use it in an appropriate way.

Nowadays, the taboo against using L1 in the classroom is breaking down, and the attitude towards using L1 in English class. Now most of the emphasis is given on communication rather than just learning a language. In fact, a new teaching method purposely uses L1 in an EFL classroom. This is the New Concurrent Method which involves teachers to balance the use of the L1 and the FL (Faltis, 1990). Here, talk about that L1 can be used in four areas: introducing concepts, reviewing a previous lesson, capturing learners' attention and praising them. Moreover, as research continued, it has been discovered that in addition to negative language transfer, positive transfer also seems to be significant, which means that FL/ L2 learners might benefit from being exposed to the similarities of the two languages.

1.2 Statement of Purpose

The purpose of this mixed method study was to find out teacher's use of L1 in a secondary classroom in Bangladesh. This paper investigated teacher's actual use of L1 and their causes for using it. There has been always a debate on the role of first language in language pedagogy. Regarding teachers' perception of using mother tongue, it turned out that instead of being ignored, teachers believe that first language should carefully be used to get more benefits in EFL teaching. In language pedagogy, teachers view the usage of learners' MT in teaching foreign language as a natural phenomenon. Teachers, instructors and educators know, regardless of their liking or disliking, language learners indirectly and unconsciously make use of their own language while learning a language. In the language classrooms, teachers are inspired to use learners' MT to make it more dynamic and to help learners feel a sense of security. This paper discussed thereasons of using L1 which help the teachers to modify their classroom to reduce the frequency for first language use and use MT as an essential tool. These research choosing secondary school classrooms to explore in what circumstances and situations teachers use first language in EFL classroom. To do this, ten teachers and sixty seven students were asked to fulfill an interview and survey questionnaire to analyze their experiences and situations of 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. If they know the reasons, they may use L1 as an effective tool for teaching L2. This paper may give the language teachers a vision about the reasons of using L1 in English classes and how it can be an effective tool for learning foreign language.

Chapter 2: Literature Review

There have always been controverting views about whether to use the MT of the teachers in the foreign language classroom. The use of L1 adequately and effectively in a classroom, can be used as a means of language learning and language teaching. Many teachers in EFL classrooms use first language without knowing the reason behind using it. They even don't know that L1 can be an operative tool to teach second or foreign language. Though the use of L1 may obstruct second language or foreign learning but it may contain several advantages too.

This chapter has been organized into three parts. In the first segment, there is given some significant reviews regarding the reasons behind using L1 in EFL classroom. In the second section, there is an effective evaluation about the advantages of using MT in FL class. In the third section there is also analysis on the disadvantages of using MT in EFL classes. At the end, the rationalization of using MT in FL classroom is revealed.

Language learning and teaching is a continuous procedure. The focus should be given on teacher's perception to teach language also learner's level, age and background. Krashen (1985) claims in his theory, if the TL is spoken in a learning environment then foreign or second language can be attained and significant amount of consideration has been given to the use of L1 in L2 learning and teaching .If L1 will be used effectively ,it can be promote language learning and it should not be neglected. Cook (2001, p. 402) speak out; "open a door that has been firmly shut in language teaching for over 100 years."

Cangarajah (1999), comments in his book *Resisting Linguistic Imperialism in English Teaching* about the use of L1 in secondary school in EFL classroom. The author gives examples L1 (native language) should use in second language/foreign language classroom in the instructional process, in lesson content and in student interaction. He accomplishes that "accommodation of L1 in English classroom does not hamper the acquisition of L2, but enhance it" (p. 143). Cangarajah provides examples from the Tamil classes that L1 to be harmful to L2 means that local teachers are underneath the influence of center pedagogical thinking. He determines, teachers and students can manage their classroom interactions efficiently by the use of LI, code-switching, and code alternation.

Teachers try to separate between two languages L1 and L2 in a classroom but students always attempt to make a connection between two languages. Reflexively or willfully L1 always comes to their mind. But some of teachers believe that, it is necessary to use MT to start a TL. A group of teacher deliberate that MT might be a useful tool to give students relaxes because inadequate language proficiency may create anxiety among students in the FL classroom. Even though, Students feel secure in a classroom they learn a new language spontaneously .This is the way how teachers can create the breeze of learning to teach a new language with students. If students feel comfortable and stress-free in a classroom, it could be easier to let students involve in various classroom activities. To build a good rapport with students is very important to keep them alive in a classroom. Schweers (1999), investigated at university students and teachers in Puerto Rico, the desired use of L1 (Spanish) in the L2 (English) classroom. Though all teachers thought that L1 should be used infrequently in a classroom but few students felt it should not. Schweers (1999) mentioned that students and teachers required more use of L1 in a classroom for new vocabulary, to aid comprehension also for to understand difficult concepts of grammar rules. Few students and teachers felt that L1 should be applicable when summarizing any material. Actually to give students permit to use L1 in a classroom is a humanistic approach which give them chance to say what they want. “Starting with the L1 gives a sense of security and validates the learner’s lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English.” (Schweers, 1999, p.6).

Most of the teachers show their respect for the learners’ who are using L1 in a classroom and always try to avoid doing ambiguous things which make the L1 seem inferior to English. Thus, a balanced approach is needed in an EFL classroom where sees the appropriate role for the L1 but also identifies the importance of maximizing L2. Also, this is the job of English teacher’s to develop learners’ proficiency in English.

Translation is one of the positive forms of interference aimed at educational rather than harming learners’ competence and performance. In language classes, the use of translation might have some limitations but some aids should be explored under consideration. Translation is a completely a different language skill as compared to reading, writing, speaking and listening because it is an activity which includes to certain degree, dependent

on them,(Leonardi, 2007). Nevertheless, the use of L1 and translation activities in an EFL classroom for language teaching has enchanted in new attention (e.g. Ferrer, 2005; Deller and Rinvoluceri, 2002). As Rinvoluceri reminds in his recent publication, “the MT is the womb from which the second language is born” (Deller and Rinvoluceri, 2002)

Liu Jingxia (2010), in his study with Chinese learners, in certain cases in classroom teachers can use L1 with examples in some situations that show how teachers can use L1 (Chinese) in an appropriate process and the learners react on it. His study shows that “code-switching to Chinese is a good strategy of efficiency and benefits EFL classroom”.

Teachers often use L1 in beginning and intermediate classes to give instructions, explain difficult meaning of words, to explain complex ideas and grammar points (Tang, 2002). The use of L1 in a classroom means “supportive and facilitating role” (Tang, 2002), and not that it is the primary language of communication. To use of L1 in a classroom allow students more conscious to fine similarities and differences between cultures and linguistic structures and may improve the accuracy of translations. To find similarities between two languages build up "interlinked L1 and L2 knowledge in the students' minds" (Cook, 2001).

It may not be perfect to use L1 in the classroom. If teachers feel the required of it, students can use it; but there should be a balance between the uses of two languages. Teachers should not use L1 to protect themselves because they are not prepared for classes. Teacher should know the appropriate use of mother tongue.

According to Cole (1998), teachers can use L1 when it is genuinely needed and beneficial. Teachers can create a safe and motivating environment for language learning (p.95). “Teachers should use English where possible and L1 where necessary” (Atkinson 1987, p. 243). Teachers should keep in mind that students should not over-rely on L1. There should be some circumstances when students can use L1. So, there are different reasons when teachers can positively use first language to teach second language or foreign language. Basically, judicious use of L1 can save a lot of time and confusion.

