

Use of Bangla in EFL Classes: the Reaction of the Secondary Level Students and the Teachers in Bangladesh

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Abstract

Language teaching methodologies differ among themselves regarding the use of the learner's mother tongue in the EFL classes. The proponents of the communicative language teaching approach support judicious use of it while the monolingual approaches don't. This study makes an investigation into the mother tongue preference in the EFL classes from the perspective of the students as well as the teachers at the secondary level in Bangladesh. The study was conducted over 80 students and 16 teachers from 4 secondary schools during the period between October 2008 and December 2008 and data were collected through the help of some prepared questionnaires and direct interview. The study disclosed that the limited and considerate use of the learner's mother tongue by the learner as well as the teacher would significantly help the learner linguistically, extra-linguistically and psychologically by facilitating the learning process.

Keywords: GTM (Grammar-Translation Method), CLT (Communicative Language Teaching), L1 (First Language), L2 (Second Language), SL (Second Language), FL (Foreign Language), EFL (English as a Foreign Language), ESL (English as a Second Language), English Language Teaching Improvement Project (ELTIP).

1.1 Introduction

The use of mother tongue and the target language inside the EFL classrooms is a widely talked about and debateable issue in the history of SL/FL (second/foreign language) teaching. There have always been advocates of a focus on meaning, as opposed to form, and of developing learner ability to actually use the target language for communication in real-life situations. Since the emergence of the age old grammar translation method for the teaching of second/foreign languages, there prevails a debate over the issue of the extent of mother tongue and the target language to be used inside the EFL classrooms.

The practice of learning English in the Indian subcontinent can be traced back to the 30s of the seventeenth century (Zaman, 2003). The use of English in India was given governmental sanction during the third decade of the 19th century, first with Lord Macaulay's (1800-1859) infamous Minute recommending the teaching of the western subjects and then with William Bentinck's decision that Indians should be taught through the medium of the English language (Zaman, 2003). However, English language learning in Bengal may be traced back to the first encounters between the Indians and the British. English was initially introduced as a commercial language of

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the English factors and the native go-betweens, the *Banians*. Therefore, the need for the use of an appropriate methodology for English language teaching evolved.

If we look at the language teaching context in Bangladesh, Grammar-Translation Method was the most dominating method for the teaching of English as a second/foreign language here. This method was prevalent in this country for the whole of the twentieth century and was only replaced by the communicative language teaching approach (CLTA) in the last decade. The classroom language in the Grammar-Translation Method was always Bangla i.e. the mother tongue. However, with the shifting of the methodology as well as the textbooks in the 1990s, there rose a demand of the use of English as the medium of instruction inside the EFL classroom. While having discussion with the teachers at some of the secondary schools in Bangladesh, the present researchers came to know that they are advised to use English all through the EFL classes in the training sessions arranged under the English Language Teaching Improvement Program (ELTIP) organized by the Ministry of Education. However, it is equally important to know how far the teachers themselves are convinced of the efficacy of an English class taken totally in English. They are the direct agents who are to imply the rules, regulations and policies imposed by the administration of the country. Therefore, their responses to these kinds of issues should seriously be taken into consideration.

It is equally important to take concern in the learners' attitude towards EFL classes totally in English. In fact, it is they who are the people whose being helped is the prime concern of the administration, the authority, the guardians as well as the teachers. Therefore, if we neglect the response of the learners regarding the medium of communication inside the EFL classes, the whole process might remain defective.

Keeping the above mentioned matters in mind, this study endeavours to look into the reactions of the direct practitioners, both receivers (students) and providers (teachers), of the EFL teaching activities regarding the extent of the use of mother tongue and the target language inside the EFL classroom.

Literature Review

Background/Rationale

The issue of the extent to which the first language of the learner of a second/foreign language (SL/FL) is to be used in assistance to the target language is a much talked about one in EFL/ESL settings. Different methodologies for the teaching of EFL/ESL, which have been developed so far, often differ widely in their prescription of using the learners' first language inside the classroom. The age old German offspring Grammar-Translation Method, had a wider involvement with the first language as the task of translating texts from the first language into the target language was the basic of this method. It considered the first language 'as the reference system in the acquisition of the second language' (Stern, 1983: 455, cited in Richards & Rogers, 2001: 5). 'The student's native language is the medium of instruction. It is used to explain new

items and to enable comparisons to be made between the foreign language and the student's native language' (Richards & Rogers, 2001: 6).

Direct Method was the method which emerged with total defiance of the first use inside the classroom, contrary to the Grammar-Translation Method. 'Direct method . . . advocated learning by the direct association of foreign words and phrases with objects and actions' (Rivers 1968: 18). This method prescribes that 'only the target language should be used in class' (Richards, Platt & Webber, 1985: 82).

Audio-lingual Method does not take any extreme position like the previous two methods. In this method, 'very little use of the mother tongue by teachers is permitted' (Brown, 1994: 71). Richards, Platt and Webber (1985: 21) contend that this method 'discourages the use of the mother tongue in the classroom'.

The 'Designer' methods, as it is termed by Brown (1994: 95), like Community Language Teaching, Suggestopaedia, The Silent Way, Total Physical Response and the Natural Approach, have also suggested different measures of the extent of the use of the first language.

Communicative Language Teaching (CLT) approach permits the judicious use of the learner's mother tongue in the target language classroom (Finocchiaro & Brumfit, 1983).

The policy for foreign language teaching in Bangladesh does not seem to be constant and confident enough in setting and achieving its long-term goals and objectives. That is why a lot of experiments have so far been conducted upon the learners of English language of different levels. In this context, the socio-psychology of the learners and the teachers of English language in Bangladesh has always been ignored. In fact, the teachers and students are the agents who are the subjects of experiment of the language teaching policy/process in Bangladesh. Therefore, this study intends a close socio-psychological investigation of the English language learners as well as the teachers regarding the extent to which the use of mother tongue inside the classroom should be.

How this research is different from previous research

The number of studies conducted in the field of the learners' and teachers' reaction towards the use of mother tongue inside the target language classroom is not that much big. There are a few instances of nearly similar type of study regarding the attitude of the learners as well as that of the teachers. Schweers' (1999) study is one of them. Schweers carried out his research with EFL learners and teachers in a Spanish context to investigate their attitudes towards using the mother tongue in EFL classroom. He found that most of the learners and the teachers supported the use of the mother tongue in the EFL classroom. Tang's (2002) study is another similar instance. He studied the socio-psychology of the learners and teachers in a Chinese context. Maniruzzaman (2003) conducted a study in the Bangladeshi context at the level of undergraduate level students

only who were undertaking a course on the basic skills in English language. Whereas Maniruzzaman's (2003) study involved the learners only and was conducted at tertiary level, our study involves the learners as well as the teachers at the secondary level education in Bangladesh. Moreover, this study also looks into the possible difference and/or similarities of the same type of study conducted in urban and rural context.

