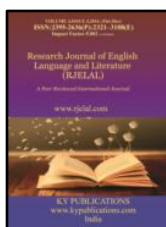**RESEARCH ARTICLE**

THE USE OF FIRST LANGUAGE (L1) IN THE TERTIARY LEVEL AT SECOND LANGUAGE (L2) CLASSROOMS: A BANGLADESHI PERSPECTIVE

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ABSTRACT

The medium of instruction in Bangladesh at the tertiary level is English. In certain cases, teachers switch from English to Bangla for conducting their classes and students are found to use the first language 'Bangla' in most of the cases. The students are comfortable to use the first language because most of the students of tertiary level come from the Bangla medium background. Theoretically, in Bangladesh the Communicative language teaching approach is followed in the classroom, but teachers still follow the Grammar Translation approach for conducting the classes. Teachers also come from the same background and have the fear that students are not able to understand their lectures in classes if they conduct the class in English. This paper investigates the reasons and the problems that the students face because of the use of their first language at second language (SL) classrooms in Bangladesh. This paper also suggests some recommendations.

Key Words: First language (L1), second language (L2), monolingualism, Classroom

1.1. Introduction

In Today's world, there has been an increasing demand for learning L2 throughout the world for international communication. This ongoing desire impels the researchers and the teachers to find out some helpful methods and techniques for improving L2learning and teaching processes. The use of first language (L1) in second language (SL) classroom have great factors on second language (L2) learning process. There have always been new concepts and theories related to the use of L1. Some of the theories have been supportive, but some are contrastive to the use of L1 in SL classrooms.

In the year of 1998, the government in collaboration with British Council and the British government's department Internationally Development (DFID) introduced the communicative approach in Bangladesh with hope to bringa

revolutionary improvement of English language teaching and learning. Unfortunately, the communicative language teaching method is not effective in Bangladesh. So, teachers follow the Grammar Translations approach for teaching English language.

SheelaghDeller suggest that, using L1 in the SL classrooms is helpful for the students to notice differences between their L1 and L2, that when students use their L1 among themselves and with their teachers, it has a very positive effect on group dynamics, and it allows students to give ongoing feedback about the experience of learning more fluent than they would if they were only(Deller, 2002)**.**

A serious objection against the use of L1 in SL classroom is that it hampers the students' exposure to English (L2). Harbord (1992) claims that

to make a good case for the use of their L1 when we give instructions, but this reduces their exposure to a type of English that is "an ideal source of language for student acquisition.

Bangladesh is a monolingual country and students and faculty members come from the same cultural background. Faculty members also have the fear that if they conduct the class in English student may not understand his class lecture. Students also feel comfortable and relaxed when teachers use Bangla in the classroom. Though classroom is the only place for the students to expose their English skills, but they prefer using Bangla in the SL classrooms. In this circumstances, both students and teachers use their first language in SL Classroom.

This paper investigates the reasons and the problems that the students face because of the use of their first language at second language (SL) classrooms in Bangladesh. This paper also suggests some recommendations.

1.2   Literature Review

The use of the L1 in SLA classroom has always been an issue of heated debate. The debate begins with the very austere view that it foils learners from acquiring the target language and ends with the divergent idea that L1 is the scaffolding for learning the target language.

Language teaching methods begin from the Grammar Translation Method (GTM)and up to the Communicative Language Teaching (CLT)which one of the popular and new methods of teaching second language. All the teaching methods of second language have certain rules and regulations for the students and teachers to language in the classrooms. Situational language teaching and Audio-Lingual method are not considered using L1 but the humanistic and communicative methodologies consider using L1 as the way of communication with an aim to increase the understating L2. Moreover, it is claimed that L2 input falls if language teachers have analternative for Learners' L1. Scott and de la Fuentes (2008) highlighted L1 use as a natural and spontaneous cognitive strategy.Harmer (2001) claims that using L1 helps the students to understand certain classes of errors. It also enhanced rapport which is necessary for SL classroom. Harmer (2001) also highlighted that the use of L1 use might be limited because L1 use in SL classroom might be harmful to the progress of L2 skills.Ma (2009) consider L1 use as a scaffoldings tools for L2 learners which might result in more effective L2 output.Lightbown and Spada (2013) argued that the patterns of L1 are absolutely the vital sources of errors in the L2 learning and teaching. Similarly, based on the 'comprehensible input' and 'meaning' by Krashan (1981)also strains about the maximum exposure to the L2 in SL classroom.

One research study was conducted on thirteen teachers and sixty-three students from Shahjalal University of Science and Technology (SUST), Bangladesh. This study highlighted that 61.54% teachers and 57.145 students agree with the use of Bangla language in the classroom. This study also informed that 84.62% teachers and 87.39% students believe that the use of Bangla language in the classroom is a helpful strategy for teaching and learning English in the university classrooms (Rashid,2013).

Another research study also conducted on 34 teachers and 175 students from Khulna University (KU) and Northern University Bangladesh (NUB). It was found that 79.4% teachers gave consent that they use Bangla, 17.6% use it "seldom" and 2.9% denied that they don't use Bangla in classrooms(Obaidullah, 2016).

At the tertiary level English is included as a compulsory course for the non-English major students studying in both public and private universities. In universities, the mode of instruction is English for these courses, but there is no specific instruction from the university authority regarding classroom language usage. Faculty members always try to conduct their classes in the target language (TL), but based on the situation, faculty members are forced to use L1 in SLA classroom. The main purpose of language is to serve the function of communication. To create English only classrooms is the primary aim of teachers but the students have failed to get the proper meaning from the classes (Harbord J., 1992). Teachers understand that the English only class creates a barrier to students' understanding in certain cases.

Schweers investigated the validity of using L1 in EFL classrooms at a university level. It was concluded that all faculty members who took an in the study L1 should be used in SLA classes. The major number of students agreed that L1 should be used in the classroom to clear any difficult concept and they also admit that they feel comfortable when teacher use L1 (Schweers, 1999). So, the authors of the paper find first language interference as a common fact at tertiary level in Second language acquisition classroom in Bangladesh. The aim of this study is, therefore, to investigate:

1. Why do the teachers and students use L1 in SLA classroom discourse?
2. What are the impacts of the use L1 in SLA classroom discourse?
3. Does monolingualism have any impact on using L1 in SLA classroom discourse?

This paper also suggests some recommendations about the use of L1 in SLA classroom.