Before banning the MT for primary and secondary level students in EFL classroom, teacher can consider using native language as a tool like symbolizes, images, videos, etc. It can be

effective for L2/ FL learning as a constructive resource. L1 can be used as a tool in the L2 classroom to reduce affective filters (Meyer, 2008; Norman, 2008). Norman (2008) states “Students are often unresponsive, inattentive, and unwilling to speak in class” (p. 692).

“Although the MT is not a suitable basis for a methodology, it has, at all levels, a variety of roles to play which are at present consistently undervalued” (Atkinson, 1987, p.247). According to Atkinson (1987) when teachers check comprehension still they can use translation. He prefers that translation is a longer passage as ““presentation and reinforcement of language”, he considers when students translate their MT into English, they are focusing on accuracy and try to find out the difference between two languages, it can help to avoid negative transfer.

The use of L1 In foreign language classroom has been argued for many years .There have been many debates about the use of L1 in an EFL classroom whether or not it can be hampers or facilitates second language learning. The advantage of using L1 in EFL classes that students can see differences between L1 and L2. It will never give them any opportunity to ban students’ MT to find a comparison between L1 and L2. Moreover, avoiding of using L1 is an obstacle to learners’ sense of security in second language learning.

Willis (1996) states the use of his or her native language, permits students to say what they want to say in the TL. According to Willis, he is against banning the use of L1 but he states that students should be engaged in learning activities by using TL. “Don’t ban mother-tongue use but encourage attempts to use the TL” (Willis, 1996, p.130). Willis (1981) explains about the viewpoint of using MT in FL/SL classroom: sometimes it is desirable and economical both, to concern to drop English for a few seconds. It is not harmful always to drop TL for a time being. When teaches use L1 in a classroom, it can be used in an economical way, as an example, to explain the new word and any difficult the meaning, to clarify the aims of lesson, and to check learners’ understanding, and to discuss about the main ideas after reading (p. xiv). Teachers can use students’ previous learning experience about the use of L1 to increase learners’ understanding level of L2. For example, if students can understand the concept of noun, it is much easier to translate the word "noun" instead of describing it in TL.

Stern debates about that issue, he states it is impossible to keep L1 and L2 apart and determines by saying that: "the L1-L2 connection is an undisputable fact of life, whether we like it or not the new knowledge is learnt on the basis of the previously acquired language" (1992, p. 282). Banning the MT or L1 will hinder the comprehension of the TL effectively. The lack of understanding will prevent learners from achievement. Hence, L1 should be used, when it is needed.

Weschler (1997) recommends using L1 for warm-up brainstorming. If teachers start their classes with L1, students will get a sense of security. So teachers' can do warm-up activities by using students' mother tongue. Sometimes teachers can save time by using L1 translation and use the time for other activities related to TL learning. Weschler also puts "use English where possible and L1 where necessary" (1997, p.5). He also suggests teachers can assimilate L1 into L2 classes to progress classroom dynamics, and states: "starting with L1 provides a sense of security and validates the learner's lived experiences, allowing them to express themselves".

In addition, the use of translation can provide students the opportunity to find out the similarities and differences between L1 and L2. Above all, Ross points out, the importance of translation in foreign language learning as: "Translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers" (Ross, 2000:63). According to Ross, for all language learning, translation develops three essential qualities: accuracy, clarity, and flexibility (Ross, 2000:61) that will help students learn effectively.

Cook (2001, p.413) recommends, some issues in using native language certainly in second language teaching: efficiency, if the use of L1 will be more operative in L2 learning; learning, If L1 will contribute to L2 learning; naturalness, if students will feel more comfortable and confident, when L1 is used in some reasons; external relevance, if the use of both languages will help learners to learn L2 effectively then L1 cannot be ignored. Cook (2001, p. 418) recommends some uses of the MT in a classroom: to give an instructions and explanations for short-cut, to build up a connection between L1 and L2 in the students'

mind, to help students to achieve learning tasks through collaborative learning with students, to develop classroom activities by using code-switching.

Atkinson (1987, p.243-244) lists the uses of L1 in L2 classroom: eliciting language, checking comprehension, giving instructions, connectivity among learners, reinforcing and presenting language, discussing classroom procedure, checking, testing and emerging learning strategies. Auerbach (1993) categorizes the uses of L1 like, classroom management, language analysis, explain grammar rules, discussing cultural issues, delivering instructions, explaining errors and checking for comprehension. Piasecka (1988) lists some other uses of L1 in L2 classes: 1) discussing about syllabus and the lesson, recording classroom activities, classroom management, prospect setting, Language analysis, explain grammar rules and few discussion about linguistics (phonology, morphology and spelling), discussion about cultural issues, giving instructions, enlightenment on errors, checking comprehension. Macaro (1997) identifies five features to use L1 in L2 learning, as an example, using L1 to give instructions about activities, translating and checking comprehension, individual comments to students, giving feedback to students, to use first language for classroom management or discipline.

To sum up this segment, I would like to quote few words of Deller (2002:3): "The MT taboo has been with us for a long time, but fortunately now things seem to be changing. I believe that many teachers have continued to use the MT because it is both necessary and effective."

Some of the researchers strongly disagree to use L1 in L2 classes. According to Harmer (2001), overuse of L1 restricts students' acquaintance to the TL. In second language learning classroom, using great extent of L1 will be a hindrance to achieve TL. Sharma (2006) mentions that only using TL in the classroom is that "the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it".

Howat (1984) mention in his book *A History of English Language Teaching*, three assumptions of monolingual principal in FL teaching classroom: FL should be done entirely in EFL classroom, translation between MT and foreign language should be restricted, in multilingual classes, and languages should be separate. So, overuse of L1 may hamper

TL learning and can create dependency on MT in EFL classroom. According to Cook (2001), students do not get any benefit when teachers' give chance to students to use MT in a classroom when FL is the main source of input. Various classroom experiences of students can create different situations through imitations in real life, if teachers use MT to a great extent; students will be unable to get any benefit through that experience. Overuse of L1 may dispossess students to think in TL.

A huge amount of ELT specialist believes that too much use of L1 may deprive learners a valuable input in TL. So, teachers should encourage students to think in English rather than translating it into L1. Balanced use of MT may increase the chance to let them acquire the TL quickly. In EFL classroom L2 language should be mode of communication in the lesson. According to Krashen (1985), TL acquisition depends on exposure. The more learners exposed to a language the better they will acquire it. Krashen encouraged language teachers' to exposure TL in EFL classroom. Krashen stated that when teachers teach the lesson in EFL classroom should be used L2 and there should be a relationship between comprehensible input in L2 and proficiency (Krashen, 1985, p.14). If teacher provides comprehensible input students may learn better in classroom.

Willis mentions, "Explain to students that if they want to communicate in the TL they need to practice" (Willis, 1996, p. 49). The speaking performance of students develops when students use TL in EFL classroom. Macaro (2001) states "Only through the learner using L2 can s/he achieve strategic communicative competence" (Macaro, 2001, p. 183). Speaking is the central part of foreign language learning. Speaking activities will be effective, if students interact in the TL. Unless students' interaction will develop in TL, students' speaking performance will never progress.

