

Influence of the Mother Tongue on Academic Achievement in English: An Approach of 5 Points Descriptive Analysis

Dr. Bapi Mishra

Assistant Professor

Department of Education

University of Gour Banga

Malda

Abstract:

Mother tongue is an important academic issue to discuss in respect to the effective educational practices. It is an issue which has been discussed from the British Period to Modern time in respect to discussion matter of the medium of instruction. Mother tongue is considered as a first language among regional people of India due to using for first communication medium. It is a language which initially stimulates the whole psychological operations of an individual by which an individual can learn to connect different ideas. Language is an important medium to communicate for sharing own views. This medium is essential to make a bonding or relationship with the human organism. Through the effective development of language, an individual will be able to receive message and to send feedback from one point to another which enable an individual for regulating the thinking process as well as creative process. Creation of new concept is related with the effective development of linguistic abilities. Linguistic integration helps to connect among different concepts or ideas. When a child enters into the world of change, he/she will face a lot of new issues which are more important to regulate the individual's psychological operations in a specific way. From the first day of birth, the process of socialization of that child will be continue for effective manifestation the essence of humanity that process is done to make an effective interaction with own mother. Mother plays more important role in the case of socialization of individual child through starting first interaction with the child. Mother provides some basic massages in own ways to new born baby which plays a central role to make him fit existence in the changeable society. In this study, investigator has collected representative data from the grassroots level of education systems for testing the relevant issues related to the matter of influence of mother tongue to regulate students' academic achievement. To find out a picture of variation in respect to the items as well as their options, the present study has been designed to describe the actual scenario of the facts. At the end of the study, investigator has found that there exists a significant variation (as per the items types) in response regarding the influence of mother tongue. Influence of mother tongue on academic achievement in English has been found in moderate level.

Keywords: Mother Tongue, Academic Achievement in English

1.0. Introduction:

Mother tongue is one which a child hears first from own mothers; it is an important subject in the study of academic as well as non-academic development of children. It plays an important role to stimulate different psychological operations for effective development of human qualities. Mother tongue based instruction is an important agenda of 21st century to assure the matter of inclusive education as well as quality education. In the case of skill development, the issue of mother tongue based instruction has been highlighted in all over the world. To develop an individual personality pattern, the exercise of mother tongue has been highlighted by different international conference. To develop the sociability of an individual, it is needed to exercises mother tongue to start the socialization process of a child; because, language plays an important role to stimulate individual communication skills. There are so many societies having with the bi-lingual as well as multilingual systems in where the processes of language acquisition of two or more than two languages are exercised by

individual simultaneously. In this situation, the lower level of complexity has been noticed in respect to exercises language. But, effective awareness on L1 will help to develop multi-lingual skills in the common instruction systems. Mother tongue is considered as L1 which is more important to develop effective awareness on multiple languages. Mother tongue is an effective communication system by which an instruction process will be regulated for improving quality education regarding knowledge as well as experiences (UNESCO, 2003). For developing the basic awareness on knowledge, mother tongue based instruction process will help to develop perfect understanding which is more significant in the development of corresponding quality of education. Language is an essential component of education which plays an operational activity to nurture the inter-cultural activities. It to develop the effective understanding between different population groups (UNESCO, 2003). English is L2 in West Bengal, India within the existing education system. Bengali is L1 which play as a factor to resist the skill development as well as effective knowledge acquisition through the effective educational processes. Negative effect of mother tongue has been identified theoretical in the case of effective academic achievement in English. To find statistically the actual scenario regarding the matter of L1 influence.

2.0.Objectives of the study:

After completing the study, investigator will be able –

- To measure influence of mother tongue on academic achievement in English.
- To specify the response variation as per the measurement scale.
- To find out logical pattern of corresponding influences.

3.0. Analysis and Interpretation:

To find out the answers against the question of mother tongue influence on the academic achievement, following descriptive analysis has been done.

Table - 1 Descriptive Analysis of IMTAA

	A	B	C	D	E	F	G	H	I
N	50	50	50	50	100	100	100	100	200
Mean	57.4000	64.2000	65.200	66.2400	60.8000	65.7200	61.3000	65.2200	63.2600
Std. Error of Mean	2.30049	2.49195	1.3747	1.86385	1.72140	1.15331	1.38961	1.55145	1.04802
Median	61.0000	64.0000	65.000	66.5000	61.0000	65.0000	63.5000	65.0000	64.0000
Mode	61.00	59.00	68.00	62.00	59.00	68.00	61.00 ^a	59.00 ^a	68.00
Std. Deviation	16.2669	17.6207	9.7205	13.1793	17.21404	11.53307	13.89608	15.51446	14.82129
Skewness	-.139	.119	.928	-.318	.051	.080	-.329	-.066	-.128
Percentiles									
25	43.2500	51.5000	58.000	57.0000	47.0000	58.0000	54.2500	57.0000	56.0000
50	61.0000	64.0000	65.000	66.5000	61.0000	65.0000	63.5000	65.0000	64.0000
75	70.2500	78.2500	72.000	75.2500	71.0000	73.0000	71.0000	75.7500	72.0000

A –IMTAAUB – Influence of the Mother Tongue on Academic Achievementamong urban boys, B –IMTAAUG – Influence of the Mother Tongue on Academic Achievementamong urban girls, C – IMTAAURB – Influence of the Mother Tongue on Academic Achievementamong rural boys, D – IMTAAURG – Influence of the Mother Tongue on Academic Achievementamong rural girls, E – IMTAAURBAN – Influence of the Mother Tongue on Academic Achievementamong urban, F – IMTAAURURAL – Influence of the Mother Tongue on Academic Achievementamong rural, G – IMTAAURMALE – Influence of the Mother Tongue on Academic Achievementamong male, H – IMTAAURFEMALE – Influence of the Mother Tongue on Academic Achievementamong female, I – IMTAAURTOTAL – Influence of the Mother Tongue on Academic Achievementamong total.