However, this study differs from the previous ones on several grounds. First, here the students belong to the secondary level having completed almost nine years of English study as a foreign language. Second, the research has been carried out both in rural and urban context. Third, the target language here enjoys the status of a foreign language. Fourth, the research context is fully Bangla-speaking context. Fifth, we used both qualitative and quantitative methods aiming at better results.

Statement of Purpose

Purpose

The purpose of this study is to reveal the real information of the reaction of the learners and teachers of the secondary level in Bangladesh. Knowing the real situation would help the higher authority to make an evaluation of the policies they are imposing on the process of the learners' learning and the teachers' teaching. They will be able easily to decide whether they should go on with the currently prevalent approach about the classroom language or they should modify their approach to achieve more effective result. Moreover, the revelation of the needs and requirements of the students regarding the help of their mother tongue in the second/foreign language classroom would significantly help the teachers examine, assess, modify and/or adapt their current teaching approaches regarding the use of the learner's mother tongue in the second/foreign language classroom.

Research questions

Basically, the study is designed to reveal the mental state of the learners as well as the teachers of the secondary level regarding the use of mother tongue and English inside the EFL classes. In more concrete terms, the research questions are:

- Q1. Should Bangla be used in the EFL classroom in Bangladesh?
- Q2. If yes, how frequently should it be used?
- Q3. How much should it be used?
- Q4. If used, why should it be used?
- Q5. Do the findings contradict or support the methodological recommendations?

Keeping these research questions in mind, questionnaires were prepared and necessary field survey was conducted.

Subjects

Respondents

The present study was carried out among eighty tenth-grade i.e. secondary level students studying in the high schools in Bangladesh. All the respondents are native users of Bangla. They have already gone through nine years of English study as a second/foreign language since they were admitted in grade one. Apart from English, the students have to study nine or ten (including the optional subject) other subjects all of which are taught solely in Bangla medium.

The subjects included in this study were selected from four secondary schools, two urban and two rural. The reason for choosing respondents both from urban and rural settings is to have a comprehensive and wider outlook regarding the research issues. All of these students are studying two full unit courses on English language (Part-I and Part-II) having a total marks of 200 of the total of 1100 in their curriculum. As all of the students are studying at the same level and intending to take their Secondary School Certificate (SSC) examination, all of them are studying the same syllabus in the same standard. They have a textbook prescribed by the National Curriculum and Textbook Board (NCTB) of Bangladesh for the first paper. However, unlike the case of Part-I, NCTB does not have any rigid prescription of any particular materials or books for the second part of the English course.

The study also incorporated sixteen English teachers teaching these students in the high schools. All of the teachers have the experience of teaching English in the secondary level curriculum for more than five years. Six of them have the experience of five years. Five have six to ten years of experience while the remaining five have more than eleven years of teaching experience at the secondary level at different institutions in Bangladesh. Their educational qualifications are as follows.

Name of Degree	Number of Teachers
BA (Pass)	7
BA (Honours) in English	5
MA in English	4

However, it is worth noting that all the four teachers having MA in English degree were of the urban schools.

Among these sixteen teachers, ten have the professional B.Ed. degree in education, two have M.Ed. degree. The rest have no long-term training in educating learners. However, they have taken part in the workshops organized by the NCTB under the English Language Teaching Improvement Project (ELTIP). Four of them have attended a two-day workshop on EFL teaching organized by the BRAC University Institute of Educational Development (BU-IED). A worth-mentioning fact here is that none of the teachers has any professional degree in language teaching, or particularly in English Language Teaching (ELT).

Method of selection

The subjects of the study were both the teachers and the students at the secondary level schools in Bangladesh. Two urban and two rural schools were selected by means of lottery. The two rural schools were located at Ishurdi in Pabna district while the urban ones were at Savar in Dhaka district.

The students included in the study were selected through random sampling. Twenty students, irrespective of male or female, were selected from each school. For this purpose, the researchers chose to pick up the every even roll number from the student register until there were twenty students. The process was altered for the next school in question by picking up the uneven numbers. As it has already been mentioned, the distinction between male and female students was not taken into account in this study.

Regarding the method of the selection of the teachers included in this study, there was no strict or specific theoretical method. In fact, all the teachers who were engaged in teaching English in those concerned schools were included in this study. They were sixteen in number, four in an average from each of those schools.

Materials

Instrumentation

To respond to the questions of the current study, both quantitative and qualitative research methods were exploited, including questionnaires and interviews with the subjects. With a view to ascertaining the subjects' judgment of the use of L1 in their English classes, the present researchers constructed the questionnaire taking Tang (2002), Maniruzzaman (2003) and Rahman (2006) as models. There were twenty-three questions in total, including the ones for students and those for the teachers.

Questionnaires

Students' questionnaire

The students' questionnaire consisted of thirteen items. The items numbered 1 and 2 were related to the question 'Should Bangla be used in the EFL classroom in Bangladesh?' and 'Do the learners have to use Bangla inside the classroom?'. Items 3, 4 and 5 were concerned with the real picture of the extent of Bangla use inside the English classroom by the learners or their teachers. Items 6, 7, 11 and 12 were linked to the utility of using Bangla in the English classes. The items bearing numbers 8, 9 and 10 had relations to the psychological factors of the learners to use English in English classes. And, item number 13 was associated to the level of proficiency of the learners both in Bangla and English. The total questionnaire for the students was translated into Bangla, and the students were provided the Bangla version from the assumption that this would facilitate eliciting the genuine and casual responses.

Teachers' questionnaire

The questionnaire for the teachers had ten items in total. Many of the questions were the same as the ones asked to the students with some changes in their context and point of view. The items numbered 1 and 2 were related to the question 'Should Bangla be used in the EFL classroom in Bangladesh?'. Item number 3 attempted to reveal whether they allow their students to use their mother tongue inside the English classes. Items bearing numbers 4 and 5 had the relation to the extent to which they think Bangla should be used in the English classes, if the responses to the items 1, 2 and 3 are positive. Items 6, 7, 8 and 9 were linked to the utility of using Bangla in the English classes. Bearing number 10, the last item on the questionnaire sought to illicit the opinion of the language teachers regarding an ideal ratio of Bangla and English to be used in an English class.