Macaro (2001) points out that multilingual teacher are in a higher position to use the MT as a resource of learning a language. Using MT in a foreign language class is a great source of showing respect to the learners' culture. Consequently, students will be encouraged to respect other culture.

Ellis (1984) privileges, language acquisition will take place if learners do not depend on using L1. Regular use of MT in foreign language classes may create dependency, which can

be an obstacle to learn TL in an appropriate way. (Hawks, 2001) insists, TL can be used for all purposes in the classroom, even when the reasons for using it remained unclear. So teachers should exposure TL as much as possible in a classroom to acquire it. That requires students to use L2/ TL as much as possible.

Chapter 3: Research Methodology

This aim of the research intends to find out teacher's perception about the use of L1 in secondary EFL classroom in Bangladesh. With a view to unearthing the challenges, a volume of methodologies was followed to conduct my research. The data collection and analysis, questionnaire survey, interview and classroom observation took a number of steps in my research paper. The first step was to select the survey area. After that the researcher prepared survey tools which were help me to achieve the purpose of the study. Finally I made a scheme to analyze the collected data from the participants by using the questionnaire survey, interviews and classroom observations. . After collecting the data for my research paper a detailed analysis was conducted. The research explored the following research questions

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 secondary level in L2 classroom?

Specific questions:

1. What are the attitudes of teachers towards using L1 in the class?
2. What are the students' opinions about using L1 in L2 class by their teachers?
3. What are the advantages and disadvantages of using L1 in the class?

Finally, the researcher tried to provide some recommendations based on the findings and analyses through this study.

3.2 Research Design:

In the research methodology, the researcher followed the research tools like; mixed method which is mixing of qualitative and quantitative data both, students' survey, teachers'

interview, focus group discussion and classroom observation. All methodologies were given an equal importance in the research with the equal contribution to the data.

To design the quantitative data, the researcher used Likert scale to collect and analyze the numeric data. However, the items in Likert scale ranges were Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

3.3 Research area:

The research was confined to inside the Dhaka city. Firstly the researcher did her survey inside Dhaka city because the researcher was a teacher in Dhaka and it was easy for her to access any school for collecting the relevant information. Secondly all the schools from where the researcher collected the data were very close to her residence which was convenient for her.

3.4 Participants:

The research was carried out among two groups of participants- the students and the teachers. So the researcher divided her participants in three categories.

- Bangla medium students (Secondary Level)
- English medium students (Secondary Level)
- Teachers

The students were from prominent schools. The students did vary in their classes and ages. The schools had a co-education system of both the boys and girls. However, the total numbers of these participants were 67 and there were 31 girls and 36 boys. Sixty-seven students from different medium schools were participated in questionnaire survey and fifteen students were participated in interview. The researcher also took interview of ten teachers who teach at different medium schools in secondary level. On the other hand, researcher had observed in total four classes; one observation from class 7 and 8, another two observation from class 9.

3.5 Data collection tools:

The researcher collected data through interviews for students and teachers, questionnaire for students and classroom observations. In questionnaire survey participants may not respond to few questions which cannot be happened in face-to-face interviews. The points discussed in the interviews provide information through qualitative data in my research paper. Classroom observation is quantitative method of measuring classroom behaviors. After observing classes as a researcher, the researcher got a clear picture of teacher's perception about the use of L1 in EFL classrooms.

3.5.1 Interview of the teachers:

The number of teachers' interview, the researcher had taken were ten (see the Appendix: B for the interview questions). The duration of the interviews was about 30 minutes. Those questions were prepared to get a clear idea from the teachers about using L1 in Foreign Language classroom. The interview questions were prepared to know the reasons and necessity of using Bangla in English classes. They were asked whether they use only English in English class or use Bangla too. Teachers were not forced to provide any information.

3.5.2 Questionnaire of students:

Questionnaire which was designed for students consist of 8 close ended questions and one open ended question (see Appendix: A for the questionnaire). The close-ended questions had 5 options which varied according to the question type. On the other hand, the open-ended question had no option and therefore the participant had an option to provide their opinion. However, the open ended question was a concluding question where I asked their point of view about the use of L1 (Bangla) in a classroom. All participants got clear instructions on how to complete the survey, they came to know that the study was merely a survey, there were no right or wrong answers and their responses would be kept confidentially.

3.5.3 Interview of the students:

The researcher asked six questions (see Appendix: C for the interview questions) to the students to know their perception about using Bangla in English classroom. Fifteen

students took part in the discussion. The researcher built a good rapport with students and also creates a positive environment by friendly introducing with them. However, my concentration was on to drag the answers of the preselected questions. The numbers of those questions were 6. And the researcher took about 35 to 40 minutes to conduct the FGD with students. Before taking the interview of students, the researcher took permission from the school authority. The researcher used both Bangla and English language to conduct the FGD.

3.5.4 Class observation:

The researcher visited two Bangla medium schools and one English medium school to observe classes and the research consisted 200 minutes sample from four classes. Observation checklist (see Appendix: D for observation checklist) was used only to get an overall idea about secondary level English classes in Bangladesh. While observing the classes, the researcher tried to note down the points mainly covering some specific materials. In observation checklist, the researcher included some specific thing such as: content of the classroom, skills which are emphasized by the teachers, materials, ratio of using Bangla and English, students-teachers interactions, seating arrangement, teaching and learning methods and strategies and so on.

3.6 Procedure and Timeline:

The research was to be conducted with the teachers and the students in the same schools. It took three weeks to complete the survey and interviews. In first visit, the researcher met the principals and the other teachers in their school and told them the purposes of going there. When they allowed me, the researcher collected the data from the students. In the same way, the researcher collected the teachers' information by teacher's interviews. The total duration of collecting data was two weeks.

3.7 Data Collecting Procedure:

The researcher managed the students while they were in answering the questionnaire. Some students felt uncomfortable and some students felt uneasy finding me, an unknown visitor,

beside them. But, some of them seemed motivated and asked different questions to clarify their confusion related to the questionnaire.

However, the researcher was able to manage the positive environment. However, before distributing the questionnaire the researcher became introduced to the students. There is a common tendency among the students to feel fear of teachers. The researcher confidently administered the teachers' interview. With a friendly introducing, the researcher tried to clearly point out my objective and purpose. The teachers were in hesitation with some of the questions. But, the researcher precisely described and made clear them.

3.8 Procedure of data analysis:

Quantitative and qualitative both data were collected from questionnaire and interviews and analyzed by using MS Excel 2010. The classroom recordings and interviews (students and teachers) were taken both in Bangla and English. After that researcher translated and noted down in English for my research purpose.

3.9 Ethical consideration:

Ethical issues were important while doing this research. The ethical issues were always in the researchers' mind. While interviewing and in the surveys, the researcher made sure that, nobody's name would be mentioned. Participants' name and addresses would be hidden. So that, they would be free to respond. The researcher took the Institution's permission while observing 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.