From the above table, it has been found that influence of mother tongue on academic achievement in English has been more supported by urban girls students than urban boys students, rural girls students than rural boys students, rural students than urban students, female students are more than male students respectively. By observing the all measures of central tendency, it has been found that there is the normality in distribution in every cases of measurement. Within UB, UG, RB, and RG, more diverted response against the test has been

identified in the case of urban girls secondary students. Quartile deviation is not higher in every stratum of the study. Lower value of skewness and has specified the presence of normality of corresponding distribution.

To find out the item wise response variation against the test, item wise analysis of response has been assessed by percentage system of data analysis. Responses have been analyzed point wise as per the scale of measurement which analytical aspects have been presented below.

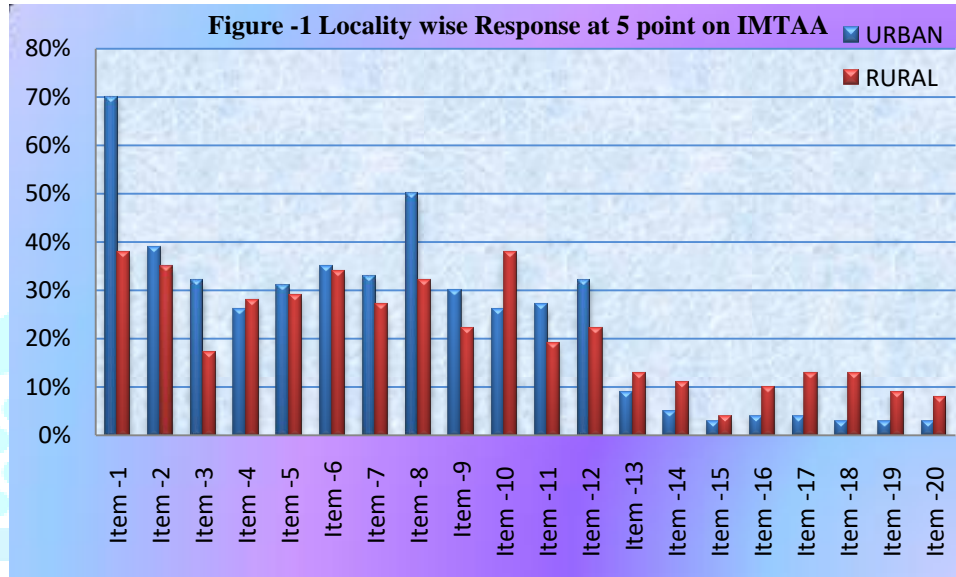
Table – 2 Strata based Item Analysis in 5 Point of Measuring Scale

Result has been found in 5 points within the measuring scale i.e. ultimate point

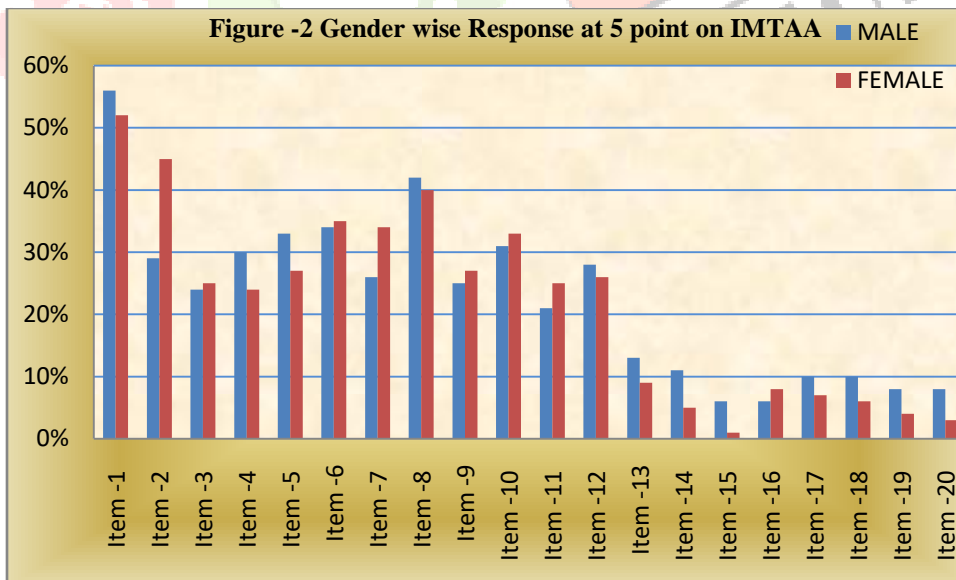
Item No	Item of the Questionnaire	E	F	G	H	I
1.	As the medium of education is in mother tongue, I cannot understand English grammar. That's why I get less number.	70%	38%	56%	52%	54%
2.	As the mother tongue is Bengali, I feel difficulty in writing English essay.	39%	35%	29%	45%	37%
3.	As Bengali grammar is a hindrance of learning of English grammar, I get less number in English.	32%	17%	24%	25%	25%
4.	I can think in mother tongue but, unable to think in English, that's why I get less number in this language.	26%	28%	30%	24%	27%
5.	I can express my experiences in mother tongue but, I cannot express it in English; so I get less number in the exam of this language.	31%	29%	33%	27%	30%
6.	I can understand the stories of Bengali literature very easily but, I cannot understand it in the case of English; so I get less number in the exam of this language.	35%	34%	34%	35%	35%
7.	I feel Mother tongue is the main hindrance of my failure to apply the knowledge of English in real life.	33%	27%	26%	34%	30%
8.	As I cannot diagnose the relation between Mother tongue and English language, I get less number in English.	50%	32%	42%	40%	41%
9.	To make English knowledge meaningful with logic, I feel Mother tongue is the main hindrance.	30%	22%	25%	27%	26%
10.	As I did not learn English language from my childhood, I do not show my achievement in English.	26%	38%	31%	33%	32%
11.	I feel Mother tongue is the main hindrance of my failure to diagnose the importance of English grammar.	27%	19%	21%	25%	23%
12.	As I cannot think anything in English, I get less number in the exam of English.	32%	22%	28%	26%	27%
13.	I can express new ideas in Mother tongue but I cannot express it in case of English, so I get less number in it.	9%	13%	13%	9%	11%
14.	I get less number in English exam because I am failed to judge the originality of statements of English knowledge.	5%	11%	11%	5%	8%
15.	I can interact in Mother tongue but I cannot do it in English. So I face failure to succeed in this language.	3%	4%	6%	1%	4%
16.	I can understand the significance of Mother tongue but I cannot understand it in the case of English.	4%	10%	6%	8%	7%
17.	I think my inability of thinking is the main reason to think about any problem in English.	4%	13%	10%	7%	9%
18.	Though I want to write something new in English exam, I fail due to Mother tongue.	3%	13%	10%	6%	8%
19.	I think the influence of Mother tongue is the main hindrance to understand the importance of applying English grammar.	3%	9%	8%	4%	6%
20.	I fell trouble to make any sentence in English due to the structure of Mother tongue. So I get less number in English.	3%	8%	8%	3%	6%