2.1 Research Methodology

This study applied the descriptive method of research which is widely accepted method of research. Descriptive research describes a certain condition (Mitchell &Jolley, 2003). Relatively, this method is appropriate to this study because since it aims to describe the reasons and impact of the use of First Language (L1) in the tertiary level at second language (L2) classrooms. The technique that was used under descriptive method is the survey approach, which is commonly used to explore opinions according to respondents that can represents a whole population and the survey is a reliable source of first-hand information because the researchers directly interacts with partisans.
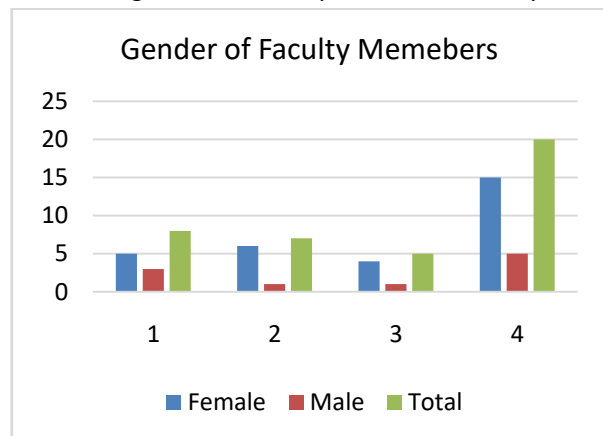
The purpose of using this descriptive method to represent the real scenario related to the use of first language (L1) in the tertiary level at second language (L2) classrooms. The researchers opted to use this kind of research considering the desire to acquire first hand data from respondents so as to formulate rational and sound conclusion and recommendations for the study.

2.2 Participants

Two groups of participants took part in the survey. The faculty members, who are teaching English language courses in different universities in Bangladesh, were in one group. The second group consists of the tertiary level students studying in different universities.
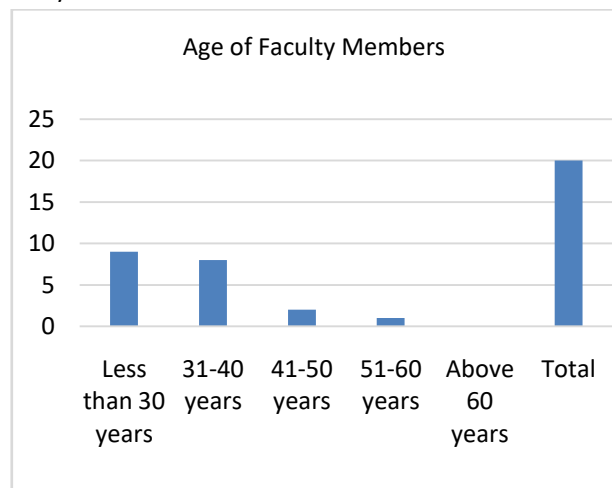
The study was conducted randomly among twenty faculty members and sixty students from three different universities- University of Asia Pacific, Bangladesh University and ASA University.

Source: Survey Data (2018)

Figure 2.1: Gender of Faculty Members

The figure 2.1, highlights the gender of the faculty members. There are 15 female faculty members and 05 male faculty members who participated in this study.
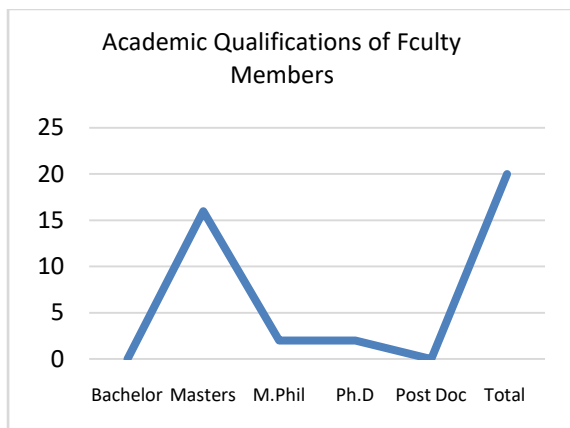

Source: Survey Data (2018)

Figure 2.2: Age of Faculty Members

The figure 2.2, highlights the age of the faculty members. There are 09 faculty members who participated in this study were less than 30 years old. There are also 08 faculty members between the ages of 31-40 years old, while 02 faculty members were between the 41-50 years old.
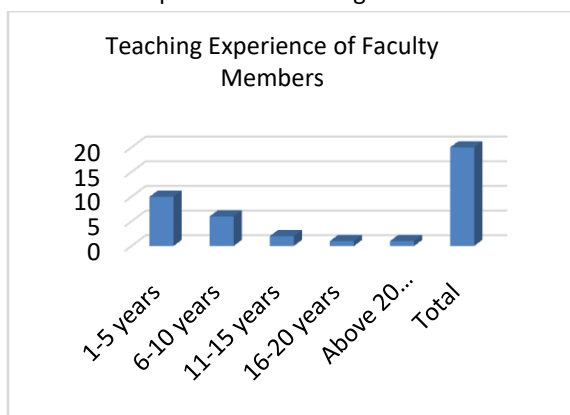
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Only 01 faculty members wash between 51-60 years old.

Source: Survey Data (2018)

Figure 2.3: Academic Qualifications Faculty Members

The figure 2.3, highlights the academic qualifications of faculty members. There are 16 faculty members who completed their Masters Degree, while 02 faculty members complete the MPhil degree. On the other hand, 02 faculty members complete the Ph. D degree.
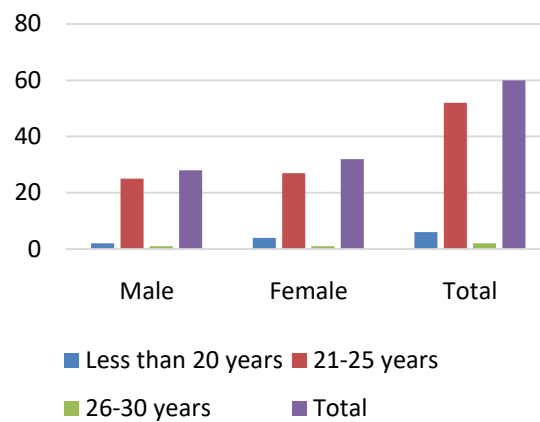

Source: Survey Data (2018)

Figure 2.4: Teaching Experience of Faculty Members

The figure 2.4, highlights that there are 10 faculty members were 1-5 years teaching experiences while 06 faculty members were 6-10 years teaching experiences. There are also 2 faculty members were 11-15 years teaching experience while only one faculty was 16-20 years teaching experiences. On the other hand, there are only 01 faculty members who was in above 20 years of teaching experiences.

Source: Survey Data (2018)

Figure 2.5: Age & Gender of Tertiary Level Students
Thefigure 2.5, highlights the age and gender of the tertiary level students. There are 28 male participant and 32 female participants. A total 06 respondents who participated in this study were less than 20 years old, while 52 respondents were between 21-30 years old. On the other hand, there was only 02 respondents between the ages of 26-30 years.