3.10 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. During questionnaire survey, the researcher tried to explain each question before asking them to fill up the survey but it was really hard to conduct. Although the researcher prepared a very short questionnaire for the students because of time consuming. 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

As mentioned in the research design, both teachers' and students' questionnaires, interviews were used to collect the necessary data for the current study. Relevant data were presented in the pie chart. The purpose of the present study is to find out the reasons of using L1 in secondary EFL classrooms. At first, data entered into computer properly, after that processed data were analyzed and the findings of the study were graphically presented. The results are discussed below:

4.1. Analysis of teachers' interview:

For the analysis of teacher's interview, the researcher asked five questions to ten teachers from different schools and mediums. Almost eight teachers strongly believe that there was no need to use L1 (Bangla) in EFL classroom. According to them, overuse of L1 restricts students' acquaintance to the TL. They said that, if students are always exposed to use English in a classroom, the more quickly they will learn. But few teachers expressed her feelings by giving the answer of that question; they used L1 as a tool in his classrooms like symbolizes and images. It would be effective for FL learning as a constructive resource.

They also used Bangla in a classroom to explain the new word and any difficult of the meaning, to clarify the aims of lesson, to check learners' understanding and to discuss about the main ideas after reading. Through researcher survey seven teachers gave their strong opinion regarding that issue, the use of L1 instead of English in English classrooms can reduce student's experience to English. They believed that using great extent of L1 would be a hindrance to achieve TL and can create dependency on MT in EFL classroom.

Maximum teachers told me they tried to use only English in the class but sometimes they cannot completely avoid L1 in English classes. But few of them considered L1 helps the students to learn better English because their students look like more confident when they understand everything. Some of the teachers strongly disagreed to use L1 in L2 classes. They believed that students would never get any advantages, when teachers' give any chance to students to use MT in a classroom where FL is the main source of input. So, their opinion was that teachers should encourage students to think in English rather than translating it into L1. But few teachers thought that balanced use of MT may increase the

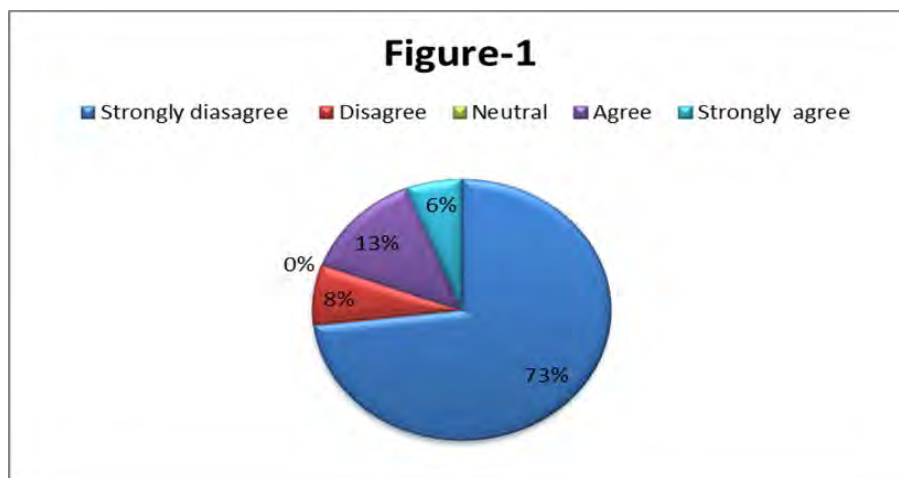
chance to let them acquire the TL quickly. They thought that the lack of understanding will prevent learners from achievement. Hence, L1 should be used, when it is needed.

Most of the teachers did not believe that the use of students' L1 in the L2 classroom was frequently recognition of teachers' weakness to teach properly. They said that Teachers and students can manage their classroom interactions efficiently by the use of LI, code-switching, and code alternation. Actually they believed that to give students permit to use L1 in a classroom is a humanistic approach which give them chance to say what they want .Few teachers told that they always try to separate between two languages L1 and L2 in a classroom but students always attempt to make a connection between two languages. Reflexively or willfully L1 always comes to their mind. Finally few teachers believed that it is useful to use L1 in a classroom. They wanted to create the breeze of learning to teach a new language with students. Few teachers felt that L1 should be applicable when summarizing any material. Few teachers deliberated that MT might be a useful tool to give students relax because inadequate language proficiency may create anxiety among students in the FL classroom.

Greatest amount of the teachers,showed their respect for the learners' who are using L1 in a classroom and always try to avoid doing ambiguous things which make the L1 seem inferior to English. Also, this is the job of English teacher's to develop learners' proficiency in English. A balanced approach is needed in an EFL classroom where sees the appropriate role for the L1 but also identifies the importance of maximizing L2.

4.2Analyses of Student's responses:

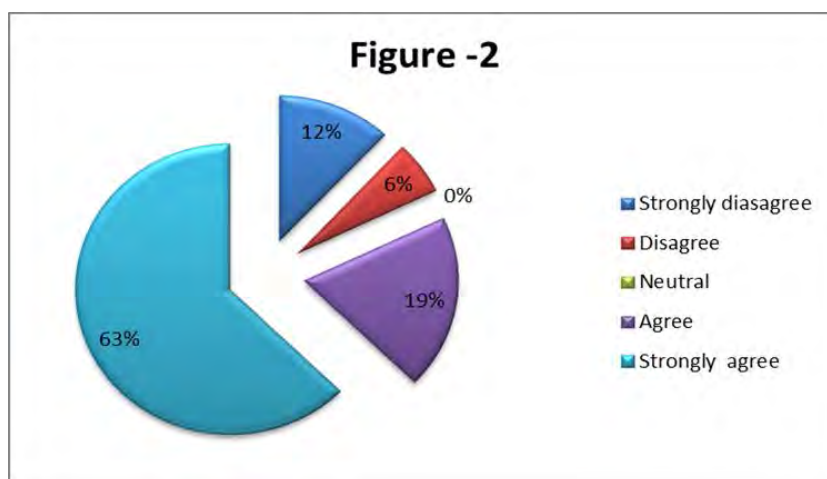
Figure: 1. Use of Bangla in classroom



From the figure: 1, it can be seen that a high percentage around (81%) of the student participants, in the study felt that L1 (Bangla) should not be used in their English classes. They had a negative attitude toward the use of L1 in English class. Moreover they believed that to use Bangla in EFL classes discourage them to learn English. The majority of the students 81% disagreed that using Bangla motivates them to learn English more. Among them (8 %) students “disagree” and (73 %) students “strongly disagree” to the question.

Nonetheless, a huge amount of ELT specialists believe that too much use of L1 may deprive learners a valuable input in TL. According to Harmer (2001), overuse of L1 restricts students’ acquaintance to the TL. So, teachers should encourage students to think in English rather than translating it into L1. Basically, in Bangladesh there is no scope and place to use English outside the classrooms so English is only learnt and taught inside the classroom. As shown above, (19%) students believed that using Bangla in classes help them to learn English better. Such as (13%) students “agreed” and (6%) students “strongly agreed” to answer question 1 “Bangla should be used in English classes”. According to Cole (1998), teachers can use L1, when it is genuinely needed and beneficial. Teachers can create a safe and motivating environment for language learning (p.95). In Bangladesh, most of the teachers and students are using L1 without knowing the reason that L1 can be used as a beneficial tool.