*E-IMTAAURBAN, F-IMTAARURAL, G-IMTAAALE, H-IMTAAFEMALE, I-IMTAATOTAL

From the table -2, it has been observed that urban secondary students have responded against the 20 items of the test from 3% to 70% regarding the corresponding influence of mother tongue. Rural secondary represented the response from 4% to 38% against the 20 items of the test; 6% to 56% respondent has been shown by male secondary students and from 1% to 52% percentage have been identified in respect to the response of female secondary students. From this analysis, it has been found that influence of mother tongue has been highly approved by the urban secondary students. The corresponding facts have been presented below in the figure -1 & 2. This analysis has been done on the basic of highest point response of the sample. Analysis has been found in the 5 point of the measurement scale.



From the figure -1, it has been found that response of urban secondary students has been found higher from the item -1 to 13; but from 14 to 20 , rural secondary students have responded higher than urban students.



From the figure -2, it has been found that response of male students regarding the influence of mother tongue on academic achievement in English has been found higher than female secondary students.

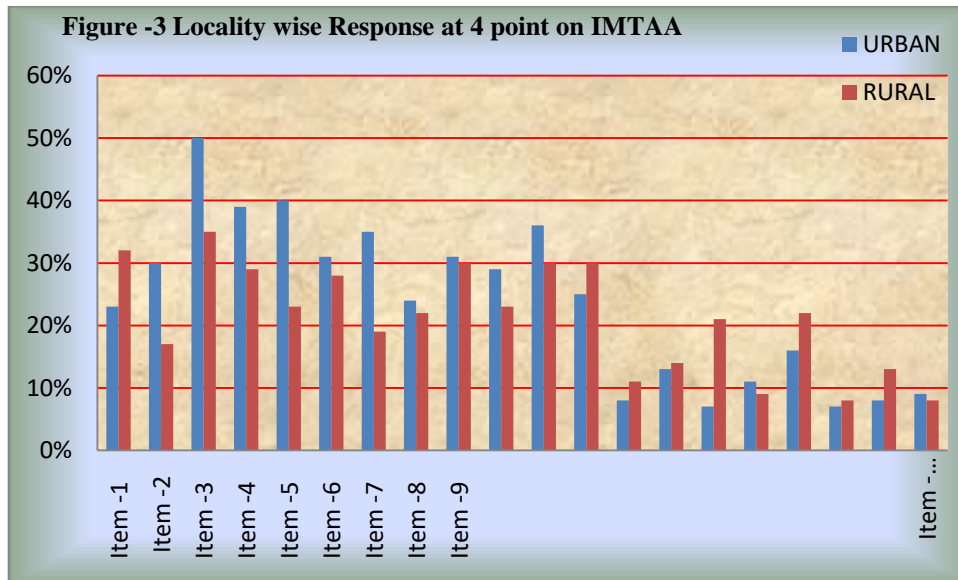
Table – 3 Strata based Item Analysis in 4 Point of Measuring Scale

Result has been found in 4 points within the measuring scale

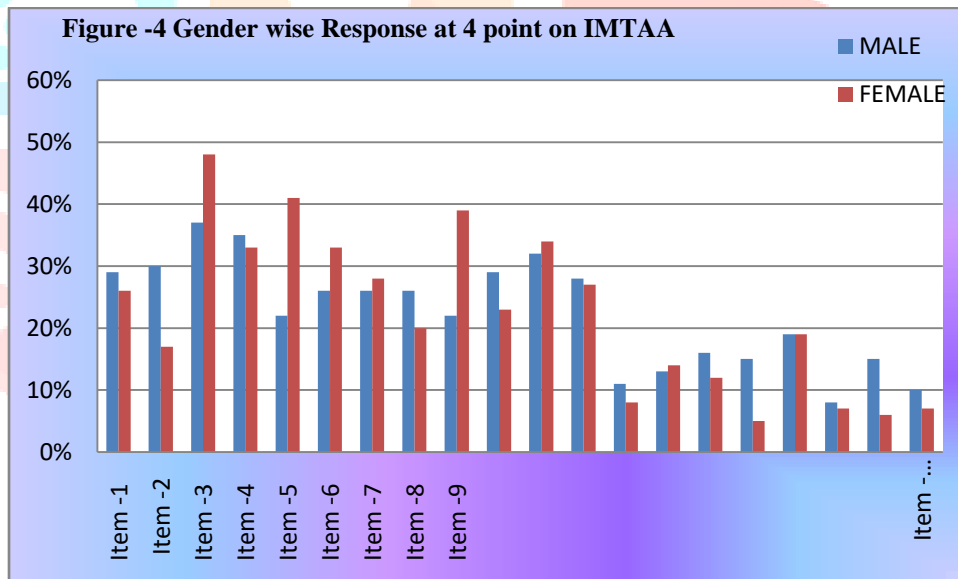
Item No	Item of the Questionnaire	E	F	G	H	I
1.	As the medium of education is in mother tongue, I cannot understand English grammar. That's why I get less number.	23%	32%	29%	26%	28%
2.	As the mother tongue is Bengali, I feel difficulty in writing English essay.	30%	17%	30%	17%	24%
3.	As Bengali grammar is a hindrance of learning of English grammar, I get less number in English.	50%	35%	37%	48%	43%
4.	I can think in mother tongue but, unable to think in English, that's why I get less number in this language.	39%	29%	35%	33%	34%
5.	I can express my experiences in mother tongue but, I cannot express it in English; so I get less number in the exam of this language.	40%	23%	22%	41%	32%
6.	I can understand the stories of Bengali literature very easily but, I cannot understand it in the case of English; so I get less number in the exam of this language.	31%	28%	26%	33%	30%
7.	I feel Mother tongue is the main hindrance of my failure to apply the knowledge of English in real life.	35%	19%	26%	28%	27%
8.	As I cannot diagnose the relation between Mother tongue and English language, I get less number in English.	24%	22%	26%	20%	23%
9.	To make English knowledge meaningful with logic, I feel Mother tongue is the main hindrance.	31%	30%	22%	39%	31%
10.	As I did not learn English language from my childhood, I do not show my achievement in English.	29%	23%	29%	23%	26%
11.	I feel Mother tongue is the main hindrance of my failure to diagnose the importance of English grammar.	36%	30%	32%	34%	33%
12.	As I cannot think anything in English, I get less number in the exam of English.	25%	30%	28%	27%	28%
13.	I can express new ideas in Mother tongue but I cannot express it in case of English, so I get less number in it.	8%	11%	11%	8%	10%
14.	I get less number in English exam because I am failed to judge the originality of statements of English knowledge.	13%	14%	13%	14%	14%
15.	I can interact in Mother tongue but I cannot do it in English. So I face failure to succeed in this language.	7%	21%	16%	12%	14%
16.	I can understand the significance of Mother tongue but I cannot understand it in the case of English.	11%	9%	15%	5%	10%
17.	I think my inability of thinking is the main reason to think about any problem in English.	16%	22%	19%	19%	19%
18.	Though I want to write something new in English exam, I fail due to Mother tongue.	7%	8%	8%	7%	8%
19.	I think the influence of Mother tongue is the main hindrance to understand the importance of applying English grammar.	8%	13%	15%	6%	11%
20.	I fell trouble to make any sentence in English due to the structure of Mother tongue. So I get less number in English.	9%	8%	10%	7%	9%