Interview

Alongside the questionnaires, the present researchers took interviews of the subjects, both students and teachers. Regarding students, not all were taken into consideration; rather half of the original respondents, e.g. forty in number, were selected for this purpose. In this case also, they were selected through a random method of sampling keeping an equal ratio of male and female students. The issues discussed in the interviews included the matter of using Bangla in their English classes. It was, in fact, an elaboration of the issues placed in the students' questionnaire. All the teachers who were the respondents of the questionnaires were interviewed; no one was left out. The key questions asked in the interviews were linked to the extent of the use of English and Bangla inside the EFL classes. They were asked regarding the efficacy of the current methodology in the secondary level, whether they follow the recommendations and instructions provided by the NCTB. They were also asked about the possible complexities that may arise if the whole EFL classes are conducted solely in the target language, here English.

Classroom observation

The present researchers took part in some of the classes as ordinary participants to have a close and first hand observation of the classroom situation from the perspective of the use of Bangla and English in the classes. In total, the researchers attended sixteen classes, four in each of the four schools, as observers.

Procedures

Preparation of materials

The researchers spent considerable time in building up rapport with the teachers as well as the students of the concerned schools. The two rural schools were, in fact, located in the home district of one of the researchers, and so it was considerably easy to build a good rapport with them. The two urban schools were located near the other researcher's own workplace; hence, here also it was easy to build the rapport due to the previous access facilities to the concerned schools. Some voluntary classes were given to make the relation more comfortable.

The questionnaires were finalized after the models of the works by some other prominent researchers. The items of the questionnaires were adapted mainly from Tang (2002), Maniruzzaman (2003) and Rahman (2006). However, a considerable portion of the questionnaires was original regarding its source and point of view. The questionnaire for the students was translated into Bangla to facilitate the students' comprehension. Then a printed version was taken, and required number of photocopies was made from it.

Administration, condition during the study

The questionnaires were administered all during the first and the second hours of the schools when the students usually remain fresh and sound after coming to school. This was made to ensure that the respondents do not make hasty or careless responses due to their being tired or fatigued after attending a number of classes. During the period of taking responses from the students, it was made sure that the teachers of that school were not present there. This was done to ensure that the students' responses do not get influenced by their presence. There was no time limit for the students to fill in the questionnaires; however, it was suggested that they do not take more than twenty minutes, since this could raise the possibility of missing out the most potential, original and the first impression of the students. The students were provided all kinds of explanatory help for the understanding of the question items.

Findings

The findings of the study include the responses of the students and teachers who were given the respective questionnaires designed previously for each group and the responses of the same groups in the direct interview sessions. In fact, the interview sessions were arranged in addition to the questionnaire survey to obtain a comprehensive idea of the reasons behind the respondents' position regarding the use of Bangla inside the EFL classes. However, the questions of the interview sessions did not necessarily echo the exact questions set in the questionnaires. Rather, they were meant to elicit the background or rationale behind the respondents' individual positions regarding the issue set by the researchers.

Questionnaire for the students

Item-1: The first item on the questionnaire was 'Should Bangla be used in the English classroom at all?' Table-1 shows the percentage of the responses.

Table-1: Response to whether Bangla should be used in the English classroom at all. (N= 80)

Responses	Frequency	Percentage (%)
Yes	53	66.25 %
No	27	33.75 %

Table- 1 shows that 66.25 per cent of respondents replied in the affirmative while the rest 33.75 per cent replied in the negative. So, two-thirds of the respondents think that Bangla should be allowed to use in the EFL classroom whereas one-third of the respondents think that the class should not permit the use of Bangla.

Item- 2: The second item attempts to reveal whether the students need to use Bangla in the English classes. Table- 2 shows the percentage of the responses.

Table- 2: Response to whether the students need to ask something in Bangla in the English classes. ($N= 80$)

Responses	Frequency	Percentage (%)
Yes	74	92.5 %
No	6	7.5 %

Table- 2 shows that 92.5 per cent of respondents replied in the affirmative while the rest 7.5 per cent replied in the negative. So, more than nine-tenths of the students responded that they need to use Bangla in the EFL classroom whereas one-tenth of the respondents replied that they need not use Bangla.

Item- 3: Item- 3 seeks to reveal how often the students need to use Bangla in the EFL classes. The findings are as follows.

Table- 3: The extent of the need to use Bangla in the English classes. ($N= 80$)

Score	Frequencies	Percentage (%)	Mean	SD
1	2	2.5	2.84	0.71
2	20	25		
3	49	61.5		
4	7	8.5		
5	2	2.5		
Total	80	100		

(Score: 1 = *Never*, 2 = *Sometimes*, 3 = *Moderately*, 4 = *Frequently*, 5 = *Always*)

Table- 3 shows that 2.5 per cent respondents *never* need to use Bangla in the EFL classes whereas 25 per cent need it *sometimes*. 61.5 per cent of respondents need *moderate* use of Bangla while 8.5 per cent of them need it *frequently*. The rest 2.5 per cent *always* need to use Bangla. The mean score of the responses is 2.84 with an SD of 0.71.

Item- 4: This item seeks to reveal what the students think about an ideal frequency of the use of Bangla in the EFL classes by their English teachers. Table- 4 summarizes the findings.

Table- 4: The extent of Bangla the teacher should use in the English classes. ($N= 80$)

Score	Frequencies	Percentage (%)	Mean	SD
1	1	1.25	3.61	0.94
2	10	12.5		
3	21	26.25		
4	35	43.75		
5	13	16.25		
Total	80	100		

(Score: 1 = *Never*, 2 = *Sometimes*, 3 = *Moderately*, 4 = *Frequently*, 5 = *Always*)

Table- 4 shows that 1.25 per cent respondents think that their teachers should *never* use Bangla in the EFL classes whereas 25 per cent respondents think that it should happen *sometimes*. 26.25 per cent of respondents expect *moderate* use of Bangla by their instructors while 43.75 per cent of them want *frequent* use of it. The rest 16.25 per cent want their teachers to use Bangla *always*. The mean score of the respondents' scores is 3.61 while the SD is 0.94.

Item- 5: Item- 5 seeks to know how frequently the English teachers use Bangla in the EFL classes in reality. This is the revelation of the students' observation of Bangla use by their EFL instructors. Table- 5 contains the findings.

Table- 5: The extent of Bangla the teacher actually uses in the EFL classes. (N= 80)

Score	Frequencies	Percentage (%)	Mean	SD
1	0	0	3.32	0.78
2	13	16.25		
3	31	38.75		
4	33	41.25		
5	3	3.75		
Total	80	100		

(Score: 1 = *Never*, 2 = *Sometimes*, 3 = *Moderately*, 4 = *Frequently*, 5 = *Always*)

Table- 5 shows that no respondents observe their English teachers refraining fully from using Bangla in the EFL classes whereas 13 per cent respondents observe their teachers to use Bangla *sometimes*. 31 per cent of respondents observe *moderate* use of Bangla by their instructors while 33 per cent of them respond it to be *frequent*. The rest 3 per cent observe that their teachers *always* use Bangla. The mean score of the respondents' scores is 3.32 and the SD is 0.78.