Figure: 2.L1 interferes to learn L2



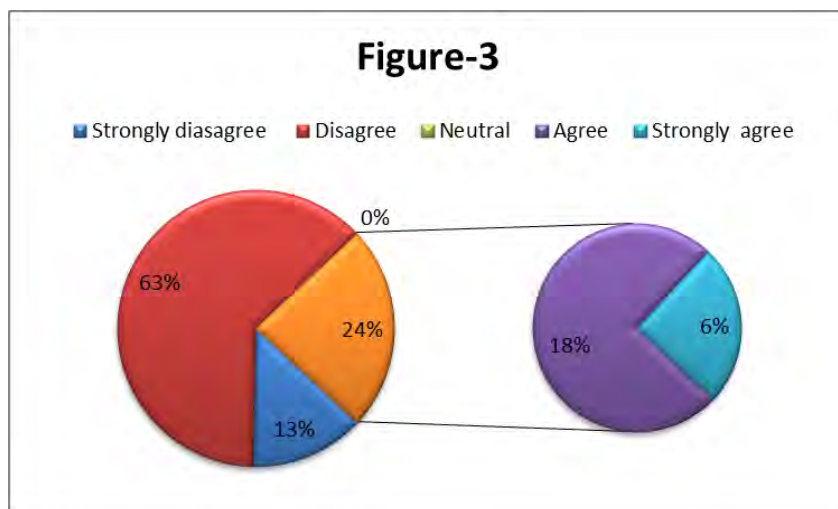
Responses to question 2, “Use of Bangla prevents you from learning English.” indicate that (63%) strongly expressed their solidarity with this view and (19%) ‘agreed’ to it. So, around

82% (see figure: 2) of the students replied that use of Bangla prevents them to learn English in EFL classroom. According to Harmer (2001), overuse of L1 restricts students' acquaintance to the TL. Besides In second language learning classroom, using great extent of L1 will be a hindrance to achieve TL.

Language acquisition will take place if learners do not depend on using L1. Regular use of MT in foreign language classes may create dependency, which can be an obstacle to learn TL in an appropriate way. One thing is clear that 82% students think that excessive use of Bangla is the main reason for the deteriorating standard of English.

L1 learners get psychological support and feel more relaxed and it accelerates learning process of the students. A number of studies represent that CS in EFL classrooms is a useful learning tool. Almost 18% students thought that L1 doesn't prevent them to learn English. In the context of Bangladesh teacher can consider using native language as a tool like symbolizes and images. It can be effective for L2 learning as a constructive resource. L1 can be used as a tool in the L2 classroom to reduce affective filters.

Figure: 3 L1 helps to learn L2

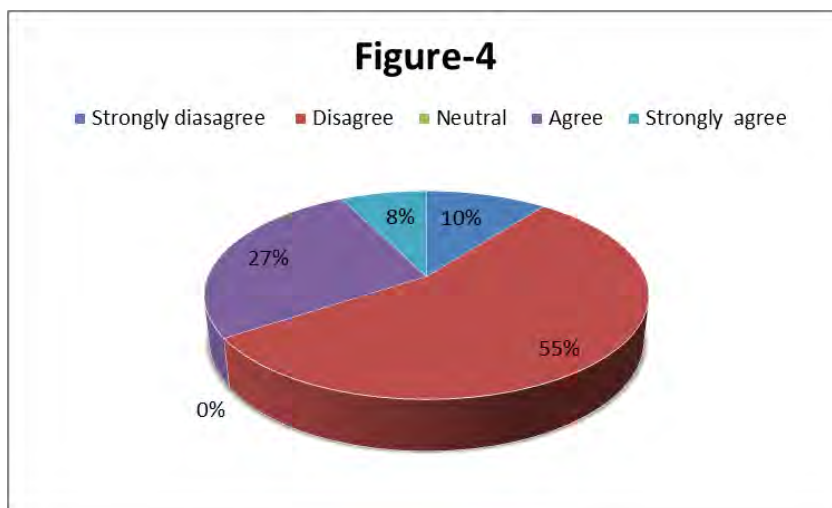


The result displays that 76% students (see figure: 3) expressed disagreement to this question. The finding of question 3, "Using Bangla in classroom helps you to learn English." shows

that (63%) students strongly disagreed and (13%) disagreed to the question. The speaking performance of students develops when students use TL in EFL classroom. Sharma (2006) mentions that using only TL in the classroom is that the more students are exposed to English, the more quickly they will learn it. Students sometimes switch codes; CS from students is not welcomed always. If students switch codes to Bengali, teachers remind them to use English for further response.

In Figure 3, it can be seen that almost (24%) students agreed that using Bangla helps them to learn English in EFL classroom. English is not the MT where the present study is conducted. To keep away the boredom of the class, teachers use L1 carefully. Actually to give students permit to use L1 in a classroom is a humanistic approach which give them chance to say what they want.

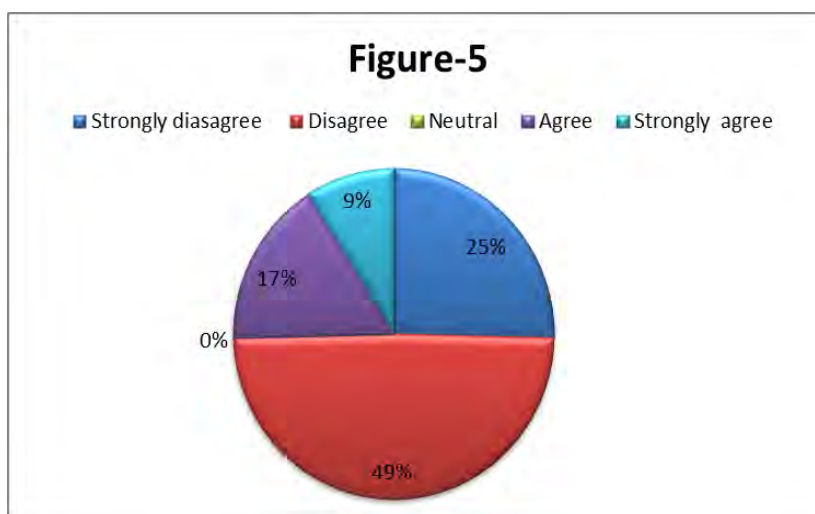
Figure: 4. L1 helps to understand L2 grammar



In figure: 4 very noticeable percentages (65%) of students didn't agree that they understand better English grammar when it is explained in Bangla. Regular use of MT in foreign language classes may create dependency, which can be an obstacle to learn TL in an appropriate way. Thus language acquisition will take place if learners do not depend on using L1.

The responses to the question 4, “You can understand English grammar better when it is explained in Bangla” displays that 65 % of the students disagreed with that statement. Among them 55% students “disagree” and 10% students “strongly disagree” to the question and 27% students “agree” and 8% students “strongly agree” to it. This finding closely resembles the study of Atkinson (1987) that, teachers should use English where possible and L1 where necessary. For the English learners, the grammar is always a matter that requires a greater understanding which is different from that of Bengali. To make grammatical structures easy, careful use of L1 becomes essential. Without the help of L1, new grammar items and vocabularies do not become completely clear to the students.