*E-IMTAAURBAN, F-IMTAARURAL, G-IMTAA MALE, H-IMTAAFEMALE, I-IMTAA TOTAL

From the table -3, it has been observed that urban secondary students have responded against the 20 items of the test from 7% to 50% regarding the corresponding influence of mother tongue. Rural secondary represented the response from 8% to 35% against the 20 items of the test; 8% to 37% respondent has been shown by male secondary students and from 5% to 48% percentage have been identified in respect to the response of female secondary students. From this analysis, it has been found that influence of mother tongue has been highly approved by the urban secondary students. The corresponding facts have been presented below in the figure -3 & 4. Analysis has been found in the 4 point of the measurement scale.



From the figure -2, it has been found that response of urban secondary students is higher than rural secondary students. At 4 point of the measurement, higher performance has been recorded among 1st half items of the said test.



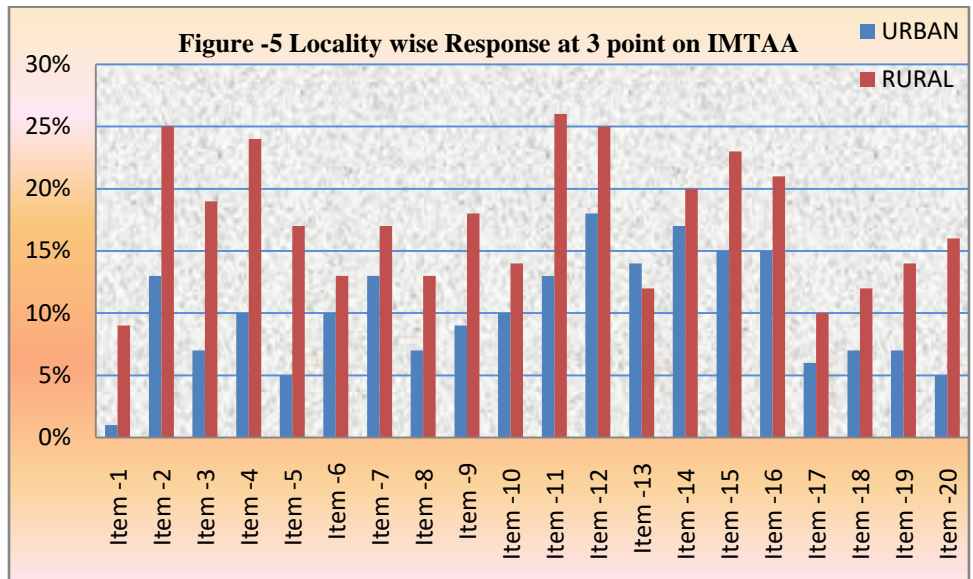
From the figure -4, it has been observed that female students are the higher respondent group of the study who has reflected slight higher performance regarding the issue of present study.

Item No	Item of the Questionnaire	E	F	G	H	I
1.	As the medium of education is in mother tongue, I cannot understand English grammar. That’s why I get less number.	1%	9%	5%	5%	5%
2.	As the mother tongue is Bengali, I feel difficulty in writing English essay.	13%	25%	21%	17%	19%
3.	As Bengali grammar is a hindrance of learning of English	7%	19%	12%	14%	13%

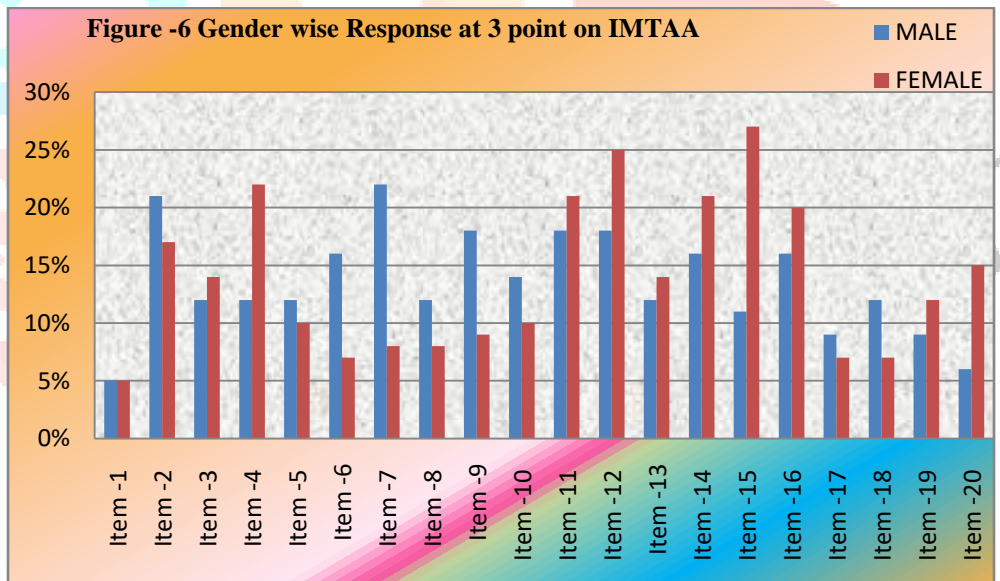
	grammar, I get less number in English.					
4.	I can think in mother tongue but, unable to think in English, that's why I get less number in this language.	10%	24%	12%	22%	17%
5.	I can express my experiences in mother tongue but, I cannot express it in English; so I get less number in the exam of this language.	5%	17%	12%	10%	11%
6.	I can understand the stories of Bengali literature very easily but, I cannot understand it in the case of English; so I get less number in the exam of this language.	10%	13%	16%	7%	12%
7.	I feel Mother tongue is the main hindrance of my failure to apply the knowledge of English in real life.	13%	17%	22%	8%	15%
8.	As I cannot diagnose the relation between Mother tongue and English language, I get less number in English.	7%	13%	12%	8%	10%
9.	To make English knowledge meaningful with logic, I feel Mother tongue is the main hindrance.	9%	18%	18%	9%	14%
10.	As I did not learn English language from my childhood, I do not show my achievement in English.	10%	14%	14%	10%	12%
11.	I feel Mother tongue is the main hindrance of my failure to diagnose the importance of English grammar.	13%	26%	18%	21%	20%
12.	As I cannot think anything in English, I get less number in the exam of English.	18%	25%	18%	25%	22%
13.	I can express new ideas in Mother tongue but I cannot express it in case of English, so I get less number in it.	14%	12%	12%	14%	13%
14.	I get less number in English exam because I am failed to judge the originality of statements of English knowledge.	17%	20%	16%	21%	19%
15.	I can interact in Mother tongue but I cannot do it in English. So I face failure to succeed in this language.	15%	23%	11%	27%	19%
16.	I can understand the significance of Mother tongue but I cannot understand it in the case of English.	15%	21%	16%	20%	18%
17.	I think my inability of thinking is the main reason to think about any problem in English.	6%	10%	9%	7%	8%
18.	Though I want to write something new in English exam, I fail due to Mother tongue.	7%	12%	12%	7%	10%
19.	I think the influence of Mother tongue is the main hindrance to understand the importance of applying English grammar.	7%	14%	9%	12%	11%
20.	I fell trouble to make any sentence in English due to the structure of Mother tongue. So I get less number in English.	5%	16%	6%	15%	11%

*E-IMTAAURBAN, F-IMTAARURAL, G-IMTAAMALE, H-IMTAAFEMALE, I-IMTAATOTAL

From the table -4, it has been observed that urban secondary students have responded against the 20 items of the test from 1% to 18% regarding the corresponding influence of mother tongue. Rural secondary represented the response from 9% to 26% against the 20 items of the test; 5% to 22% respondent has been shown by male secondary students and from 5% to 27% percentage have been identified in respect to the response of female secondary students. From this analysis, it has been found that influence of mother tongue has been highly approved by the rural secondary students. The corresponding facts have been presented below in the figure -5 & 6. This analysis has been done on the basic of moderate point response of the sample. Analysis has been found in the 3 point of the measurement scale.



From the above figure, it has been found that locality wise response variation has been found in respect to the issue of IMTAA. Rural secondary students have shown more values as responses against the test item. This measurement has been done at 3 point of the measurement scale.



From the figure – 6, it has been observed that at 3 point or moderate point of the analysis of the data, female secondary students are higher performer group than male secondary students on IMTAA.

Table – 5 Strata based Item Analysis in 2 Point of Measuring Scale

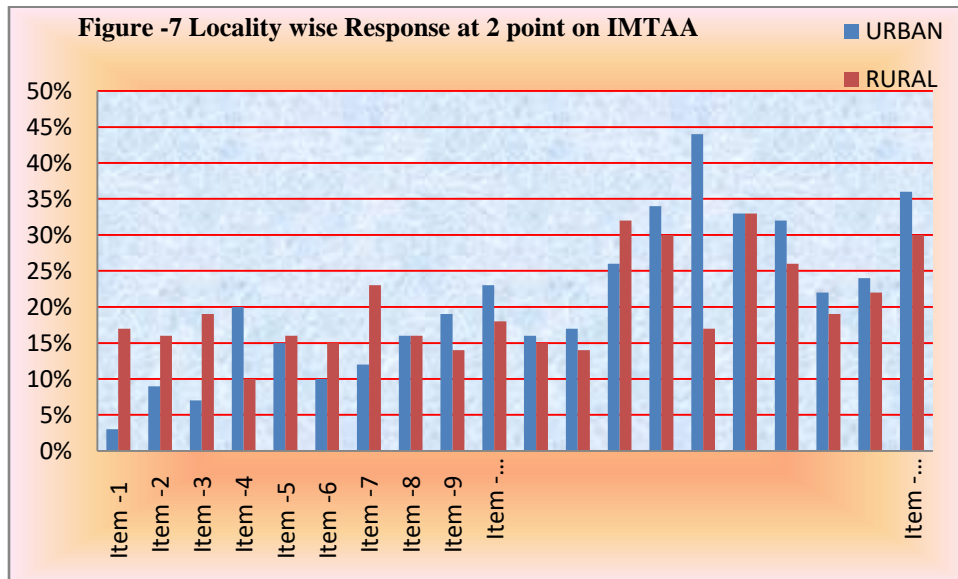
Result has been found in 4 points within the measuring scale