Source: Survey Data (2018)

Figure 2.6: Educational Background of Tertiary Level Students

The figure 2.6, highlightsthat there are 56 students who passed Secondary School Certificate/ Equivalent and students passed Higher Secondary school certificate / Equivalent examination as Bangla medium students. On the other hand, there are 04students who passed Secondary School

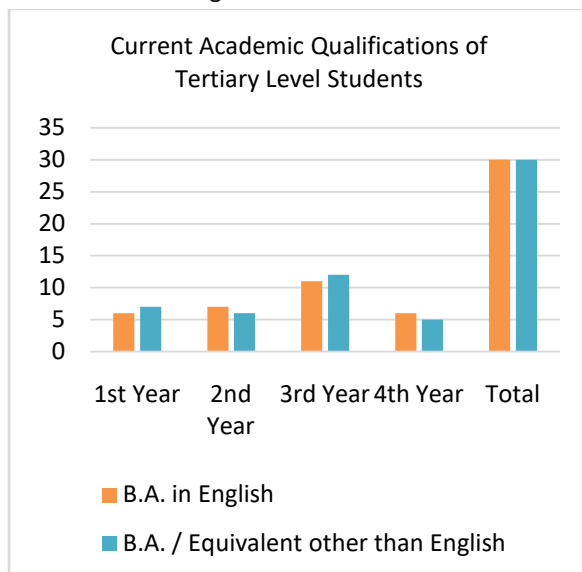Certificate/ Equivalent and Higher Secondary school certificate as an English medium students.

Source: Survey Data (2018)

Figure 2.7: Current Academic Qualifications of Tertiary Level Students

The figure 2.7, highlights that there are 30 tertiary level students from B.A. in English background and 30 students from B.A. / Equivalent other than English background. A total 26 (13+13) students from firsts and second year, 23 students from third year and 11 students from fourth year.

All the students (60) have compulsory English language course in their syllabus.

2.3 Data Collection Method

2.3.1 Primary Data Collection: Through a closed questionnaire the research data were collected from the faculty members and students of tertiary level of Bangladesh. The questions were prepared to focus on reasons and impacts of the use of First (L1)in Second Language (L2) classrooms.

2.3.2 Secondary Data collection: In this study, secondary data have been used for better understanding of the study. Secondary data sources were- Journals, Books and related websites.

2.3.3 Procedures: We conducted a pilot study and asked a group of the researcher and faculty members of English language to get the assurance about the validity and readability of the questionnaire. We requested them to read the questionnaire and give any feedback regarding the clarity, readability, and linguistic validity of the questionnaire and its item. The questionnaires

distributed were among students and faculty members of the tertiary level and they answered them.

Two distinct sets of questionnaires were designed and circulated among the two different groups. One set of questionnaires for faculty members (see Appendix 1) to find out the reasons, impact and recommendations from faculty members' perspective, and another set of questionnaires for students (see Appendix 2) to find out the reasons, impact, and recommendations from students' perspective. The researchers administered the questionnaire through e-mail, personal contact and visiting universities.

2.3.4 Analysis of Data : The questionnaires were input on the computer for the analysis (Frequency, Percentage, Cross Tabulation have been used). The Data were analyzed by means of Microsoft Excel 2013.

2.3.5 Ethical Consideration: This paper was complied with ethical procedures to protect the right of the respondents. They were involved voluntarily in this study and they were not coerced for participating. The following ethicalconsiderationsgiven below-

(a) No attempts was made to harm participants deliberately and they were informed in advance about their right to withdraw their participating.

(b) All the information regarding participants were treated with confidentiality and therefore the participants were anonymous.

2.3.6 Limitation of the Study

Although this study was very carefully organized, we are still aware of its limitations and shortcomings.

The very first limitation of the present study is the sources of primary data. To conduct this study, only threeuniversities were chosen for data collection on 20 faculty members and 60 students. The sample size is very much small compared to a vast number of available SL (English) faculty members and students. In Bangladesh, there are 97 private university(University Grants Commission, 2018). On the other hand, in Bangladesh, there 40 public universities(University Grants Commission, 2018). English is the medium of instruction for most of the public and private universities. Therefore, it is difficult to generalize and illustrate the real scenario

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of CS using this little amount of data source. To have a vivid image of the use of the first language (L1) in the tertiary level second language (L2) Classrooms, the maximum number of subjects from the maximum number of universities need to be involved in the research.

Second, a lot of time is needed to determine reasons and the impact of the use of the first language (L1) in the tertiary level second language (L2) classrooms what the present study surely lacks.

Third, the research data were collected from the three private universitiesnot for the whole country. So, the holistic approach surely lacks in this study.

3.1 Faculty members' Perspective

Table 3.1 Statistical Results of Faculty Members' Questionnaire

Questions	Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Question 2.01	**Frequency**	00	02	02	14	02	20
	Percent	00	10	10	70	10	100.00
Question 2.02	**Frequency**	01	01	03	09	06	20
	Percent	05	05	15	45	30	100.00
Question 2.03	**Frequency**	04	07	02	05	02	20
	Percent	20	35	10	25	10	100.00
Question 2.04	**Frequency**	04	07	03	05	01	20
	Percent	20	35	15	25	05	100.00
Question 2.05	**Frequency**	03	04	03	07	03	20
	Percent	15	20	15	35	15	100.00
Question 2.06	**Frequency**	01	00	04	09	06	20
	Percent	05	00	20	45	30	100.00
Question 2.07	**Frequency**	03	02	03	08	04	20
	Percent	15	10	15	40	20	100.00
Question 2.08	**Frequency**	04	09	03	04	00	20
	Percent	20	45	15	20	00	100.00
Question 2.09	**Frequency**	03	02	02	08	05	20
	Percent	15	10	10	40	25	100.00
Question 2.10	**Frequency**	04	06	03	06	01	20
	Percent	20	30	15	30	05	100.00
Question 2.11	**Frequency**	03	02	03	05	07	20
	Percent	15	10	15	25	35	100.00
Question 2.12	**Frequency**	03	02	03	08	04	20
	Percent	15	10	15	40	20	100.00
Question 2.13	**Frequency**	03	05	03	05	04	20
	Percent	15	25	15	25	20	100.00
Question 2.14	**Frequency**	01	02	02	09	06	20
	Percent	05	10	10	45	30	100.00
Question 2.15	**Frequency**	03	02	07	06	02	20
	Percent	15	10	35	30	10	100.00
Question 2.16	**Frequency**	01	02	03	08	06	20
	Percent	05	10	15	40	30	100.00
Question 2.17	**Frequency**	02	02	02	10	04	20
	Percent	10	10	10	50	20	100.00
Question 2.18	**Frequency**	02	01	02	12	03	20
	Percent	10	05	10	60	15	100.00

Question 2.19	**Frequency**	03	02	00	08	07	20
	Percent	15	10	00	40	35	100.00
Question 2.20	**Frequency**	02	02	00	10	06	20
	Percent	10	10	00	50	30	100.00

Source: Survey Data (2018)

In response to question 2.01 "I use L1 (Bangla) in SL (English) classes." A total 80.00 percentof the respondents agreed with the statement. That illustrates that 16 faculty members among 20 faculty members agreed that they use of L1 (Bangla) in SL (English) classes. On the other hand, 02(10 percent) faculty members of respondents were neutral. The remaining 02 faculty members (10percent) are not agreed with the statement.