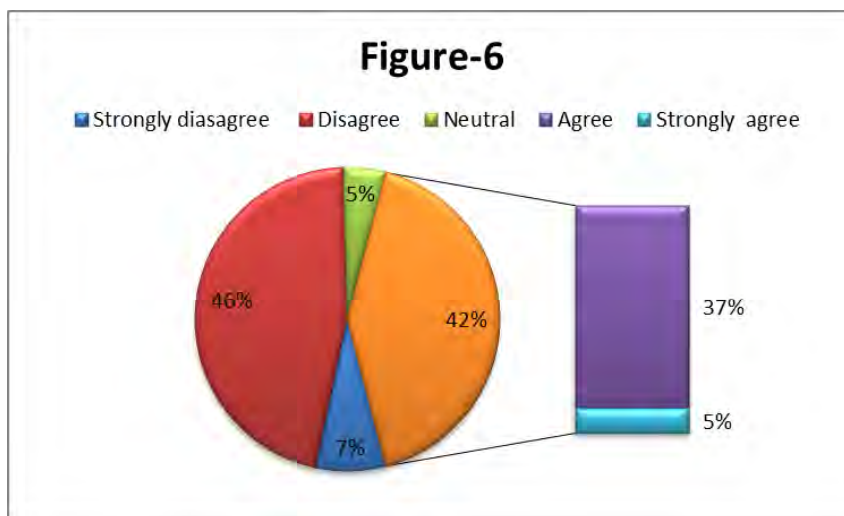
Figure: 5. Students’ motivation and participation while using L1



The result processed from question 5, “Using Bangla motivates you to participate more in English classroom activities” indicates that the overwhelming majority of the students (74%) believe that CS to Bengali never motivates them to participate more in EFL classroom. This finding closely resembled Krashen’s theory. According to Krashen (1985), TL acquisition depends on exposure. The more learners exposed to a language the better they will acquire it. Besides Howat (1984) states that, FL should be done entirely in EFL classroom and translation between MT and foreign language should be restricted.

Around 34% of them believed that L1 make them comfortable in the classroom. In other words Norman (2008) states, students are often unresponsive, inattentive, and unwilling to speak in class. When MT is kept absent from the learning environment students feels uncomfortable, tensed and lost. It becomes difficult for every student to catch up the lesson always in English. Language becomes burden for them and they feel less interest in the lesson only because of classroom language.

Figure: 6. Use of Bangla in group works

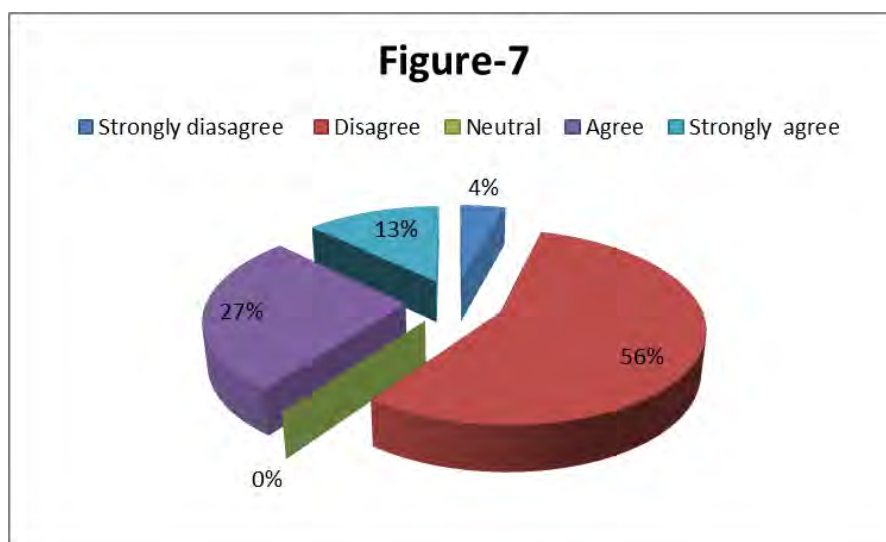


From the figure: 6, it can be seen that half of the students, almost (53%) participants in the study, among them 46% students “disagree” and 7% students “strongly disagree”, felt that L1 (Bangla) should not be used in group work. They had a negative approach towards the use of L1 in English classroom during group work. A notable percentage of students, would not like Bangla to be used in English class during group work. A sizeable number of students liked the use of English because if students only use FL in a classroom the more quickly they will learn it , they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it.

As a result, responses to the question 6 about 42 percent of students felt that Bangla facilitates their learning of English during group work between “agree” and “disagree”. Among them 37% students “agree” and 5% students “strongly agree” to it. In other words,

group work is consistent with the sociocultural approach, which views learning as a social process occurring through interaction among learners in situated contexts. Even more Vygotsky’s theory posits that learning can happen through interaction between two people, one being the expert and the other being the novice (Lantolf & Appel, 1994).

Figure: 7 Use of Bangla while explaining difficult concept

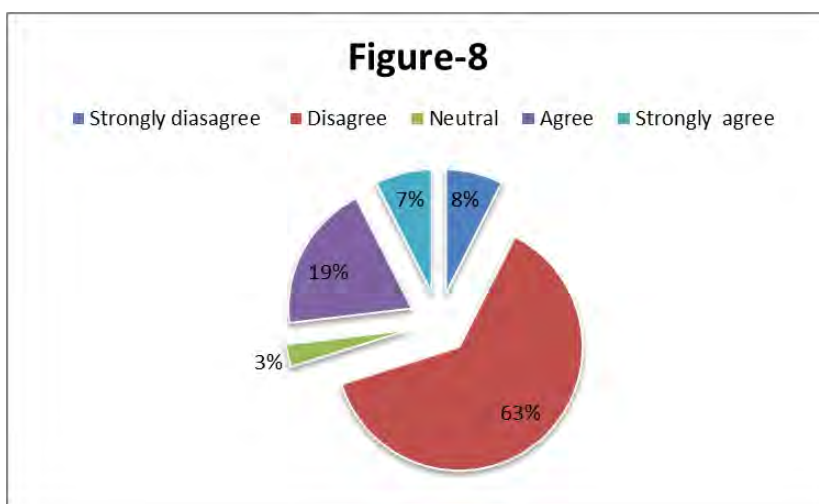


Specifically teachers switch codes for some specific reasons, which are widely accepted by researchers. Students are not always familiar with new words, terms, vocabularies and difficult concepts. Here, MT interference becomes helpful. As a consequence, responses to question 7 “Teacher should use Bangla to explain difficult concept “indicates that (27%) strongly expressed their solidarity with this view and 8 (13%) ‘agreed’ to it. Around (39%) students claimed that they understand better if teachers use L1 (Bangla) to explain difficult concept. Few teachers and students felt that they have not really understood certain item of language until it has been translated,

However Wills (1981) explains about the viewpoint of using MT in FL classroom that sometimes it is desirable and economical both, to concern to drop English for a few seconds. It can also be used in an economical way like to explain any new word or any difficult meaning, to clarify the aims of lesson, and to check learners’ understanding.

A very noticeable percentage (61%) of students disagreed on this point that teacher should not use Bangla to explain difficult concepts. The finding also showed that 56% students ‘disagree’ and 4% students ‘strongly disagree’ to the statement, that is, they think CS from teachers should not acceptable to explain difficult concept. Because, using great extent of L1 will be a hindrance to achieve TL. So, teachers should encourage students to think in English rather than translating it into L1.