Item No	Item of the Questionnaire	E	F	G	H	I
1.	As the medium of education is in mother tongue, I cannot understand English grammar. That’s why I get less number.	3%	17%	9%	11%	10%
2.	As the mother tongue is Bengali, I feel difficulty in writing English essay.	9%	16%	14%	11%	13%

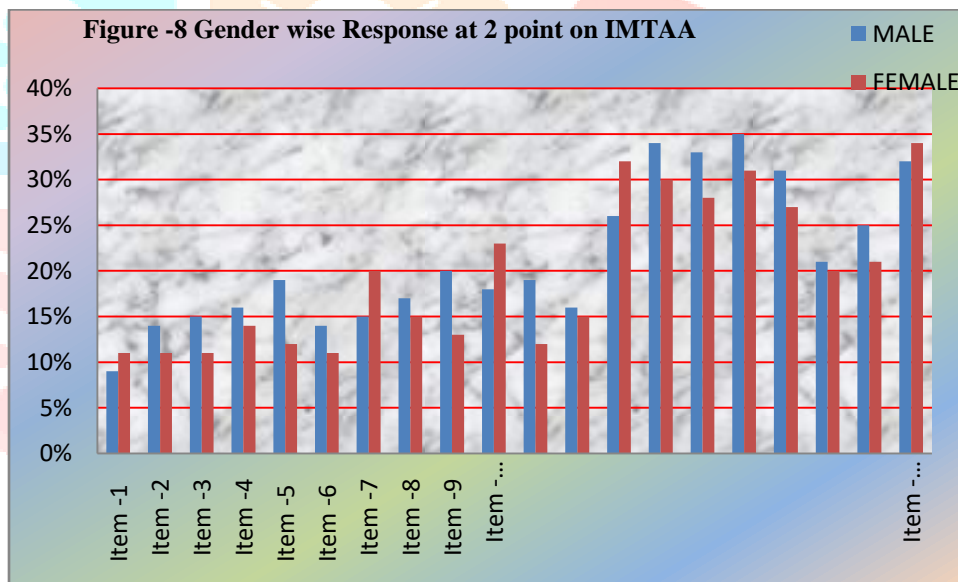
3.	As Bengali grammar is a hindrance of learning of English grammar, I get less number in English.	7%	19%	15%	11%	13%
4.	I can think in mother tongue but, unable to think in English, that's why I get less number in this language.	20%	10%	16%	14%	15%
5.	I can express my experiences in mother tongue but, I cannot express it in English; so I get less number in the exam of this language.	15%	16%	19%	12%	16%
6.	I can understand the stories of Bengali literature very easily but, I cannot understand it in the case of English; so I get less number in the exam of this language.	10%	15%	14%	11%	13%
7.	I feel Mother tongue is the main hindrance of my failure to apply the knowledge of English in real life.	12%	23%	15%	20%	18%
8.	As I cannot diagnose the relation between Mother tongue and English language, I get less number in English.	16%	16%	17%	15%	16%
9.	To make English knowledge meaningful with logic, I feel Mother tongue is the main hindrance.	19%	14%	20%	13%	17%
10.	As I did not learn English language from my childhood, I do not show my achievement in English.	23%	18%	18%	23%	21%
11.	I feel Mother tongue is the main hindrance of my failure to diagnose the importance of English grammar.	16%	15%	19%	12%	16%
12.	As I cannot think anything in English, I get less number in the exam of English.	17%	14%	16%	15%	16%
13.	I can express new ideas in Mother tongue but I cannot express it in case of English, so I get less number in it.	26%	32%	26%	32%	29%
14.	I get less number in English exam because I am failed to judge the originality of statements of English knowledge.	34%	30%	34%	30%	32%
15.	I can interact in Mother tongue but I cannot do it in English. So I face failure to succeed in this language.	44%	17%	33%	28%	31%
16.	I can understand the significance of Mother tongue but I cannot understand it in the case of English.	33%	33%	35%	31%	33%
17.	I think my inability of thinking is the main reason to think about any problem in English.	32%	26%	31%	27%	29%
18.	Though I want to write something new in English exam, I fail due to Mother tongue.	22%	19%	21%	20%	21%
19.	I think the influence of Mother tongue is the main hindrance to understand the importance of applying English grammar.	24%	22%	25%	21%	23%
20.	I fell trouble to make any sentence in English due to the structure of Mother tongue. So I get less number in English.	36%	30%	32%	34%	33%

*E-IMTAAURBAN, F-IMTAARURAL, G-IMTAAMALE, H-IMTAAFEMALE, I-IMTAAOTAL

From the table -5, it has been observed that urban secondary students have responded against the 20 items of the test from 1% to 18% regarding the corresponding influence of mother tongue. Rural secondary represented the response from 9% to 26% against the 20 items of the test; 5% to 22% respondent has been shown by male secondary students and from 5% to 27% percentage have been identified in respect to the response of female secondary students. From this analysis, it has been found that influence of mother tongue has been highly approved by the rural secondary students. The corresponding facts have been presented below in the figure -7 & 8. Analysis has been found in the 2 point of the measurement scale.



From the figure – 7, it has been observed that from item no 13 to 20, the higher response percentage has been identified; in this case urban second at students have shown higher response value than rural secondary students.



From the above figure, it has been found that female students have shown maximum response against the variable of study in terms of 2 point measurement within the scale.

Table – 6 Strata based Item Analysis in 1 Point of Measuring Scale

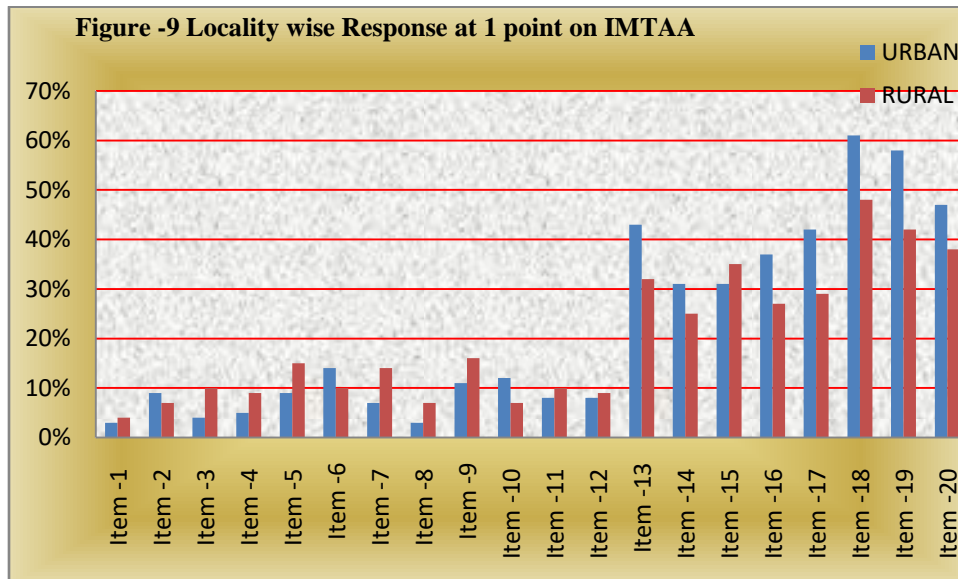
Result has been found in 4 points within the measuring scale

Item No	Item of the Questionnaire	E	F	G	H	I
1.	As the medium of education is in mother tongue, I cannot understand English grammar. That’s why I get less number.	3%	4%	1%	6%	4%
2.	As the mother tongue is Bengali, I feel difficulty in writing English essay.	9%	7%	6%	10%	8%
3.	As Bengali grammar is a hindrance of learning of English grammar, I get less number in English.	4%	10%	12%	2%	7%

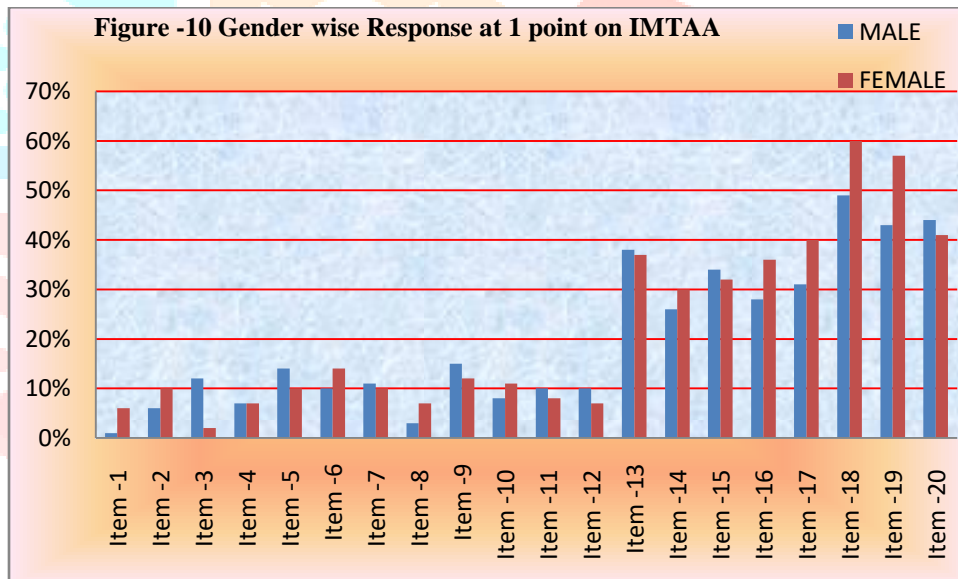
4.	I can think in mother tongue but, unable to think in English, that's why I get less number in this language.	5%	9%	7%	7%	7%
5.	I can express my experiences in mother tongue but, I cannot express it in English; so I get less number in the exam of this language.	9%	15%	14%	10%	12%
6.	I can understand the stories of Bengali literature very easily but, I cannot understand it in the case of English; so I get less number in the exam of this language.	14%	10%	10%	14%	12%
7.	I feel Mother tongue is the main hindrance of my failure to apply the knowledge of English in real life.	7%	14%	11%	10%	11%
8.	As I cannot diagnose the relation between Mother tongue and English language, I get less number in English.	3%	7%	3%	7%	5%
9.	To make English knowledge meaningful with logic, I feel Mother tongue is the main hindrance.	11%	16%	15%	12%	14%
10.	As I did not learn English language from my childhood, I do not show my achievement in English.	12%	7%	8%	11%	10%
11.	I feel Mother tongue is the main hindrance of my failure to diagnose the importance of English grammar.	8%	10%	10%	8%	9%
12.	As I cannot think anything in English, I get less number in the exam of English.	8%	9%	10%	7%	9%
13.	I can express new ideas in Mother tongue but I cannot express it in case of English, so I get less number in it.	43%	32%	38%	37%	38%
14.	I get less number in English exam because I am failed to judge the originality of statements of English knowledge.	31%	25%	26%	30%	28%
15.	I can interact in Mother tongue but I cannot do it in English. So I face failure to succeed in this language.	31%	35%	34%	32%	33%
16.	I can understand the significance of Mother tongue but I cannot understand it in the case of English.	37%	27%	28%	36%	32%
17.	I think my inability of thinking is the main reason to think about any problem in English.	42%	29%	31%	40%	36%
18.	Though I want to write something new in English exam, I fail due to Mother tongue.	61%	48%	49%	60%	55%
19.	I think the influence of Mother tongue is the main hindrance to understand the importance of applying English grammar.	58%	42%	43%	57%	50%
20.	I fell trouble to make any sentence in English due to the structure of Mother tongue. So I get less number in English.	47%	38%	44%	41%	43%

*E-IMTAAURBAN, F-IMTAARURAL, G-IMTAAMALE, H-IMTAAFEMALE, I-IMTAATOTAL

From the table -6, it has been observed that urban secondary students have responded against the 20 items of the test from 3% to 61% regarding the corresponding influence of mother tongue. Rural secondary represented the response from 4% to 48% against the 20 items of the test; 1% to 49% respondent has been shown by male secondary students and from 2% to 60% percentage have been identified in respect to the response of female secondary students. From this analysis, it has been found that influence of mother tongue has been highly approved by the urban secondary students. The corresponding facts have been presented below in the figure -9 & 10. This analysis has been done on the basic of lowest point response of the sample. Analysis has been found in the 1 point of the measurement scale.



From item -1 to 12, lower level of response has been found; but, in the case of from item 13 to rest have been found higher response as per the locality considerations as per the single point measurement. Urban has shown higher value against the last 8 items of the test.



From the figure -10, it has been observed that female secondary students have shown higher response against the items from 13 to 20 of the test.

From the above analysis, it has been observed that items of the test have been shown effective variation as per the 5 different points of measurement indices. To conceptualise the significance of item of the test, context of the item has been analyzed below.

Analysis of Item -1: *As the medium of education is in mother tongue, I cannot understand English grammar. That's why I get less number.*

Item -1 has specified that inability of secondary students on the English grammar. Due to the influence of mother tongue, sample has shown the inability of grammatical understanding of English. Urban and male students groups have shown this problem in higher level.

Analysis of Item -2: As the mother tongue is Bengali, I feel difficulty in writing English essay.

Item -2 has specified the inability to describe in English in essay form to produce own thinking regarding the subject matter. Due to Bengali as L1, students have presented maximum repose against the linguistic problem which has been reflected in the test of English language academic achievement.

Analysis of Item -3: As Bengali grammar is a hindrance of learning of English grammar, I get less number in English.

From Item – 3, it has been specified that Bengali as a L1 performance as a effective barriers to resist the desirable performance in English academic achievement. This result has also shown higher level among urban as well as male secondary students.

Analysis of Item -4: I can think in mother tongue but, unable to think in English, that's why I get less number in this language.

From Item – 4, it has been specified that mother tongue plays an important role to regulate individual's thinking process. Due to this problem, students have shown the presence of problem regarding the English academic achievement.

Analysis of Item -5: I can express my experiences in mother tongue but, I cannot express it in English; so I get less number in the exam of this language.

From Item – 5, it has been specified that individual experience of mother tongue will divert the performance in English in respect to express the corresponding feelings based on the concept on subject.

Analysis of Item -6: I can understand the stories of Bengali literature very easily but, I cannot understand it in the case of English; so I get less number in the exam of this language.

From Item – 6, it has been specified that uunderstanding of own literature in mother tongue can play a role to resist that will be reflected on the lower achievement in English.

Analysis of Item -7: I feel Mother tongue is the main hindrance of my failure to apply the knowledge of English in real life.

From Item – 7, it has been specified that reflection of feeling in English language can play a vital role to resist due to the significance of mother tongue. Feeling of an individual is built in mother tongue; therefore, aforesaid problem has been reflected in the academic achievement.

Analysis of Item -8: As I cannot diagnose the relation between Mother tongue and English language, I get less number in English.

From Item – 8, it has been specified that inability to find out the relationship between L1 and L2, students have agreed in higher level that this inability plays a vital role to divert actual performance in academic achievement.

Analysis of Item -9: To make English knowledge meaningful with logic, I feel Mother tongue is the main hindrance.

From item -9, it has been specified that logical application of English has been resisted by own mother tongue due to logical analysis of facts. Due to this reason, a student will be unable to perform effectively.

Analysis of Item -10: As I did not learn English language from my childhood, I do not show my achievement in English.

From item -10, it has been specified that students have responded due to English as a L2; students are faced a lot of academic problems.

Analysis of Item -11: I feel Mother tongue is the main hindrance of my failure to diagnose the importance of English grammar.

Urban secondary students have said that they are not able to diagnosis the problems related to the English due to the excessive exercises of mother tongue.

Analysis of Item -12: As I cannot think anything in English, I get less number in the exam of English.

From item -12, it has been specified that students are not able to think in English for analyzing any content of subject. This is a problem for less academic achievement in English.

Analysis of Item -13: I can express new ideas in Mother tongue but I cannot express it in case of English, so I get less number in it.

Process to express any new idea is conducted by the mother tongue which is an essential hindrance of effective academic achievement in English. Students are not able to express new ideas in English language that is a problem of less academic achievement.

Analysis of Item -14: I get less number in English exam because I am failed to judge the originality of statements of English knowledge.

This is a difficult problem related to the student's inability in respect to judge the originality of knowledge in English. Judgmental inability regarding the knowledge in English is a fundamental barrier of academic achievement in said subject.

Analysis of Item -15: I can interact in Mother tongue but I cannot do it in English. So I face failure to succeed in this language.

Interaction problem in English language is an essential problem to reach the target of achievement in said subject. But, moderate level of response has been found against this statement.

Analysis of Item -16: I can understand the significance of Mother tongue but I cannot understand it in the case of English.

The reason of lower level understandability in English is a problem that stimulates the lower level of achievement in said subject.

Analysis of Item -17: I think my inability of thinking is the main reason to think about any problem in English.

Problem to think in English is a problem to solve the subject related problem; it is a fact of lower level of academic achievement.

Analysis of Item -18: Though I want to write something new in English exam, I fail due to Mother tongue.

From the item -18, it has been specified that inability to write new in English is considered as a problem of academic achievement in English. It has been observed in moderate level among secondary students.

Analysis of Item -19: I think the influence of Mother tongue is the main hindrance to understand the importance of applying English grammar.

From the item -19, it has been specified that influence of mother tongue is an important issue to resist the actual application of English grammar.

Analysis of Item -20: I fell trouble to make any sentence in English due to the structure of Mother tongue. So I get less number in English.

From item -20, it has been found that pattern of mother tongue is an important factor to resist the actual utilization of English language pattern in respect to write a sentence in English which is an important reason of low academic achievement in English.

4.0.Conclusion:

After completing the study, it has been found that mother tongue is an important factor to regulate academic achievement in English in secondary education level. This problem has been observed in maximum level among urban as well as male secondary students. Theoretical, it has been established that effective awareness in mother tongue will help to develop effective skills in other languages. Negative influence of mother tongue has theoretically proved that there is a gap of proper awareness of mother tongue and obtain skills.

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