In response to question 2.02 "I remain conscious while using L1 (Bangla) in the SL (English) classes." A total 75.00 percent of the respondents agreed that the statement. That illustrates that 15 faculty members among 20 faculty members agreed with that they consciously used L1 (Bangla) in SL (English) classes. On the other hand, 03(15 percent) faculty members were neutral. The remaining 02 faculty members (10 percent) are not agreed with the statement.

In response to question 2.03 "I use L1 (Bangla) to maintain discipline in large classes." A total 35.00 percent of the respondents agreed with the statement. That illustrates that 7 faculty members among 20 faculty members agreed that they used L1 (Bangla) in SL (English) classes. On the other hand, 02(10 percent) faculty members were neutral. The remaining 11 faculty members (55 percent) are not agreed with the statement.

In response to question 2.04 "I use L1 (Bangla) to teach new vocabulary in the SL (English) classes." A total 30.00 percent of the respondents agreed with the statement. That illustrates that 06 faculty members among 20 faculty members agreed that they used L1 (Bangla) in SL (English) classes to teach new vocabulary. On the other hand, 03(15 percent) faculty members were neutral. The remaining 11 faculty members (55 percent) are not agreed with the statement.

In response to question 2.05 "I use L1 (Bangla) in SL (English) classes to explain grammar." A total 50.00 percent of the respondents agreed with the statement. That illustrates that 10 faculty members among 20 faculty members agreed that they used L1 (Bangla) in SL (English) classes to teach grammar of English language. On the other hand, 03(15 percent) faculty members were neutral. The remaining 07 faculty members (35 percent) are not agreed with the statement.

In response to question 2.06 "I use L1 (Bangla) in SL (English) classes to provide clarification when learners' don't understand L2 (English)." A total 75.00 percent of the respondents agreed with the statement. That illustrates that 15 faculty members among 20 faculty membersagreed that they used L1 (Bangla) in SL (English) classes to provide clarification when learners' don't understand L2 (English). On the other hand, 04 (20 percent) faculty members were neutral. The remaining 01 faculty members (05 percent) are not agreed with the statement.

In response to question 2.07 "I use L1 (Bangla) in SL (English) classes to provide feedback and explain learners' errors in the SL (English) classes." A total 60.00 percent of the respondents agreed with the statement. That illustrates that 12 faculty members among 20 faculty members agreed that they used I use L1 (Bangla) in SL (English) classes to provide feedback and explain learners' errors in the SL (English) classes." On the other hand, 03(15 percent) faculty members were neutral. The remaining 05 faculty members (25 percent) are not agreed with the statement.

In response to question 2.08 "I use L1 (Bangla) in SL (English) classes to negotiate the syllabus and the lesson with learners." A total 20.00 percent of the respondents agreed with the statement. That illustrates that 04 faculty members among 20 faculty members agreed with that they used L1 (Bangla) in SL (English) classes to negotiate the syllabus and the lesson with learners. On the other hand, 03(15 percent) faculty members were neutral. The remaining 13 faculty members (65 percent) are not agreed with the statement.

In response to question 2.09 "I use L1 (Bangla) in SL (English) classes to make the classroom interactive." A total 65.00 percent of the respondents agreed with the statement. That illustrates that 13 faculty members among 20 faculty members agreed that they used (Bangla) in SL (English) classes to make the classroom interactive. On the other hand, 02 (10 percent) faculty members were neutral. The remaining 5 (25 percent) faculty members are not agreed with the statement.

In response to question 2.10 "I use L1 (Bangla) SL (English) classes to build rapport with learners." A total35.00 percentof the respondents agreed with the statement. That illustrates that 07 faculty members among 20 faculty members agreed that they used L1 (Bangla) SL (English) classes to build rapport with learners. On the other hand, 03(15 percent) faculty members were neutral. The remaining 10 (50 percent) faculty members are not agreed with the statement.

In response to question 2.11 "I use L1 (Bangla) in SL (English) classes to give personal comments." A total 60.00 percent of the respondents agreed that the statement. That illustrates that 12 faculty members among 20 members agreed with that they used L1 (Bangla) in SL (English) classes to give personal comments. On the other hand, 03 (15 percent) faculty members were neutral. The remaining 05(25 percent) faculty members are not agreed with the statement.

In response to question 2.12 "I use L1 (Bangla) in SL (English) classes to give task-based real-life experience." A total 60.00 percent of the respondents agreed with the statement. That illustrates that 12 faculty members among 20 members agreed that they (Bangla) in SL (English) classes to give task-based real-life experience. On the other hand, 03 (15 percent) faculty members were neutral. The remaining 05 faculty members (25 percent) are not agreed with the statement.

In response to question 2.13 "I use L1 (Bangla) in SL (English) classes to supervise and guide them when learners perform a task in group." A total 45.00 percent of the respondents agreed with the statement. That illustrates that 09 faculty members among 20 members agreed that they used L1 (Bangla) in SL (English) classes to supervise and guide them when learners perform a task in group. On the other hand, 03 (15 percent) faculty members were neutral. The remaining 08 (40 percent) faculty members are not agreed with the statement.

In response to question 2.14 "I use L1 (Bangla) in SL (English) classes to make the lesson content more comprehensible." A total 75.00 percent of the respondents agreed with the statement. That illustrates that 15 faculty members among 20 members agreed that L1 (Bangla) in SL (English) classes to make the lesson content more comprehensible. On the other hand, 02 (10 percent) faculty members were neutral. The remaining 03 faculty members (15 percent) are not agreed with the statement.

In response to question 2.15 "I think using L1 (Bangla) in SL (English) classes is an effective strategy for learning and teaching English." A total 40.00 percent of the respondents agreed with the statement. That illustrates that 08 faculty members among 20 members agreed that the use of in SL (English) classes is an effective strategy for learning and teaching English." On the other hand, 07 (35 percent) faculty members were neutral. The remaining 05(25 percent) faculty members are not agreed with the statement.

In response to question 2.16 "I think student's monolinguistics nature reduce the scope of practices SL (English)." A total 70.00 percent of the respondents agreed with the statement. That illustrates that 14 faculty members among 20 members agreed that student's monolinguistics nature reduce the scope of practices SL (English). On the other hand, 03 (15 percent) faculty members were neutral. The remaining 03 faculty members (15 percent) are not agreed with the statement.