Figure: 8 Using L1 while giving instruction



In the replies of question 8, “Bangla helps you to understand the instructions of teacher’s clearly” it came out that the question had negative responses. So, the lion portion of the participants believed that their teachers should not use L1 to clarify task instruction. Figure: 8 shows that (71%) students did not agree at all when they were asked whether L1 (Bangla) is useful for understanding the meaning clearly or not.

The finding also showed that only 26% students ‘agree’ or ‘strongly agree’ to the statement. They thought that only using English in the classes make it less enjoyable and monotonous. As we know MT always helps comprehend any foreign language. So, CS serves as an eminent strategy for both learning and teaching English. Therefore, classroom management is largely indebted to teachers’ careful use of CS. Nearly one quarter of the students gave

opinion that they were agreed on that question that L1 helps them to understand instructions clearly.

Using L1 in EFL classroom:

In the open ended question, the researcher tried to get the answers from students by asking them what they think about the use of L1 in English classroom. The researcher also tried to find out when they think it is appropriate to use L1 and why they think it is necessary to use Bangla (L1) in EFL classroom. Half of the students mentioned infrequently it is necessary to use L1 in the classrooms because L1 facilitates in FL learning. Moreover, few students said that while their teacher uses MT in their classrooms, they feel relaxed and secure. They also said that L1 help them to understand new vocabulary items, instructions and errors. In addition students believed that if they understand critical grammar rules they can learn better.

Few students said that, it is easy for them to talk about the problems in L1 and to give any difficult answers to the questions of the teachers in L1. They also mentioned that they will be benefited if teacher uses Bangla while discussing any difficult items for them to understand. On the other hand, one third of the students said that too much use of L1 in English classes is not good because it may hinder FL learning and may make them dependable on L1. So most of the students believed that teacher should use the native language according to their needs.

4.3. Analyses of students' interview:

The researcher took interview of fifteen students from two different medium schools. My first question was to what extent MT should be used in their English classroom. The students of Bangla medium said that, if their teacher gives examples by using Bangla, while explaining any difficult meaning or giving any examples, they understand better. They mentioned that it is easier for them to remember meaning while their teacher describes any

difficult word in L1. It showed L1 assists learners in retaining new vocabulary items. Few students also recommended that MT can be used in a classroom to give an instructions and explanations which can build up a connection between L1 and L2 in their mind, to achieve learning tasks through collaborative learning with students, to develop classroom activities by using code-switching

The students of English medium said that, they do not like Bangla in their English classrooms. They believed that if they listen to English all the time their English will be improved. They also mentioned their parents encourage them to talk in English at home. But they also said, teachers often use L1 in a classroom to give instructions, explain difficult meaning of words, to explain complex ideas and grammar points.

Almost all students said that they do not feel any difficulties when their teacher uses only English in a classroom. But few students mentioned that sometimes they feel difficulties to find proper English words to express their problems. They also said that when their teacher starts class by using L1 they feel less stressed.

The researchers' third question was what they did when they cannot understand what their teacher says in English in a classroom. Few students said that they remain silent and try to guess difficult English word meaning. Sometimes after classes they also asked their classmates to make the lecture clear. Because of feeling shyness, few students cannot say anything in front of the class while they do not understand what their teacher says in English.

Among fifteen students, thirteen of them said they don't use Bangla in their English classes. They believed too much use of Bangla in English classes is not good for them. It will make them dependent on the language.

In addition, some students said that using Bangla should be restricted in English classroom. They mentioned overuse of L1 may hamper TL learning and can create dependency on MT in EFL classroom. But few students are against banning the use of L1. They said that there is no need to ban mother-tongue use but encourage attempts to use the TL. They believed banning the MT or L1 will hinder the comprehension of the TL effectively. Most of the students thought that L1 should be used infrequently in a classroom but few students felt it

should not. So few students thought that to use Bangla in a classroom means it can be supportive and facilitating role but not that it is the primary language of communication.

Additionally, permit teachers to clarify instructions, vocabulary items and confusing grammar points by using L1 may decrease the stress of students and help them to perform with more accuracy on the tasks which is assigned by the teacher.

4.4 Class observation:

The researcher observed four classes of four different teachers. Most of the teachers used English inside the classroom, but while explaining any difficult word they had to use L1. Though few teachers had to use L1 to explain the meaning but they also gave an example in English. As a consequence, the student could relate the L1 with the L2 and able to understand the specific meaning clearly. So here the researcher noticed that most of the teachers used TL while they were interacting in a classroom. Even though the researcher observed while teacher gave any feedback to students they strongly used L2 in an EFL classroom.

In another classroom, a teacher used L1 carefully after explaining the task. She noticed some of the students did not understand her instructions. At that time she elicited the instruction from one of the student and the student used L1 to explain the task. She sensitively avoided the use of L1. So if any teachers can wish they can avoid using L1. In few classrooms I found that teachers were using Bangla (L1) while explaining any grammar rules with giving examples. Teachers gave examples in L1 (Bangla) so that the student could understand the content clearly. Teachers corrected student's error mostly in English and gave examples in TLs. The classes where the teacher used and allowed L1 students seemed more involved and enthusiastic about asking any questions. Few teachers used Bangla (L1) in EFL classrooms to clarify the instructions. Three among four classes observed by researcher, teachers used only English and students seemed active and participation was quite good. But few students seemed rigid and afraid of asking questions.

All over again, some of the students were talking secretly in Bangla which the teacher did not notice.

The researcher also noticed while observing the classes, most of the teachers was not using any specific methods, not even any techniques they followed. Teachers used specific books which were given by school authority, not even any authentic materials were used. But teachers gave real life examples which students may find useful. Except white board and black marker pens no other teaching aids like projector, computer, and microphone were used. Consequently, teachers gave feedback mostly in English. Most of the teachers ended the classes by appreciating students' participation and attention. Very few teachers used motivating words such as very good, excellent, well done etc. The researcher found those words is effective because students seemed motivated after getting appreciation from their teacher. Actually Positive reinforcement worked here to enhance learning the TL.

4.5 Major findings:

After interviews and questioner surveys, from teachers and students revealed their recognition of the significant contribution of MT towards learning English.

After data analysis and class observation it showed that, in Bangladesh secondary level students can use L1 (Bangla) which is really useful. For the learners, L1 can be a beneficial tool if any teachers used it effectively in a classroom. Teachers often use L1 while explaining difficult disputes, explaining grammar rules, correcting errors and giving instructions. In view of that, L1 can save time and help to understand the content perfectly.

L1 help teachers to build a rapport with students and give them a sense of security. Hence L1 encourages students to communicate with teachers. But there must be a balanced use between L1 and L2. Communication is very important for any learners to learning a new language. It is very difficult for any teachers to communicate any students as they have very limited word stock. If teachers feel that any task is beyond the capabilities of students, a little amount of L1 can be a useful scheme to overcome the hindrances. If any learners can

understand their task and instruction comfortably they may feel more confident which will give them the self-assurance to learn better English.