Item- 6: Item- 6 is designed to reveal the extent to which the use of Bangla helps the learners learn English language. Table- 6 shows the findings.

Table- 6: The extent of help the use of Bangla provides to learn the English language. (N= 80)

Score	Frequencies	Percentage (%)	Mean	SD
1	1	1.25	3.56	1.01
2	11	13.75		
3	27	33.75		
4	24	30		
5	17	21.25		
Total	80	100		

(Score: 1 = *Never*, 2 = *Sometimes*, 3 = *Moderately*, 4 = *Frequently*, 5 = *Always*)

Table- 6 shows that 1.25 per cent respondents observe that the use of Bangla in the EFL classes *never* help them learn English whereas 11 per cent respondents observe that it is *sometimes* helpful. 27 per cent subjects respond that the degree of help provided by the use of Bangla is *moderate* while 33 per cent of them respond it to be *frequent*. The rest 17 per cent observe that they are *always* helped to learn English by the use of Bangla in the EFL classes. The mean score is 3.56 with an SD of 1.01.

Item- 7: Item-7 seeks to know whether an EFL class, if conducted fully in English, creates any problem for the learners to properly comprehend the lessons. Table- 7 summarizes the findings.

Table- 7: Responses to whether a class conducted fully in English creates any problem in understanding the lessons. (N= 80)

Score	Frequencies	Percentage (%)	Mean	SD
1	3	3.75	3.11	0.77
2	8	10		
3	49	61.25		
4	17	21.25		
5	3	3.75		
Total	80	100		

(Score: 1 = *Never*, 2 = *Sometimes*, 3 = *Moderately*, 4 = *Frequently*, 5 = *Always*)

Table- 7 reveals that 3.75 per cent respondents observe that any class fully in English does *never* create any problem for them to understand or comprehend the respective lessons whereas 8 per cent respondents observe that it is *sometimes* problematic. 49 per cent subjects respond to face problem in a *moderate* form while 17 per cent of them respond it to be *frequent*. The rest 17 per cent observe that they are *always* in problem to comprehend English lessons if the class is held fully in English. The mean score of the responses is 3.11 with an SD of 0.77.

Item- 8: This item attempts to figure out one of the psychological barriers of the learners to learn the language in the EFL classes. The item seeks to know the level of the feeling of nervousness to use English by learners in their classes. The findings are as follows.

Table- 8: The extent of students' getting nervous when they are asked to speak English inside the class. (N= 80)

Score	Frequencies	Percentage (%)	Mean	SD
1	4	5	3.12	0.87
2	8	10		
3	48	60		
4	14	17.5		
5	6	7.5		
Total	80	100		

(Score: 1 = *Never*, 2 = *Sometimes*, 3 = *Moderately*, 4 = *Frequently*, 5 = *Always*)

Table- 8 reveals that 5 per cent of the respondents do *never* get nervous when they are asked to speak English whereas 8 per cent respondents observe that it happens *sometimes*. 48 per cent subjects respond to face nervousness in a *moderate* form while 14 per cent of them respond it to be *frequent*. The rest 6 per cent observe that they *always* get nervous if they are asked to speak English in their classes. The mean score of the responses is 3.12 with an SD of 0.87.

Item- 9: Like item-8, Item- 9 is also related to the anxiety level of the students regarding the practical use of English by them. The students were asked if they feel that the other students will laugh to hear them speak English in the class. The results are as follows.

Table- 9: Responses to whether the students feel that the other students will laugh to hear their English. (N= 80)

Score	Frequencies	Percentage (%)	Mean	SD
1	4	5	3.31	0.91
2	5	6.25		
3	41	51.25		
4	22	27.5		
5	8	10		
Total	80	100		

(Score: 1 = *Never*, 2 = *Sometimes*, 3 = *Moderately*, 4 = *Frequently*, 5 = *Always*)

Table- 9 points out that 4 per cent of the respondents do *never* feel that others may laugh over their English speaking whereas an additional 5 per cent of the respondents observe that it happens *sometimes*. 41 per cent subjects respond to face this kind of situation in a *moderate* form while 22 per cent of them respond it to be *frequent*. The rest 8 per cent of the subjects observe that they *always* experience the feeling that other students would laugh to hear them speak English. The mean score of the responses is 3.31 with an SD of 0.91.

Item- 10: Item- 10 is also concerned with knowing the anxiety level of the students regarding the learning of English. The subjects were asked whether they feel that the other students know English better than they do. Table- 10 presents the findings.

Table- 10: Responses to whether the student feels that other students in the class know English better than him/her. (N= 80)

Score	Frequencies	Percentage (%)	Mean	SD
1	3	3.75	3.7	1.27
2	18	22.5		
3	9	11.25		
4	20	25		
5	30	37.5		
Total	80	100		

(Score: 1 = *Never*, 2 = *Sometimes*, 3 = *Moderately*, 4 = *Frequently*, 5 = *Always*)

Table- 10 points out that 3 per cent of the respondents do *never* experience the feeling that others know English better than they do whereas 18 per cent of the subjects observe that this kind of events take place *sometimes*. 9 per cent of the subjects respond to face this kind of situation in a *moderate* form while 20 per cent of them respond it to be *frequent* to them. The rest 30 per cent of the subjects observe that they *always* experience the feeling that other students know English better than they do. The mean score of the responses is 3.7 with an SD of 1.27.

Item- 11: Item- 11 seeks to find out the purposes for which the use of Bangla should be used by the instructors, according to the students. There were four pre-set possible options which required to be marked by putting a tick (✓). They were given the chance marking multiple options if they wanted. Table- 11 puts the findings in a summarized form.

Table-11: Responses to when they think it is necessary for the teacher to use Bangla in the English classes. (N= 80)

Purpose	Frequencies	Percentage (%)
To define new and difficult words, phrases and expressions	70	87.5
To explain complex grammar rules	69	86.25
To give instructions	26	32.5
To explain difficult concepts and unknown contexts	74	92.5

Table- 11 demonstrates that 87.5 per cent of the respondents think that it is necessary that their teachers to use Bangla when they ‘define new and difficult words, phrases or expressions,’ with a frequency of 70. The necessity of using Bangla ‘to explain complex grammar’ has been affirmed by 86.25 per cent of the subjects with a frequency of 69. This percentage is 32.5 with a frequency of 26 in case of giving instructions by their teachers. The last category, the necessity of using Bangla to ‘explain difficult concepts and unknown contexts,’ has been affirmed by 92.5 per cent of the respondents with a frequency of 74.

Item- 12: Item- 12 seeks to find out the ways in which the use of Bangla is needed by the instructors inside the classroom. Here also, there were four pre-set possible options which required to be marked by putting a tick (✓). They were given the chance of marking multiple options if they wanted. Table- 12 puts the findings in a summarized form.

Table- 12: The needs to use Bangla in the English classes.

Purpose	Frequencies	Percentage (%)
To feel comfortable	63	78.75
To understand new words, phrases and expressions better	69	86.25
To comprehend difficult ideas better	62	77.5
To know complex grammar rules better	69	86.25

Table- 12 demonstrates that 78.75 per cent of the respondents think that the use of Bangla makes them feel comfortable; the frequency of this response is 63. 86.25 per cent of the subjects with a frequency of 69 respond that the use of Bangla helps them understand new words, phrases and expressions better. This percentage is 77.5 with a frequency of 62 in the case of ‘comprehending difficult ideas better.’ The last category, the facilitation to ‘know complex grammar rules better’ has been affirmed by 86.25 per cent of the respondents with a frequency of 69.

Item- 13: This item was designed to know about the degree of esteem that the students hold for themselves. This item is divided into two parts: proficiency in Bangla and proficiency in English. Table- 13.1 and Table- 13.2 present the findings in a summarized form.

Table- 13: Students' own assessment of their proficiency in Bangla and English.
13 .1 Proficiency in Bangla

	Score	Frequencies	Percentage (%)	Mean	SD
Listening	1	0	0	4.6	0.60
	2	0	0		
	3	5	6.25		
	4	22	27.5		
	5	53	66.25		
	Total	80	100		
Speaking	1	0	0	4.25	0.64
Listening	2	0	0	4.6	
	3	9	11.25		
	4	42	52.25		
	5	29	36.25		
	Total	80	100		
Reading	1	1	1.25	4.19	0.80
Listening	2	3	3.75	4.6	
	3	5	6.25		
	4	42	52.25		
	5	29	36.25		
	Total	80	100		
Writing	1	1	1.25	3.8	0.85
Listening	2	6	7.5	4.6	
	3	15	18.75		
	4	44	55		
	5	14	17.5		
	Total	80	100		

Table- 13.1 shows that 66.25 per cent subjects marked their level of Bangla listening ability to be 5 (on a five-point scale). 27.5 per cent subjects think it to be 4 while the rest 6.25 per cent chose the level of 3 as the marker of their listening ability in Bangla. No subjects marked level 1 or 2.

Table- 13.1 further displays that 36.25 per cent subjects marked their level of Bangla speaking ability to be 5 (on a five-point scale). 52.25 per cent subjects think it to be 4 while the rest 11.25 per cent chose the level of 3 as the marker of their speaking ability in Bangla. No subjects marked the levels 1 or 2.

The table also reveals that 29 per cent subjects marked their level of Bangla reading ability to be 5 (on a five-point scale) whereas 42 per cent subjects responded it to be 4 and 6.25 per cent of the subjects chose 3 as the marker of their reading ability in Bangla. Again, 3.75 per cent and 1.25 per cent of the subjects marked the levels of their reading ability in Bangla to be 1 and 2 respectively.

The table, moreover, demonstrates that 17.5 per cent subjects marked their level of Bangla writing ability to be 5 (on a five-point scale) whereas 55 per cent subjects responded it to be 4 and 18.75 per cent of the subjects chose 3 as the marker of their writing ability in Bangla. Again, 7.5 per cent and 1.25 per cent of the subjects marked the levels of their writing ability in Bangla to be 1 and 2 respectively.

Table 13.2: Proficiency in English

	Score	Frequencies	Percentage (%)	Mean	SD
Listening	1	5	6.25	2.8	0.80
	2	22	27.5		
	3	39	48.75		
	4	14	17.5		
	5	0	0		
	Total	80	100		
Speaking	1	2	2.5	2.31	0.53
Listening	2	52	65	4.6	
	3	25	31.25		
	4	1	1.25		
	5	0	0		
	Total	80	100		
Reading	1	2	2.5	3.22	0.82
Listening	2	14	17.5	4.6	
	3	28	35		
	4	36	45		
	5	0	0		
	Total	80	100		
Writing	1	3	3.75	2.83	0.79
Listening	2	22	27.5	4.6	
	3	42	52.5		
	4	11	13.75		
	5	2	2.5		
	Total	80	100		

Table- 13.2 shows that no subjects marked their level of English listening ability to be 5 (on a five-point scale). 17.5 per cent subjects thought it to be 4 while the rest 48.75 per cent chose the level of 3 as the marker of their listening ability in English. Again, levels 1 and 2 were chosen by 27.5 per cent and 6.25 per cent of the respondents respectively.

Table- 13.2 further displays that no subjects marked their level of English speaking listening ability to be 5 (on a five-point scale). 1.25 per cent subjects thought it to be 4 while 31.25 per cent chose 3 as the marker of their speaking ability in English. Levels 1 and 2 were chosen by 65 per cent and 2.5 per cent subjects respectively.

The table also reveals no subjects marked their level of English speaking listening ability to be 5 (on a five-point scale) whereas 45 per cent subjects responded it to be 4 and 35 per cent of the subjects chose 3 as the marker of their reading ability in English. Again, 17.5 per cent and 2.5 per cent of the subjects marked the levels of their reading ability in English to be 1 and 2 respectively.

The table, moreover, demonstrates that 2.5 per cent subjects marked their level of English writing ability to be 5 (on a five-point scale) whereas 13.75 per cent subjects responded it to be 4 and 52.5 per cent of the subjects chose 3 as the marker of their writing ability in. Again, 27.5 per cent

and 3.75 per cent of the subjects marked the levels of their writing ability in English to be 1 and 2 respectively.

Questionnaire for the teachers

Item-1: The first item on the questionnaire was ‘Should Bangla be used in the English classroom?’ Table-1 shows the percentage of the responses.

Table- 14: Whether Bangla should be used in the English classroom. (N= 16)

Responses	Frequency	Percentage (%)
Yes	9	56.25 %
No	7	43.75 %

Table- 14 shows that 56.25 per cent of respondents replied in the affirmative while the rest 43.75 per cent replied in the negative.

Item- 2: The second item attempts to reveal whether the teachers need to use Bangla in the English classes. Table- 15 shows the results.

Table- 15: Responses to whether the teachers need to ask something in Bangla in the English classes.

Responses	Frequency	Percentage (%)
Yes	14	87.5 %
No	2	12.5 %

Table- 15 shows that 87.5 per cent of respondents replied in the affirmative while the rest 12.5 per cent replied in the negative.

Item- 3: The third item attempts to reveal whether the teachers like their students to use Bangla in the English classes. Table- 16 shows the percentage of the responses.

Table- 16: Responses to whether the teachers like students to use Bangla in the EFL classes. (N= 16)

Responses	Frequency	Percentage (%)
Yes	10	62.5 %
No	6	37.5 %

Table- 16 shows that 62.5 per cent of respondents replied in the affirmative while the rest 37.5 per cent replied in the negative.

Item- 4: Item-4 seeks to reveal how often the teachers need to use Bangla in the EFL classes. The findings are as follows.

Table- 17: The extent of Bangla use needed by teachers in the EFL classes. (N= 16)

Score	Frequencies	Percentage (%)	Mean	SD
1	0	0	3.62	0.85
2	2	12.5		
3	4	25		
4	8	50		
5	2	12.5		
Total	16	100		

(Score: 1 = *Never*, 2 = *Sometimes*, 3 = *Moderately*, 4 = *Frequently*, 5 = *Always*)

Table- 17 shows that 0 per cent respondents *never* need to use Bangla in the EFL classes whereas 12.5 per cent need it *sometimes*. 25 per cent of respondents need *moderate* use of Bangla while 50 per cent of them need it *frequently*. The rest 12.5 per cent *always* need to use Bangla. The mean score of the respondents is 3.62 with an SD of 0.85.

Item- 5: This item seeks to reveal how much, according to the teachers, the students should use Bangla in the EFL classes. Table- 18 summarizes the findings.

Table- 18: Responses to how much Bangla the students should use in the English classes. (N= 16)

Score	Frequencies	Percentage (%)	Mean	SD
1	0	0	3.12	0.78
2	4	25		
3	6	37.5		
4	6	37.5		
5	0	0		
Total	80	100		

(Score: 1 = *Never*, 2 = *Sometimes*, 3 = *Moderately*, 4 = *Frequently*, 5 = *Always*)

Table- 18 shows that no teachers respond that their students should *never* use Bangla in the EFL classes whereas 25 per cent respondents think that it should happen *sometimes*. 37.5 per cent of respondents wish *moderate* use of Bangla by their students while another 37.5 per cent of them want *frequent* use of Bangla. No respondents want their students to use Bangla *always*. The mean score of the respondents' scores is 3.12 while the SD is 0.78.

Item- 6: This item seeks to reveal the extent to which the use of Bangla helps the teachers transfer information. Table- 19 summarizes the findings.

Table-19: Responses to how much the use of the Bangla in the English classroom helps transfer information. (N= 16)

Score	Frequencies	Percentage (%)	Mean	SD
1	0	0	3.57	0.90
2	2	12.5		
3	4	25		
4	6	37.5		
5	2	12.5		
Total	80	100		

(Score: 1 = *Never*, 2 = *Sometimes*, 3 = *Moderately*, 4 = *Frequently*, 5 = *Always*)

Table- 19 shows that no teachers respond that their using Bangla *never* helps them whereas 12.5 per cent respondents think that it should happen *sometimes*. 25 per cent of respondents get a *moderate* help from the use of Bangla while 37.5 per cent of them term it to be *frequent*. The rest 12.5 per cent respondents express to be helped *always*. The mean score of the respondents' scores is 3.12 while the SD is 0.90.

Item- 7: Item-7 seeks to know whether an EFL class, if conducted fully in English, creates any problem for the learners to properly comprehend the lessons. Table- 20 summarizes the findings.

Table- 20: Responses to whether a class fully in English would be unhelpful. (N= 16)

Score	Frequencies	Percentage (%)	Mean	SD
1	0	0	3.5	0.86
2	2	12.5		
3	6	37.5		
4	6	37.5		
5	2	12.5		
Total	80	100		

(Score: 1 = *Never*, 2 = *Sometimes*, 3 = *Moderately*, 4 = *Frequently*, 5 = *Always*)

Table- 20 reveals that no respondents observe that any class fully in English does *never* create any problem for them to understand or comprehend the respective lessons whereas 12.5 per cent respondents observe that it is *sometimes* problematic. 37.5 per cent subjects respond to face problem in a *moderate* form while another 37.5 per cent of them respond it to be *frequent*. The rest 12.5 per cent observe that they are *always* in problem to comprehend English lessons if the class is help fully in English. The mean score of the responses is 3.5 with an SD of 0.86.

Item- 8: Item- 8 seeks to find out the purposes for which the use of Bangla should be used by the instructors, according to the teachers. There were four pre-set possible options which required to be marked by putting a tick (✓). They were given the chance of marking multiple options if they wanted. Table- 21 puts the findings in a summarized form.

Table- 21: Responses to when do the teacher thinks it is necessary for him/her to use Bangla in the English classes.

Purpose	Frequencies	Percentage (%)
To define new and difficult words, phrases and expressions	13	81.25
To explain complex grammar rules	13	81.25
To give instructions	9	56.25
To explain difficult concepts and unknown contexts	12	75

Table- 21 demonstrates that 81.25 per cent of the respondents think that it is necessary that the teachers use Bangla when they 'define new and difficult words, phrases or expressions,' with a frequency of 13. The necessity of using Bangla 'to explain complex grammar' has been affirmed by 81.25 per cent of the subjects with a frequency of 13. This percentage is 56.25 with a frequency of 9 in the case of giving instructions by their teachers. The last category, the necessity

of using Bangla to ‘explain difficult concepts and unknown contexts,’ has been affirmed by 75 per cent of the respondents with a frequency of 12.

Item- 9: Item- 22 seeks to find out why should, according to the teachers, the students need to use Bangla inside the classroom. Here also, there were four pre-set possible options which required to be marked by putting a tick (✓). They were given the chance of marking multiple options if they wanted. Table- 22 puts the findings in a summarized form.

Table- 22: The purposes for which the students need to use Bangla in the English classes.

Purpose	Frequencies	Percentage (%)
To feel comfortable	9	56.25
To understand new words, phrases and expressions better	12	75
To comprehend difficult ideas better	11	68.75
To know complex grammar rules better	12	75

Table- 22 demonstrates that 56.25 per cent of the respondents think that the use of Bangla makes them feel comfortable; the frequency of this response is 9. Again, 75 per cent of the subjects with a frequency of 12 respond that the use of Bangla helps them understand new words, phrases and expressions better. This percentage is 68.75 with a frequency of 11 in the case of ‘comprehending difficult ideas better.’ The last category, the facilitation to ‘know complex grammar rules better’ has been affirmed by 75 per cent of the respondents with a frequency of 75.

Interview

All the 80 subjects who responded to the questionnaire were invited to an interview with the present researchers. It has not been possible to take the interview of all the respondents since not all of them were present in the interview session. However, 70 of the students were interviewed in a free and friendly environment. 62.5 per cent of the subjects supported the use of Bangla in the EFL classes whereas 37.5 per cent did not extend their support to the use of Bangla.

To sum up, 62.5 per cent of the respondents thought that the use of Bangla both by themselves and their teachers could help the learners to:

- a. know, understand and learn new and complicated words, phrases, expressions, grammar rules, pronunciations, etc.,
- b. disclose their problems and get the problems solved,
- c. understand where to speak what, when to speak what, where to speak how, when to speak how, and so on and
- d. reduce their shyness and feel comfortable.

On the other hand, 37.5 per cent of the interviewees did not support the use of Bangla in the English classes since they thought it would result in the waste of valuable class time and, hence, hamper their learning.

Discussion

As the findings of the current study revealed, more than sixty per cent (66.25%) of the learners responded positively to the question ‘Should Bangla be used in the English classroom at all?’ So we find that most of the learners at the SSC level in our country want that they should have the privilege of using Bangla both by themselves as well as by their instructors. This result is consistent with the claim made by Medges (1994) and Dornyei and Kormos (1998) that learners enjoy their practices of learning if they have a sound exposure to their mother tongue and that the use of mother tongue along with the target language facilitates the act of learning in any second/foreign teaching context. This finding also lends support to the findings of the investigations carried out by Schweers (1999) and Tang (2002) who find that learners of a different linguistic background prefer the use of their first language alongside the target language. What is more, the result contradicts Krashen’s (1981) claim that mother tongue should necessarily be avoided in the SL/FL teaching situation if the instructional program is to achieve the optimum level of success and, therefore, the use of the mother tongue in the second/foreign language learning process should be minimised. Notwithstanding, in the present study a majority of 66.25 per cent respondents supported the use of Bangla in the English classes while in Tang’s (2002) study a majority of 70 per cent did so. This result also conforms to the findings of Zaman (2003). In Zaman’s study, a majority of 56.25 per cent subjects supported the use of Bangla in the English classes while it is 66.25 per cent in the present study. This similarity of responses might be due to the homogeneity of the language situation prevailing in Bangladesh.

To respond to the items related to the question ‘If yes, how frequently should it be used?’, more than ninety per cent (92.5%) of the subjects appeared to be in need of using Bangla with some frequency. Alongside the need of the students for the use of Bangla in the EFL classes, about ninety per cent subjects (88.50%) supported the use of Bangla by the teacher with some frequency as well. That means, a great majority of the respondents contend that both the learner and the teacher should use Bangla in the English classes with a frequency ranging from ‘sometimes’ to ‘frequently’. This finding again extends support to Tang’s (2002) discovery of the frequency of the use of mother language by the learners and teachers.

To show reaction to the items concerned with the question ‘If so, how much should it be used?’, a large majority of the participants was in favour of using Bangla in the English classes both by themselves and the teacher to some extent ranging from ‘sometimes’ to ‘always’. To be more specific, majority of the learners (65.25%) thought that 5 to 10 per cent of the class time should be utilised by using Bangla. This result is consistent with that of Tang’s (2002) study, and unfolds that the percentage is higher when the subjects’ proficiency in the target language is lower. To facilitate the learning process of the learners of the target language, the teachers should use the learner’s target language depending on the specific situations. If the instructor feels that he/she has no effective equivalent expression for the issue or topic available in the target language which will be easily comprehensible for the learners, he/she should switch over to the learner’s mother tongue to make them understand. Though a few students supported the use of their mother tongue *always*, it is the instructor who is to define the perfect situation when they need to do this.

Interestingly enough, the learners of the rural areas were more supportive of using their mother tongue in the English classes than their counterparts in the urban areas. To be more specific, 69 per cent of the students studying in the rural schools supported the use of Bangla strongly whereas 57 per cent of the urban students did so. This phenomenon indicates to the clear and discernible difference between the quality of English language education provided in the rural and the urban schools. The rural schools have less qualified teachers, and as a result, students are promoted to class IX or X without the attainment of the required level of proficiency in English

language. On the other hand, the students in the urban areas do enjoy the privilege of having more qualified teachers than the rural students do. This fact indicates that the teaching situation of English as a foreign language in Bangladesh vary widely in respect of the rural and urban settings. Thus, the students of the rural context need to use Bangla in the English classes more than the students of the urban context.

The findings of the questions related to the anxiety level of the students in the class regarding using English language in the classes have a strong correlation with their need for using their mother tongue in those classes. More than 60 per cent of the students (63%) responded to have the feeling of anxiety in using the target language in the classes. They get nervous; they feel that other students know better English than them; and finally, they feel that the other students will laugh at them if and when speak English. To help the learners learn the class lessons properly and more effectively, the teacher must try to reduce the anxiety level to an acceptable level. This phenomenon practically supports the Affective Filter Hypothesis of Krashen (1982). For reducing the anxiety level of the students the teachers should themselves use Bangla with necessary frequency and at the same time allow the learners to use their mother tongue when he/she feels the need.

The findings of the responses to the teachers' questionnaire significantly correlate with those of the students' questionnaire. The teachers also think that the students should be allowed to use Bangla alongside English when it becomes extremely necessary. However, the direct interviews with the teachers revealed that in their opinion there are even some English teachers as well who themselves are not capable of holding an English class fully in English. They themselves are not that much qualified for the position of language teachers. This prediction or generalization by the teachers has been found to be authentic when the researchers themselves found that very few teachers have any professional qualification to be language teachers. Most of the teachers in the rural schools do not have any Honour's degree in English. Very few of them have Master's degree. What is more pathetic, in many schools, English is taught by teachers who are B.Sc. (Pass) degree holders. This situation is to some extent tolerable regarding the schools in the urban areas. However, the final thing is that since the teachers themselves are not that much qualified and the students do not enter class IX or X with the expected level of proficiency in English listening and speaking, judicious use of the mother tongue of the learners would rather facilitate the language learning process than hindering it.

The students have a poor esteem of their ability to use English. On the contrary, they have high esteem of their ability of using Bangla. The responses to the item- 13 reveal that students have higher esteem of the use of Bangla than English. Naturally, the students would not feel much comfort in using a language in which they think themselves to be very weak and feeble. Here the use of Bangla can work as the bridge to make this gap up.

In accordance with the results of both the questionnaire and the interviews, a huge majority of the learners and teachers making their response to the question 'If used, why should it be so?' considered the use of Bangla in their English classes to be useful to some degree of various reasons. The reasons include the cases of learning new and complicated words, phrases, expressions, grammar rules, pronunciations, etc., understanding instructions, difficult functions, and feeling comfortable and reducing shyness. So this study produces some result which is seen to be consistent with that of Tang's (2002) study, and countenances the postulate made by Dornyei and Kormos (1998). Most of the learners think that it is apt for themselves and their

teachers to use some amount of Bangla in the English classes. However, the findings not necessarily mean that the learners and the teachers should always look for ways of using Bangla in the EFL classes. They should do so only when they find no other way other than using the mother tongue. To sum up, most of the learners were in favour of the use of Bangla in their EFL classes with a reasonable frequency to a limited extent covering five to ten per cent of the class time since they thought it would be of some use linguistically, extra-linguistically, and psychologically.

Conclusion

On the light of the discussion made so far in the previous sections, it is now evident that second/foreign language learners welcome the use of their mother tongue to a limited extent in the target language classroom. The reasons behind this preference of the first language of the learners to a judicious extent include the facilitation and enhancement of their learning, and reduction of their shyness and stress. On the other hand, teachers also think that a judicious use of mother tongue significantly helps them deliver proper information and make the learners understand their lessons better. In fact, the use of Bangla helps the teachers themselves pass necessary information to students since many teachers teaching in the schools of the rural areas of Bangladesh themselves are not that much proficient in speaking English fluently. Therefore, if the teachers are forced to conduct the English classes fully in English, this will lead to two problems: teachers might fail to pass the necessary piece of information and the learners will fail to learn the things the teacher wants to teach. There might be some form of misunderstanding as well which might affect very much negatively. However, this proposition of allowing the use of the learner's mother tongue is described by Tang (2002) who holds:

. . . that limited and judicious use of the mother tongue in the English classroom does not reduce students' exposure to English, but rather can assist in the teaching and learning process.

To be more specific, the teachers who are teaching English in the schools of our country should use Bangla so as to give instructions, define new and complicated words, phrases and expressions, explain complex grammatical rules, difficult concepts and unfamiliar contexts, and train complex pronunciations of the target language. Moreover, the learner should be allowed to use his/her first language, here Bangla, so that he/she can disclose his/her problems, express his/her feelings, meet his/her needs, get his/her deficiencies made up and, above all, find the classroom atmosphere congenial and friendly. This seemingly contradictory process would facilitate the whole process of learning and teaching, thereby contributing to the overall achievement of the general and specific goals set by the national curriculum.

Lastly, when teachers feel that it is imperative for them to have the privilege of using Bangla in the English language classes they should not hesitate to use it at that very moment. Likewise, when they find their students unable to express themselves in English for the lack of proficiency in speaking and that the use of Bangla could fulfill the students' need at that moment they should allow the learners to use it. In the same way, Tang (2002) advocates the teachers' use of the learner's mother tongue in the target language classroom as he maintains:

This is not to overstate the role of the L1 or advocate grater use of L1 in the EFL classrooms, but rather to clarify some misconceptions that have troubled foreign language teachers for years, such as whether they should use the mother tongue when there is a need for it and whether the often-mentioned principle of no native language in the classroom is justifiable.

Hence, it should be noted that we should not blindly think about conducting the English classes in the schools or other institution fully in English. It is the individual teacher who is to decide how much Bangla he/she himself/herself should use in the classroom and/or how much he/she should allow his/her students to use it. It deserves consideration that the second/foreign language teacher who has a good command of the learner's mother tongue is/might be more helpful for the learner and a greater facilitator of the learning and teaching processes than the one who lacks command of the learner's mother tongue (for example, a native speaker as the second/foreign language teachers). However, this study is a small scale survey on the school level situation. It would be better if the scope of the study could be made wider. Therefore, further studies can help language researchers have a more authentic and substantial picture of the real situation and demand of the learner's L1 in the EFL classes.

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Appendices

Questionnaire for the students

Parametres:

1 = Never	2 = Sometimes	3 = Moderately	4 = Frequently	5 = Always
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1. Should Bangla be used in the English classroom at all? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </div>
2. Do you need to ask something in Bangla in the English classes? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </div>
3. How much do you need to use Bangla in the English classes? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 </div>
4. How much should your teacher use Bangla in the English classes? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 </div>
5. How much does your English teacher use English in the classes? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 </div>
6. How much does the use of Bangla in the English classroom help you learn the English language? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 </div>
7. Does a class fully in English create any problem in understanding the lessons? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 </div>
8. Do you get nervous when you are asked to speak English inside the class? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 </div>
9. Do you feel that the other students will laugh to hear your English in the class? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 </div>
10. Do you feel other students in your class know better English than you? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 </div>

<p>11. When do you think it is necessary for your teacher to use Bangla in the English classes? (You may mark more than one)</p> <p><input type="checkbox"/> To define new and difficult words, phrases and expressions</p> <p><input type="checkbox"/> To explain complex grammar rules</p> <p><input type="checkbox"/> To give instructions</p> <p><input type="checkbox"/> To explain difficult concepts and unknown contexts</p> <p><input type="checkbox"/> Others, please specify</p>
<p>12. Why do you need to use Bangla in the English classes? (You may mark more than one)</p> <p><input type="checkbox"/> To feel comfortable</p> <p><input type="checkbox"/> To understand new words, phrases and expressions better</p> <p><input type="checkbox"/> To comprehend difficult ideas better</p> <p><input type="checkbox"/> To know complex grammar rules better</p> <p><input type="checkbox"/> Others, please specify</p>

13. How much do you think yourself proficient in Bangla and English?

Language	Listening	Speaking	Reading	Writing
Bangla	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4
	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5
English	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4
	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5

Questionnaire for the teachers

Parametres:

1 = Never	2 = Sometimes	3 = Moderately	4 = Frequently	5 = Always
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<p>1. Should Bangla be used in the English classroom?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>2. Do <i>you</i> need to use Bangla in the English classes?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>3. Do you like your students to use Bangla in the English classes?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>4. How much do <i>you</i> need to use Bangla in the English classes?</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>

5. How much should your students use Bangla in the English classes?
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
6. How much does the use of the Bangla in the English classroom help you transfer information?
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
7. Do you think it would be unhelpful for the students to attend a class fully in English?
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
8. When do you think it is necessary for you to use Bangla in the English classes?
a. To define new and difficult words, phrases and expressions b. To explain complex grammar rules c. To give instructions d. To explain difficult concepts and unknown contexts e. Other, please specify
9. Why do the students need to use Bangla in the English classes?
a. To feel comfortable b. To understand new words, phrases and expressions better c. To comprehend difficult ideas better d. To know complex grammar rules better e. Others, please specify
10. What could be an ideal ratio of the use of English and Bangla inside and English?
Please specify: English =% Bangla =%