In response to question 2.17 "I think using L1 (Bangla) can minimized students' affective filters (anxiety, self-consciousness, boredom, annoyance, alienation) in SL (English) classrooms." A total 70.00 percent of the respondents agreed with the statement. That illustrates that 14 faculty members among 20 members agreed that the use of L1 (Bangla) can minimized students' affective filters (anxiety, self-consciousness, boredom, annoyance, alienation) in SL (English) classrooms. On the other hand, 02 (10 percent) faculty members were

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neutral. The remaining 04 faculty members (20 percent) are not agreed with the statement.

In response to question 2.18 "I think using L1 (Bangla) in SL classes gives chance to express learners' ideas." A total 75.00 percent of the respondents agreed with the statement. That illustrates that 15 faculty members among 20 members agreed that the use of L1 (Bangla) in SL (English) classes help learners to express their ideas. On the other hand, 02(10 percent) faculty members were neutral. The remaining 03 faculty members (15 percent) are not agreed.

In response to question 2.20 "I think using L1 (Bangla) narrows down the scope of practicing English." A total 80.00 percent of the respondents agreed that the statement. That illustrates that 16 faculty members among 20 members agreed that the use of minimized the scope of practicing English in the classrooms. On the other hand, there was no faculty member was neutral with that statement. The remaining 4 faculty members (20 percent) are not agreed with the statement.

3.2 Students' Perspective

Table 3.2 Statistical Results of Students' Questionnaire

Questions	Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Question 2.01	**Frequency**	**06**	**05**	**07**	**33**	**09**	**60**
	Percent	10	8.333	11.667	55	15	100
Question 2.02	**Frequency**	**02**	**02**	**07**	**28**	**21**	**60**
	Percent	3.333	3.333	11.667	46.667	35	100
Question 2.03	**Frequency**	**03**	**03**	**09**	**21**	**24**	**60**
	Percent	*05*	*05*	*15*	*35*	*40*	*100.00*
Question 2.04	**Frequency**	**02**	**03**	**15**	**22**	**18**	**60**
	Percent	*3.333*	*05.000*	*25.000*	*36.667*	*30*	*100.00*
Question 2.05	**Frequency**	**06**	**04**	**09**	**27**	**14**	**60**
	Percent	*10*	*6.667*	*15*	*45*	*23.333*	*100.00*
Question 2.06	**Frequency**	**09**	**14**	**15**	**16**	**06**	**60**
	Percent	*15*	*23.333*	*25*	*26.667*	*10*	*100.00*
Question 2.07	**Frequency**	**03**	**05**	**07**	**30**	**15**	**60**
	Percent	*05*	*8.333*	*11.667*	*50*	*25*	*100.00*
Question 2.08	**Frequency**	**02**	**04**	**06**	**32**	**16**	**60**
	Percent	*3.333*	*6.667*	*10*	*53.333*	*26.667*	*100.00*
Question 2.09	**Frequency**	**01**	**02**	**12**	**22**	**23**	**60**
	Percent	*1.667*	*3.333*	*20*	*36.667*	*38.333*	*100.00*
Question 2.10	**Frequency**	**06**	**12**	**15**	**12**	**15**	**60**
	Percent	*10*	*20*	*25*	*20*	*25*	*100.00*
Question 2.11	**Frequency**	**06**	**05**	**07**	**26**	**16**	**60**
	Percent	*10*	*8.333*	*11.667*	*43.333*	*26.667*	*100.00*
Question 2.12	**Frequency**	**05**	**03**	**13**	**30**	**09**	**60**
	Percent	*8.333*	*05*	*21.667*	*50*	*15.000*	*100.00*
Question 2.13	**Frequency**	**09**	**08**	**17**	**16**	**10**	**60**
	Percent	*15*	*13.333*	*28.333*	*26.667*	*16.667*	*100.00*
Question 2.14	**Frequency**	**03**	**06**	**11**	**24**	**16**	**60**
	Percent	*05*	*10*	*18.333*	*40*	*26.667*	*100.00*
Question 2.15	**Frequency**	**06**	**06**	**12**	**30**	**12**	**60**
	Percent	*10*	*10*	*20*	*50*	*20*	*100.00*
Question 2.16	**Frequency**	**05**	**06**	**04**	**24**	**21**	**60**
	Percent	*8.333*	*10*	*6.667*	*40*	*35*	*100.00*

Question 2.17	**Frequency**	**02**	**03**	**4**	**30**	**21**	**60**
	Percent	*3.333*	*5*	*6.667*	*50*	*35*	*100.00*
Question 2.18	**Frequency**	**03**	**03**	**06**	**30**	**18**	**60**
	Percent	*05*	*05*	*10*	*50*	*30.000*	*100.00*
Question 2.19	**Frequency**	**03**	**10**	**08**	**19**	**20**	**60**
	Percent	*05*	*16.667*	*13.333*	*31.667*	*33.333*	*100.00*
Question 2.20	**Frequency**	**02**	**07**	**06**	**21**	**24**	**60**
	Percent	*3.333*	*11.667*	*10*	*35*	*40*	*100.00*

Source: Survey Data (2018)

In response to question 2.01 "I think the use of L1 (Bangla) is necessary in the SL (English) classes" A total 70.00 percent of the respondents agreed with the statement. That illustrates that 42tertiary level students among 60 students agreed that it is necessary to use L1 (Bangla) in SL (English) classes. On the other hand, 07 (11.667 percent) students were neutral. The remaining 11(18.333 percent) students are not agreed with the statement.

In response to question 2.02 "The use of L1 (Bangla) in SL (English) classroom is necessary for beginner students." A total 81.667 percent of the respondents agreed with the statement. That illustrates that 49 tertiary level students among 60 students agreed that the use of L1 (Bangla) in SL (English) classroom is necessary for beginner students. On the other hand, 07 (11.667 percent) students were neutral. The remaining 04(6.666 percent) students are not agreed with the statement.

In response to question 2.03 "Faculty members reduce the frequency of code switching when the students become more senior." A total 75.00 percent of the respondents agreed with the statement. That illustrates that 45 tertiary level students among 60 students agreed that Faculty members reduce the frequency of code switching when the students become more senior. On the other hand, 09 (15 percent) students were neutral. The remaining 06(10 percent) studentsare not agreed with the statement.

In response to question 2.04 "I easily understand new vocabulary of SL (English) when faculty members use L1 (Bangla) in SL (English) classes" A total 66.667 percent of the respondents agreed with the statement. That illustrates that 40 tertiary level students among 60 students agreed that they easily understand new vocabulary of SL (English) when faculty members use L1 (Bangla) in SL (English) classes. On the other hand, 15 (25 percent) students were neutral. The remaining 05 students (8.333 percent) are not agreed with the statement.

In response to question 2.05 "The use of L1 (Bangla) in SL (English) can reduce the tedious and monotonous environment of classroom." A total 68.333 percent of the respondents agreed with the statement. That illustrates that 41tertiary level students among 60 students agreed that the use of L1 (Bangla) in SL (English) can reduce the tedious and monotonous environment of classroom. On the other hand, 09 (15 percent) students were neutral. The remaining 10(16.667 percent) students are not agreed with the statement.

In response to question 2.06 "The use of L1 (Bangla) in SL (English) classroom is necessary to maintain discipline in large classes." A total 36.667 percent of the respondents agreed with the statement. That illustrates that 22 tertiary level students among 60 students agreed that the use of L1 (Bangla) in SL (English) classroom is necessary to maintain discipline in large classes. On the other hand, 15 (25 percent) students were neutral. The remaining 23(38.333percent) students are not agreed with the statement.

In response to question 2.07 "Faculty members provide more effective feedback and explain by using L1 for avoiding learners' errors in the SL (English) classes." A total 75.00 percent of the respondents agreed with the statement. That illustrates that 45 tertiary level students among 60 students agreed that Faculty members provide more effective feedback and explain by using L1 for avoiding learners' errors in the SL (English) classes. On the other hand, 07 (11.667 percent) students were neutral. The remaining 08(13.333 percent) studentsare not agreed with the statement.

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In response to question 2.08 "Faculty members can better clarify task instruction by using L1 (Bangla) in SL (English) classes." A total 80.00 percent of the respondents agreed with the statement. That illustrates that 48 tertiary level students among 60 students agreed that Faculty members can better clarify task instruction by using L1 (Bangla) in SL (English) classes. On the other hand, 06 (10 percent) students were neutral. The remaining 06(10 percent) students are not agreed with the statement.

In response to question 2.09 "Through the use of L1 (Bangla) in SL (English) classes faculty members give me comfort in understanding difficult topics or instructions." A total 75.00 percent of the respondents agreed with the statement. That illustrates that 45 tertiary level students among 60 students agreed that Through the use of L1 (Bangla) in SL (English) classes faculty members give me comfort in understanding difficult topics or instructions.. On the other hand, 12 (20 percent) students were neutral. The remaining 03 students (5 percent) are not agreed with the statement.

In response to question 2.10 "The use of L1 (Bangla) in SL (English) classes build rapport between faculty members and students." A total 45.00 percent of the respondents agreed with the statement. That illustrates that 37 tertiary level students among 60 students agreed that the use of L1 (Bangla) in SL (English) classes build rapport between faculty members and students. On the other hand, 15 (25 percent) students were neutral. The remaining 18students (30percent) are not agreed with the statement.

In response to question 2.11 "Faculty members can give more effective personal comments on the skills of the students by using L1 (Bangla) in SL (English) classes." A total 70.00 percent of the respondents agreed with the statement. That illustrates that 42 tertiary level students among 60 students agreed that Faculty members can give more effective personal comments on the skills of the students by using L1 (Bangla) in SL (English) classes. On the other hand, 07 (11.667 percent) students were neutral. The remaining 11(18.333 percent) students are not agreed with the statement.

In response to question 2.12 "Faculty members use L1 (Bangla) in SL (English) classes to give task-based real-life experience." A total 65 percent of the respondents agreed with the statement. That illustrates that 39 tertiary level students among 60 students agreed that Faculty members use L1 (Bangla) in SL (English) classes to give task-based real-life experience. On the other hand, 13 (21.667 percent) students were neutral. The remaining 08(13.333 percent) students are not agreed with the statement.

In response to question 2.13 "Faculty members us L1 (Bangla) in SL (English) classes to supervise and guide them when learners perform a task in a group." A total 43.334 percent of the respondents agreed with the statement. That illustrates that 26 tertiary level students among 60 students agreed that Faculty members us L1 (Bangla) in SL (English) classes to supervise and guide them when learners perform a task in a group. On the other hand, 17 (28.333 percent) students were neutral. The remaining 17(28.333 percent) students are not agreed with the statement.

In response to question 2.14 "Faculty members can make the lesson content more comprehensible by using L1 (Bangla) in SL (English) classes." A total 66.667 percent of the respondents agreed with the statement. That illustrates that 40 tertiary level students among 60 students agreed that the use of L1 (Bangla) in SL (English) classroom is necessary for beginner students. On the other hand, 11 (18.333 percent) students were neutral. The remaining 09 students (15 percent) are not agreed with the statement.

In response to question 2.15 "I think using L1 (Bangla) in SL (English) classes is an effective strategy for learning and teaching English." A total 70.00 percent of the respondents agreed with the statement. That illustrates that 36 tertiary level students among 60 students agreed I think using L1 (Bangla) in SL (English) classes is an effective strategy for learning and teaching English. On the other hand, 12 (20 percent) students were neutral. The remaining 12 students (20 percent) are not agreed with the statement.

In response to question 2.16 "I think the monolingualisstic nature of our classes reduce the

scope of practices SL (English)." A total 75.00 percent of the respondents agreed with the statement. That illustrates that 45 (21+24) tertiary level students among 60 students agreed that I think the monolingualisstic nature of our classes reduce the scope of practices SL (English). On the other hand, 04 (6.667 percent) students were neutral. The remaining 11(18.333 percent) students are not agreed with the statement.

In response to question 2.17 "I think using L1 (Bangla) can minimized students' affective filters (anxiety, self-consciousness, boredom, annoyance, alienation) in SL (English) classrooms." A total 85.00 percent of the respondents agreed with the statement. That illustrates that 51 tertiary level students among 60 students agreed that I think using L1 (Bangla) can minimized students' affective filters (anxiety, self-consciousness, boredom, annoyance, alienation) in SL (English) classrooms. On the other hand, 04 (6.667 percent) students were neutral. The remaining 05 students (8.333 percent) are not agreed with the statement.

In response to question 2.18 "I think using L1 (Bangla) in SL classes gives chance to express learners' ideas." A total 80.00 percent of the respondents agreed with the statement. That illustrates that 48 tertiary level students among 60 students agreed that it is necessary to use L1 (Bangla) in SL (English) classes. On the other hand, 06 (10 percent) students were neutral. The remaining 06(10 percent) students are not agreed with the statement.

In response to question 2.19 "I think using L1 (Bangla) makes students dependent on L1 (Bangla)." A total 65.00 percent of the respondents agreed with the statement. That illustrates that 39 tertiary level students among 60 students agreed that I think using L1 (Bangla) makes students dependent on L1 (Bangla). On the other hand, 08 (13.333 percent) students were neutral. The remaining 13 students (21.667 percent) are not agreed with the statement.

In response to question 2.20 "I think using L1 (Bangla) narrows down the scope of practicing English." A total 75.00 percent of the respondents agreed with the statement. That illustrates that 45 tertiary level students among 60 students agreed

that I think using L1 (Bangla) narrows down the scope of practicing English. On the other hand, 06 (10 percent) students were neutral. The remaining 09 (15 percent)) studentsare not agreed with the statement.

The students of tertiary level completed the SSC/HSC or equivalent degree from Bangla medium educational institutions. This study investigated that, 56 students who passed Secondary School Certificate/Equivalent and students passed Higher Secondary school certificate/Equivalent examination as Bangla medium students and 04 students who passed Secondary School Certificate/ Equivalent and Higher Secondary school certificate as an English medium studentswhile total number of participant is 60.

3.3 Findings of the Study

Depending on the findings, it can now easily be concluded that the aims of this study have been successfully accomplished. Faculty members and students use first language (L1) in the Second language (L2) classrooms for various reasons and they also believe that it is a good scaffolding for the effective classroom environment.

This study shows that 80% Faculty members use L1 (Bangla) in SL (English) classrooms consciously, (75%) to make the classroom environment for learning. However, Both faculty members (60%) and students (75 %) bellied that the use of L1 (Bangla) is necessary to provide feedback and explain learner's errors and gives personal comments' on students' performance (70% students and 60% faculty members). They also believed that use of L1 (Bangla) in SL (English) classroom makes the classroom interactive (75% students and 65%faculty members).

Faculty members and students also think that the use of first language (L1) is needed in second language (L2) classroom for various functions like learning vocabulary items (66.667% students and 30% faculty members), explaining grammar (68.333% students and 50% faculty members) , managing class(36.667% students and 35% faculty members), and building rapport between student-teacher (45% students and 35%faculty members). To say more, students (75%) feel comfortable with their learning process when

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their teachers use L1 (Bangla) in SL (English) classrooms. The use of L1 (Bangla) makes the SL (English) classroom situation known to students.

Both faculty members and students acknowledged the positive impact of the use of L1 (Bangla) in the SL (English) classrooms. They acknowledge that the use of L1 (Bangla) can minimize students' affective filters (anxiety, self-consciousness, boredom, annoyance, alienation) in SL (English) classrooms. The use of L1 (Bangla) in SL classrooms gives chance to express learners' ideas in a comfortable way which really important for effective learning.

Though they acknowledged the positive impact of the using L1 (Bangla) in SL (English) classroom, they can deny the negative impact of using L1 (Bangla) in SL classrooms. A total 65.00% students and 75 percent faculty members agreed that The use of L1 (Bangla) in SL (English) classrooms narrows down the scope of practicing English which makes students dependent on L1 (Bangla), a total 80% faculty members and 75% students agreed with the statement.

Monolingualism is the opposite idea of multilingualism. In Bangladesh, we find the monolingual nature. The people of Bangladesh speak only Bangla all over the country. A total 75.00 percent students and 80 percent of faculty members agreed that monolinguistic nature minimized the practice of SL (English) in real life situation. In this condition, the classroom is the only space where students can practice English.

4.1 Recommendations

In the light of the previous discussion, the study gives a conclusion that the most of the faculty members and students are using Bangla in the classroom but they are also aware of the negative impact of using L1 in L2 classrooms. It makes no sense to deny the importance of the students' L1 in their L2 learning. It is important to come up with a conclusion about how and when faculty members and students allowed to use their L1 in Second Language (L2) classrooms.

1. The mono-linguistic nature of students is a reason to minimize the scope of practicing of English outside of the classrooms. So, Teacher should focus on English practice in the classroom. Instead of going straight to the textbook at the beginning of a lesson the teacher can spend a few minutes 'chatting' to the class about topics of interest.

2. The faculty members use easy English words and short sentences for making the class lecture more comprehensible instead of using Bangla.

3. The use of L1 (Bangla) in SL (English) Classroom should be limited and only can be used when there are no other ways.

4. The faculty members should use L1 (Bangla) for beginner students but they need to reduce the L1 (Bangla) in SL (English) classrooms when the students became more senior.

5. The faculty members can use L1 (Bangla) for discussing learning matters such as the establishment of a code conduct, or the best ways to keeping vocabulary note or giving announcements.

6. The faculty members can use L1 (Bangla) to make fun activities, motivational activities and give personal comments for the improving the English language skills.

7. A large number of students came from Bangla medium background and they are not used to listen to lectures in English. So, while teaching English as a compulsory subject, extra care should be given at primary, secondary, and higher secondary levels of Bangladesh.

8. They faculty members need to motivate students to speak English and try to build up a sense among students that English is nothing but a language like Bangla.

Conclusion

In this study, the researchers attempted to make an in-depth analysis about the use of the first language (L1) in the tertiary level second language (L2) classrooms from different angles and viewpoints from both teachers and students. The reasons for using the first language (L1) in the tertiary level second language (L2) classrooms may vary according to the lesson topic, teaching experience and the students' level and background. The use of first Language (L1) has the power to enable greater understanding and to involve and adhere the complete classroom population in the lesson. Nevertheless, the faculty members need to

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remember that the medium of instruction is English. So, the use of the first language (L1) should be kept to an effective minimum range though it is necessary to use L1 (Bangla) for student's poor level of understanding in English. Students' English language proficiency need to be enlarged at the primary, secondary and higher secondary level. The use of the first language (L1) will be an occasional event in the tertiary level classrooms if good knowledge and sound basic of English can be achieved at the primary, secondary and higher secondary level.

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Appendix – A

Questionnaire for Faculty Members

This questionnaire will be used only for academic purpose. The answers swill be kept confidential. Your honest judgment will be highly appreciated. Please tick (√) on the correct answers.

Demographic and Academic Information1.

Name of Department

①English
②Business Administration
③Pharmacy
④ Economics
⑤ Compute Science & Engineering
⑥Civil Engineering
⑦Others

2. Age:

① Less than 30 years
② 31-40 years
③41-50 years
④ 51-60 years
⑤ Above 60 years

3. Gender:①Male
② Female ③others

1.4 Academic Qualification   :

①Bachelor
② Masters
③M.Phil.
④Ph.D

⑤ Post Doc

1.5 Teaching Experience:

① 1-5 years

② 6-10 years

③ 11-15 years

④ 16-20 years

⑤ Above 20 years

1.6 Professional Denegation :

① Lecturer   ② Assistant Professor

③ Associated Professor

④ Professor

1.7 Medium of Instruction :

① English

② Bangla

2.0 Questions regarding use of first language (L1) in second language (L2) classrooms

Please respond to each statement using the following scale and put tick (√) on of the correct answers. **[1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4= Agree; 5= Strongly Agree]**

Opinions				Perception				
Reasons	2.1	I use L1 (Bangla) in SL (English) classes.		①	②	③	④	⑤
	2.2	I remain conscious while using L1 (Bangla) in the SL (English) classes.		①	②	③	④	⑤
	2.3	I use L1 (Bangla) to maintain discipline in large classes.		①	②	③	④	⑤
	2.4	I use L1 (Bangla) to teach new vocabulary in the SL (English) classes.		①	②	③	④	⑤
	2.5	I use L1 (Bangla) in SL (English) classes to explain grammar.		①	②	③	④	⑤
	2.6	I use L1 (Bangla) in SL (English) classes to provide clarification when learners' don't understand L2 (English).		①	②	③	④	⑤
	2.7	I use L1 (Bangla) in SL (English) classes to provide feedback and explain learners' errors in the SL (English) classes.		①	②	③	④	⑤
	2.8	I use L1 (Bangla) in SL (English) classes to negotiate the syllabus and the lesson with learners.		①	②	③	④	⑤
	2.9	I use L1 (Bangla) in SL (English) classes to make the classroom interactive.		①	②	③	④	⑤
	2.10	I use L1 (Bangla) SL (English) classes to build rapport with learners.		①	②	③	④	⑤
	2.11	I use L1 (Bangla) in SL (English) classes to give personal comments.		①	②	③	④	⑤
	2.12	I use L1 (Bangla) in SL (English) classes to give task-based real-life experience.		①	②	③	④	⑤
	2.13	I use L1 (Bangla) in SL (English) classes to supervise and guide them when learners perform a task in group.		①	②	③	④	⑤
	2.14	I use L1 (Bangla) inSL (English) classes to make the lesson content morecomprehensible.		①	②	③	④	⑤

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	2.15	I think using L1 (Bangla) in SL (English) classes is an effective strategy for learning and teaching English.	①	②	③	④	⑤
	2.16	I think students' monolingual nature reduce the scope of practices SL (English).	①	②	③	④	⑤
Positive Impact	2.17	I think using L1 (Bangla) can minimized students' affective filters (anxiety, self-consciousness, boredom, annoyance, alienation) in SL (English) classrooms.	①	②	③	④	⑤
	2.18	I think using L1 (Bangla) in SL classes gives chance to express learners' ideas.	①	②	③	④	⑤
Negative Impact	2.19	I think using L1 (Bangla) make learners dependent on L1 (Bangla).	①	②	③	④	⑤
	2.20	I think using L1 (Bangla) narrows down the scope of practicing English.	①	②	③	④	⑤

3. Please make additional comments or suggestions about the use of L1 (Bangla) in SL (English) classroom for the betterment of classroom situation.
_____
_____
_____
_____

Appendix – B
Questionnaire for Tertiary Level Students
This questionnaire will be used only for academic purpose. The answers swill be kept confidential. Your honest judgment will be highly appreciated. Please tick (√) on the correct answers.

1.0 Demographic and Academic Information
1.1 Name of Department:
①English
② Business Administration
③ Pharmacy
④ Compute Science & Engineering
⑥Civil Engineering
⑦Others
1.2 Age:
① Less than 20 years
② 21-25 years
③25-30 years
④ 31-35 years
⑤ Above 35 years
1.3 Gender:
①Male
②Female
③others
1.4 **Secondary School Certificate (SSC) / Equivalent:**
① Bangla Medium

② English Medium
1.5 **Higher Secondary Certificate (HSC) / Equivalent:**
①Bangla Medium
② English Medium
1.5 Academic Qualification (**ongoing**):
① B.A. in English
② B.A. / Equivalent in other than English
③ M.A. in English
④ M.A. / Equivalent in other than English
1.5 Academic Year   :
①1st year
② 2nd years
③ 3rd year
④4th year
1.6 Is there any English Language Course in your syllabus (only for B.A. / Equivalent other than English)?
①Yes
② No

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2.0 Questions Regarding use of First Language (L1) in Second Language (L2) classrooms

Please respond to each statement using the following scale and tick (√) on of the correct answers. **[1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4= Agree; 5= Strongly Agree]**

Opinions				Perception				
Reasons	2.1		I think first L1 (Bangla) is necessary for the SL (English) classes?	①	②	③	④	⑤
	2.2		The use of L1 (Bangla) in SL (English) classroom is necessary for beginner students.	①	②	③	④	⑤
	2.3		Faculty members reduce the frequency of code switching when the students become more senior.	①	②	③	④	⑤
	2.4		I easily understand new vocabulary of SL (English) when faculty members use L1 (Bangla) in SL (English) classes.	①	②	③	④	⑤
	2.5		The use of L1 (Bangla) in SL (English) can reduce the tedious and monotonous environment of classroom.	①	②	③	④	⑤
	2.6		The use of L1 (Bangla) in SL (English) classroom is necessary to maintain discipline in large classes.	①	②	③	④	⑤
	2.7		Faculty members provide more effective feedback and explain by using L1 for avoiding learners' errors in the SL (English) classes.	①	②	③	④	⑤
	2.8		Faculty members can better clarify task instruction by using L1 (Bangla) in SL (English) classes.	①	②	③	④	⑤
	2.9		Through the use of L1 (Bangla) in SL (English) classes faculty members give me comfort in understanding difficult topics or instructions.	①	②	③	④	⑤
	2.10		The use of L1 (Bangla) in SL (English) classes build rapport between faculty members and students.	①	②	③	④	⑤
	2.11		Faculty members can give more effective personal comments on the skills of the students by using L1 (Bangla) in SL (English) classes.	①	②	③	④	⑤
	2.12		Faculty members use L1 (Bangla) in SL (English) classes to give task-based real-life experience.	①	②	③	④	⑤
	2.13		Faculty members us L1 (Bangla) in SL (English) classes to supervise and guide them when learners perform a task in a group.	①	②	③	④	⑤
	2.14		Faculty members can make the lesson content morecomprehensible by using L1 (Bangla) in SL (English) classes.	①	②	③	④	⑤
	2.15		I think using L1 (Bangla) in SL (English) classes is an effective strategy for learning and teaching English.	①	②	③	④	⑤
	2.16		I think the monolingual nature of our classes reduce the scope of practices SL (English).	①	②	③	④	⑤
Positive Impact	2.17		I think using L1 (Bangla) can minimized students' affective filters (anxiety, self-consciousness, boredom, annoyance, alienation) in SL (English) classrooms.	①	②	③	④	⑤
	2.18		I think using L1 (Bangla) in SL classes gives chance to express learners' ideas.	①	②	③	④	⑤
Negative Impact	2.19		I think using L1 (Bangla) makes students dependent on L1 (Bangla).	①	②	③	④	⑤
	2.20		I think using L1 (Bangla) narrows down the scope of practicing English.	①	②	③	④	⑤

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3. Please make additional comments or suggestions about the use of First Language (L1) in Second Language (L2) classes for the betterment of classroom situation.

_____
_____
_____
_____