After observing the classroom, the researcher noticed that when any students prohibited speaking in MT in a classroom, the students feel afraid to say anything in English even in L1. From this study, it has also found that if teacher gives instruction in L1 students can understand better and follow the class more easily. Instead it may be harmful for student's motivation if teacher uses Bangla always in an EFL classroom; it can be decrease their interest about learning the TL and make them more dependent on L1. It can be unable students to think in English and hinder their learning.

It exposes that MT can be used to scaffold those students who cannot complete their task individually. If L1 can help students to increase their performance in English, teachers can allow students to use L1. The judicious use of MT and the functional use of L1 can enhance effective language acquisition as a teaching tool.

Chapter 5: Conclusions

The present study examines the overall circumstances of secondary EFL classroom in Bangladeshi schools from different points and angles from both teachers and students. Surely, this study represents the tip of an iceberg. It is only an initial survey in the research field in EFL classrooms at secondary level in Bangladesh. Most of the teachers feel the importance of using L1 in EFL classroom but they don't know the reasons of using it and also they don't know the balance of using L1 and L2. Many teachers who took part in this study believe that, the use of L1 is unavoidable at secondary levels in Bangladeshi Bangla and English medium schools. Before the research it was hypothesized that L1 use in the classroom does not hinder learning, as many have claimed, but it actually helps learning. The judicious use of L1 in the EFL classroom may be in fact more a help than a hindrance.

The results showed that the hypotheses of the study are proved to be true. Depending on the findings, it showed that in EFL classes where L1 was used, the students exhibited significantly interest in class participation. Both teachers and students hold positive attitude to use L1 as they agree that it facilitates learning and provides a better understanding of the lesson content. The reasons of using L1 are, it helps to make a confidence which was determining factor and it helped to foster that confidence. In a classroom there is a tendency to use L1 in various aspects and activities as an example while clarifying meaning, explaining grammatical examples, correcting the errors and giving instructions. The results of this study can prove that L1 can be a beneficial tool for L2 learning and it can bring a positive attitude and sense of security to the process of learning English in EFL classroom. Furthermore, it has also been suggested that for maximizing the use of L2 is important to avoid L1 as much as possible. The use of the L2 should be maximized whenever possible. The frequent use of L1 has been criticized. The L1's primary role is to supply scaffolding to lower affective filters by making the L2 and the classroom environment comprehensible. To use L1 with students is easier and more communicatively effective; to teach a foreign language. Parents of the secondary level students also expect English will be used by teacher in English class. Always using L2 in a classroom could be a reason of embarrassment for shy students. Through that research it showed that L1 is significantly important in the process of language teaching and learning.

The findings of the present study revealed the various pedagogical uses of Bangla (L1) in a classroom to extend interactions of L2 as an example to explain difficult meaning and new vocabulary, explaining grammatical rules, to let them understand lesson content, correcting errors, organizing classrooms and praising, encouraging students' activities and building close relations with students. L1 can be a valuable teaching effective tool as a strategy in EFL classrooms for its different functions. In fact, there is no rule that teachers should never use L1 in English learning, nor is there any excuse for using L1 most of the time. Teachers, sometimes, switch codes because of the mixed abilities of L2 of the learners. Students feel comfortable with their learning process when teachers switch codes.

English plays a dominant role in teaching and learning areas of Bangladesh. While teaching English as a compulsory subject, extra care should be taken at secondary levels of Bangladesh. Qualified and trained teachers can play an important role to develop English language skills by using L1 properly. Teachers should be provided proper training to ensure strong basic knowledge that they can use MT in an effective way as an operative tool. Teacher may be native or non-native speaker, the learner can be beginner or advanced level, the use of L1 is whether allowed or banned, the use of L1 in EFL classes cannot be avoided. The judicious use of L1 may become enhance the acquisition process and encourage learners to focus on similarities and differences between MT and TL.

Chapter 6: Recommendations

That research and survey has been conducted on the specific issue and the following suggestions might be relevant in this context:

- As per teachers use L1 to make clear difficult word meaning, explaining grammatical rules , while error correction and so on, so it can be used as a beneficial for learning second language.
- Teachers' academic background is one of the main reasons of their proficiency in English so teachers' should have specific academic degree like ELT and TESOL to be an English language teacher in schools of Bangladesh.
- Teacher should follow the perfect balance of first language and second language or model for using the L1. First language might be possible in four areas: introducing concepts, reviewing a previous lesson, to get learners' attention and while praising students. L1 can be used to establish rapport with the students.
- Teachers should not allow students to switch codes frequently. Teachers, sometimes, may switch codes because of the mixed L2 abilities of the learners.
- Using L1 should not deprive students of FL exposure.
- Finally, the researcher recommends that further research be conducted on this area of EFL teaching.

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Appendices

Appendix: A

Questionnaire for students

This survey is trying to find out the reasons of using L1 at secondary EFL classroom in Bangladesh.

This is not a test. There are not correct or incorrect answers .It is your personal and honest answers that will be appreciated and valued here. I assure your response will be treated with the strict confidence in accordance with research ethics .Thank you for your kind assistance.

Researcher

Nasrin Farzana

Guideline for the Data collector/ researcher

The DC/Researcher has to take permission before she start giving surveys questionnaires to the participants

School		
Class		Age-
Gender		Native language-
Date		

Think carefully about each statement given below and Please give tick mark to the right answer and give reasons for your answer

1. Bangla should be used in English classes.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

2. Use of Bangla prevents you from learning English.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

3. Using Bangla in classroom helps you to learn English.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

4. You can understand English grammar better when it is explained in Bangla.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

5. Using Bangla motivates you to participate more in English classroom activities.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

6. You should be allowed to use Bangla in pair/ small-group work.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

7. Teachers should use Bangla to explain difficult concepts.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

8. Bangla helps you to understand the instructions of Teacher's clearly.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

9. When do you think it is appropriate to use L1 (Bangla) in the English class? Why?

Thank You for your cooperation!

NB: if the above questionnaire is found elsewhere other than the interview place, or any confusion regarding the validity of this questionnaire, please feel free to contact in the following address:

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Appendix: B

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.)

Interview questions for Students

1. To what extent MT should be used in your English classroom? Do you think it's an advantage or disadvantage? Give your opinion.
2. How do you feel when your teacher uses only English in a classroom? Do you feel any difficulties? Explain.
3. What do you do when you cannot understand what your teacher says in English?
4. Do you use Bangla during your English classes? If yes, what for?
5. Do you think using Bangla should be restricted in English classroom? Why? /Why not?
6. Do you feel using Bangla in English classroom is good for English learning?

Thank You for your cooperation!

Appendix: C

Dear Teacher

These interviews questions are developed to identify the problems faced by teachers teaching English. It consists of problems related to English Teaching, other activities done by the teacher, problems related to students, problems related to the training programs. I am very much interested in having your invaluable feedback which contributes significantly to the Development for the English Teachers of the Secondary Schools 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

NasrinFarzana; 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.)

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. In your opinion, what are the advantages and disadvantages of using L1 (Bangla) in the English classroom?
4. Do you believe that the use of students' first language (Bangla) in the L2 classroom is frequently recognition of teachers' weakness to teach properly?
5. Do you think it is useful to use L1 in a classroom? If yes how?

NB: if the above questionnaire is found elsewhere other than the interview place, or any confusion regarding the validity of this questionnaire, please feel free to contact in the following address:

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Appendix -D
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: