

CHAPTER ONE

INTRODUCTION

This is the study on **Use of Home Language in Nepalese EFL Classrooms**.

The first chapter of this study consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Nepal is a multilingual, multi-ethnic and multi-religious country. The people of Nepal speak many indigenous (home languages) and exogenous languages that belong to various ethnic groups. According to the census report (2011), 123 different languages are spoken as mother tongue. Nepali is one of the indigenous or national language or official language, which is spoken as the mother tongue by 44.6 % of the total population (CBS 2011). Maithili, Bhojpuri, Tharu, Tamang, Newari, Bajjika, Rai, Limbu, Sherpa, Magar, etc. are other indigenous languages spoken in the country and some of the exogenous languages are: English, Hindi etc. Nepali is the language of legal affairs, mass media, business transactions and administration. It is used as a medium of instruction in public schools, colleges and universities. Besides Nepali Maithali, Tharu, Bhojpuri, Doteli, Tamang, Tibetan and Awadi languages are widely used as a means of communication and instruction in classroom, especially in the primary grades in Nepal (Flash I, 2008-09).

English has been widely taught and learn as a foreign language in Nepal. It is taught as a school subject from pre-school level to university level. In the context of Nepal, the interest and demand of this language is increasing day-by-day. In recent days, English has taken a new dimension in the higher learning institutions of Nepal. Both public and private schools, universities have begun offering several courses in English as a medium of instruction

except Nepali. The trend of sending children to English medium schools is growing in our country.

However, the debate over whether English language classroom should include or exclude students' native language has been a contentious issue for a long time (Brown, 2000). The issue of home language use in EFL classroom was neglected and ignored in the past because it was accepted in second language learning contexts. The main argument against using the mother tongue have been that it does not encourage learners to use the foreign language and that when the teacher uses the home language it deprives the learners of input in the target language. But, for the last three decades there has been growing interest in studying the consequences of home language use in EFL classroom and focus has been shifted towards inclusion of L1 in the language classrooms. Researchers have also shifted their attention towards exploring the role of L1 that plays in L2 classroom as the issue has become focusing. This claim is also backed up by a number of researchers. For example, Khati (2011, p.4) presents that "not only does the use of first language have negative impact on L2 learning, but it can be factor to help students improve the way they learn a second language". Furthermore, he states that the learner's L1 also affects the other language levels, vocabulary and grammar. Larsen-Freeman (2000, p. 101-102) claims "The native language of the students is used in the classroom in order to enhance the security of the students, to provide a bridge from the familiar to the unfamiliar, and to make the meanings of the target language words clear."

In the EFL classrooms of Nepal, many of the teachers and students deliberately or un-deliberately are using home language. Having various educational background, most teachers are uneasy about the use of L1 in the classes and cannot decide whether it is good idea to use or not, or if it is going to be used, when, why and for what purposes. Regarding this, Sharma (2006, p.4) states that teachers prefer to use the L1 in the classrooms but different factors such as school environment, administrative factor and multilingual classroom force

them to use English only in the ELT classrooms. That is why, whether to use the home language in the EFL classrooms or not is debatable issue for teachers as well as educators.

As a number of scholars and researchers have already investigated what functions the teacher's use of the student's L1 can have in the EFL or language classroom, in general, it is interesting to know what recent research says about this in Nepalese EFL classroom in particular. Therefore, my research will investigate what are the practices and purposes of using learners' home language in Nepalese EFL classroom.

1.2 Statement of the Problem

Many English as a foreign language (EFL) teachers around the world tend to think that English is the only language that should be used in the EFL classroom. Cook (2001, p. 403-404) points out that this is because they believe that the use of the L1 here would be harmful for the students' development in English. This discourage among teachers is also evident in the Nepalese EFL classroom today. As well as the major issue regarding the language teaching is whether home language should be used in EFL classrooms or not. Scholars are still debating on this topic. This controversial issue is especially relevant in our linguistically heterogeneous country, where there are racial/ethnic/cast differences. Most of the society of Nepal is multilingual and multicultural.

There have been the various shifts towards the utilization of L1 in the EFL classroom over the last few decades. A number of researches which either support or oppose the use of mother tongue in the classroom. Some scholars agree that using mother tongue facilitates in second language learning and other says it hinders. According to Malla (2007, p. 53) "In the context of Nepal students' L1 is being used in the English classrooms especially in rural area to help them understand English better and find out it is an effective teaching and learning tool". Because of the students' difficulty in understanding the language, teachers need to assist them thoroughly in the learning process.

On the other hand, English only classroom forces the learners to communicate in target language especially private schools. The teachers and students of the private schools are enforced to the target language as the sole medium of communication whereas the public schools have not strict policies towards the target language use and accept an optimal amount of home language use in their classroom. I still remembering the days of my school life, when I was a student of the secondary level. Most of the time, I used to talk with my friends using my home language (Nepali language) in English classroom. In many classes, students and teachers were frequently interpreting the subject matter in their own language even in English classes. Students used to ask questions in their home language to the teachers because they were afraid of committing mistakes. Thus, the above realities and consideration urged me to carry out an ethnographic research on Use of Home Language in Nepalese EFL Classrooms at secondary level.

1.3 Objectives of the Study

The main objectives of this study were as follows:

- a) To explore the practices of using learners' home language in Nepalese EFL classrooms,
- b) To find out the purposes of using learners' home language in Nepalese EFL classrooms,
- c) To suggest some pedagogical implications based on the research findings.

1.4 Research Questions

Research questions guide and center the research. They are the guiding questions of the study. Generally, objectives are converted into research questions which help the researcher reach to the findings of the study. The followings are the research questions of this study.

- a) What are the practices of using learners' home language in Nepalese EFL classrooms?
- b) What are the purposes of using learners' home language in Nepalese EFL classrooms?

1.5 Significance of the Study

This study entitled "Use of Home Language in Nepalese EFL Classroom" will be significant for many people concerned to this research. This study expects to find out the practices and purposes of using home language in Nepalese EFL classroom. Furthermore, this study will also be beneficial to the policy makers, course designers, school administration and text book writers. The findings of this study will help to get clear picture about use of home language at secondary level in EFL classroom.

Specially, teachers and students will be beneficial to adopt some pedagogical implications and to think of improvement in their teaching and learning. The school administrations will be able to garner information that will be helpful in their endeavor to address school's language issues in term of use L1 in school. School principals can utilize the information and findings to look for ways and means of coming up with information. The findings may also serve as useful feedback to language policy makers, curriculum developers, and implementers. Furthermore, this study will be significant to all those who are directly and indirectly involved in field of language teaching and learning.

1.6 Delimitations of the Study

As the researchers are limited by time, human resources and financial factors, he/she have to limit his/her study to a certain boundary. Therefore, this research study was also limited in terms of study area, population, sample population, research tools and findings. This study was only limited to the public schools of Gorkha district. Only two secondary level EFL teachers of two different schools were the sample of this study. This study was based on (classroom) ethnography research design. Likewise, semi-structured interview and class

observation was the tool for data collection. The collected data was analyzed interpretatively and findings are discussed in relation to the use of home language. Thus, this study was delimited in terms of the above mentioned criteria.

1.7 Operational Definition of the Key Terms

The following words are used as key terms for this study with given specific meanings:

English only: The term English only is used to describe medium of instruction in the classroom. In the classes the whole lesson is carried out in English from classroom management to presentation of subject matter without using home language.

EFL classroom: English as a Foreign Language EFL classroom refers to learning and using English as an additional language in a non-English speaking country. In this study, English language that the students are learning non-native language in the native environment language classroom.

Home language: Home language is a language that is most commonly spoken by the members of a family for everyday interactions at home. It has generally been said that the first language is learned at home during childhood i.e. language acquired from birth. So that, a child learns home language automatically and naturally, from parents, family, friends and social environment. In this study home language refers learners' first language (Nepali language) spoken by students of Gorkha district.

Secondary Level: Secondary level refers to the level from grade nine to twelve.

Second language (L2): Second language is a language learned by a person after his or her native language, especially used at work or at school. In this study L2 refers to Nepali or English language.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of the related literature and conceptual framework is essential for any types of research work. To make the research valid and reliable, the researcher needs to study different types of materials like books, articles, journals, and research works related to the topic which helps in identifying the research gap. This section deeply and broadly deals with the literature review and theory related to the research. In this section, I have tried to collect many more ideas and theories related to the area of my study and sources available to my study. This section is further divided into four sub-headings, they are: review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. These are discussed as follows:

2.1 Review of Theoretical Literature

Review of theoretical literature provides an insight to researcher related to the number of aspects that have a direct or indirect bearing in the research topic and makes every research authentic and valid. Review of theoretical literature is the central and most important part in the research. It is also important for clarifying the concept of depth study to the research. This study provides information of previous research and other related literature on use of home language in Nepalese EFL classroom. The main aim of reviewing the previous research and literature is to explore what has already been done and studied before. Literature review also helps in finding out the gap.

To accomplish this study, I have gone through different theoretical ideas to support this topic of study which help to develop the insights regarding the topic. The theoretical ideas that I have gone through are presented in the following sub-sections:

2.1.1 The Home Language

Home language (HL) refers to the language (or the variety of a language) that is most commonly spoken by the members of a family for everyday interactions at home, which connects the child to his/her family and community. Sometime the term home language is used for the language that a person learned as a child at home from his or her mother, family, caregiver and other local speaker before joining school. The terms home language, mother tongue, first language and native language are taken as synonymously. Saville-Troike (2006, p.4) says, mother tongue as “First Language, Native Language, Primary Language because all these share the same features”. Further says, the languages which are acquired during early childhood normally beginning before the age of about three years and those, they were learned as the part of growing up among people who speak them. Home language shapes a child’s identity, and helps the child value their heritage. Fluency in the home language allows the child to socialize in the community. The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2003, p.15) defines MT as “the language (s) that one has learnt first; the language(s) one identifies with or is identified as a native speaker of by others; the language(s) one knows best and the language(s) one uses most”.

Similarly, Begi (2014, p.37) says, “Mother tongue is the language that a child learns first from the mother before joining school. It is also the language used by the majority of people in a given area or community.” It is the language in which the child can operate confidently in all domains relevant to the child’s life. Home language has such an important role in framing the thinking, emotions and spiritual world, because the most important stage of life is childhood. In this stage the personality, character, modesty, shyness, defects, out skills, and all other hidden characteristics become truly revealed through the home language because the sound of the home language gives trust and confidence to learn other language. Home language has powerful impact in the formation of the individual. In this regard, Pokharel (2001) states:

First language, mother tongue and native tongue are common terms for the language which a person acquires first in his childhood because it is spoken in the family and/or it is the language of the country where he/she is living (p.201).

When children start learning through home language, they get succeed in learning because of same culture what they are grew at home, and home language classroom find family environment that's why the mother tongue of a child is the most appropriate medium for a child to learn effectively.

Every language spoken in the world represents a special culture, melody, color, and asset and to everyone home language is certainly one of the most precious treasures in the lives. The child acquires a language by living and growing at the home and community by interacting with the family and community member is home language. The language, children learn with great exposure in natural setting without any tutorial sources.

2.1.2The Home Language Use in the EFL Classrooms

Various studies have illustrated the learning benefits for students of utilizing some L1 in the classroom. It is known, however, that many ELT practitioners strictly prohibit the use of their students' home language in the classroom. Nunan (1999) describes a situation where an EFL teacher in china imposed fines on his students when they spoke Cantonese in the classroom, the effect of which, unsurprisingly, was that the students just fell silent. The teacher got his wish no Cantonese, but ironically he did not get any English from his students either. Storch and Wigglesworth (2003) demonstrate that L1 can give students 'cognitive support' that provides them with the ability to explore language and produce work that is of higher standard. They suggest that teachers should acknowledge that the use of L1 may be a normal psychological process that allows learners to initiate and sustain verbal interaction. As Auerbach (1993)

declares, stating with L1 gives a sense of security and validates the learners' lived experience, allowing them to express themselves. The learner is then willing to experiment and take risks with English.

To further investigate areas in which L1 resorted to for teaching EFL and find out to what extent this practice might be possible and valid, a number of studies have been undertaken in different parts of the world. For example, Cianflone (2009) in his research on L1 use in university English courses discovers that the interviewed and teachers seem favorable to L1 use in terms of explanation of grammar, vocabulary items, difficult concepts and for general comprehension. Another study conducted by Sharma (2006) on the use of mother tongue in an EFL classroom setting of high school students in Nepal reveals that many respondents prefer occasional use of L1 in the EFL classroom for many reasons: to clarify the meaning of difficult words, to define new vocabulary items, to explain grammar rules, and to established close relationship between students and teachers. Khanal (2004) concluded that moderate and judicious use of mother tongue (Nepali) aids the learning and teaching of target language. The teachers (informants of the study) think that it is necessary to use Nepali in the English classroom to explain difficult concepts or ideas, to ask questions and give answers, to explain their own problems, to practice the use of some phrases and expressions and to present complex grammar points. Similar findings are found in Khati's study (2011) which also affirms the effectiveness of using L1 to explain grammar points, difficult concepts or ideas and to practice the use of some phrases and expressions.

Cook (2001) also thinks that L1 can be deliberately and systematically used in the classroom and considers L1 to convey and check meaning of words and sentences, to explain grammar, to organize the classroom, to maintain discipline, to gain contact with individual students, and to test the learners. Deller (2003) claims that L1 should be used as a resource to diagnose differences and similarities among two languages; to encourage spontaneity and fluency in order to have a beneficial effort on group dynamics and receive

a meaningful feedback from the students. Additionally, Miles (2004) conducted two different experiments that showed that L1 use helped to foster confidence and where L1 was utilized, the students showed significantly higher improvement in the area of speaking. The findings of both experiments support that L1 use in the English classroom does not hinder the learning rather it can actually facilitate it. Likewise, Kavaliauskiene (2009, p.7) says:

Recently, there has been a revival of interest to translation due to the shift of its emphasis to using a mother tongue as a resource for the promotion of language learning. The findings demonstrate that all learners need a support of mother tongue in English classrooms but the amount of the native language needed depends on the students' proficiency in English.

Atkinson (1987) in his paper on the use of home language in the classroom reveals that how translation can still be used in some cases when there is a need for comprehension check. He refers to the translation of longer passages as “presentation and reinforcement of language”. Claiming that when students translate from their mother tongue into English, they can focus on accuracy and notice the key structural differences between the two texts, thus helping to avoid negative transfer. Mukattash (2003) holds the same view that translation can be used as a teaching technique particularly in those areas where there is marked discrepancy between L1 and EFL system. He adds that translation can also be used in explicating English structures that are likely to be confused with each other, well as disambiguating certain assurances of ambiguous sentences. Similarly, Aurbach (1998) not only acknowledges the positive role of mother tongue in the classroom, but also identifies the following uses of it: language analysis, classroom management, presenting grammar rules, giving instruction or prompts, explaining errors and checking for comprehension.

The above presented views showed that a general agreement on the moderate use of home language in L2 learning. It seems that L1 provides a sense of confidence on the students. A careful, limited use of L1 is beneficial for language learning because it helps students get the maximum benefits from activities in other respects to carry out in the target language. It may be useful in setting up pair and group work, sorting out an activity which is clearly not working, in the process and completion of the task, and creates a social and cognitive space in which students will be able to provide each other with assistance throughout the duration of the task. Thus, the students can focus on the task without difficulty.

On the other hand Harmer (2009, p.134) states the objection to use / overuse of the students' L1 by stating that it restricts the students' exposure to English. It means that overuse or inappropriate use of L1 in the English classroom may be counterproductive.

2.1.3 Roles of Home Language in EFL or ESL Context

Although the use and role of learners' home language in the classroom has a long history in the literature, Little wood and Yu (2011) identify that there is still a lack of agreement on whether the students' L1 has a place in the classroom or, if it does, what that role is:

“Positions range from insistence on total exclusion of the L1, towards varying degrees of recognition that it may provide valuable support for learning, either directly (e.g. to build positive relationships or help manage learning”) (Little wood & Yu, 2011,p.64).

The roles of home language here mean to explore how home language facilitates in Second language learning. Almost all, Non-native English speakers or English as a Second Language (ESL) and English as a Foreign Language (EFL) context, use of home language and translation is unavoidable

because of mother tongue MT interference, linguistic correlations and socio-cultural relation.

It is a popular belief that second language acquisition (SLA) is strongly influenced by the learners' first language (Khatai, 2011, p.43). Children having sound knowledge of their first language can transfer skills from one language to another. The learners' L1 affect the different factors and levels such as accent, sound, vocabulary and grammar. Another belief about the role of L1 is negative i.e. L1 has negative role in SLA. That is, the L1 gets in way or interferes with the learning of the L2, such that features of the L1 are transferred in to the L2 (Ellis, 1997, p. 120).

There is the controversy regarding the role of L1 in the SLA. Another thing in second language teaching and learning, the role of mother tongue has been an important issue because Kavaliauskiene (2009) says, learners need a support of mother tongue in English classes, but the amount of the native language needed depends on students' proficiency in English. It means, MT facilitates English language learning but while using MT, the proficiency of the student should understand. Communicative Language Teaching (CLT) approach also says judicious use of home language in second language learning facilitates instead of hindrance. Regarding the role of mother tongue, Kavari (2014, p.3) writes,

Mother tongue saves great deal of time, helps clarify the meanings of difficult words, prevents the misunderstanding of the meaning of new words, provides a sense of security and confident and specifically, it helps learners to bringing the learners' cultural background knowledge in to the class.

From the above discussion, we can mention the following roles of home language and how L1 helps in learning English classroom.

a. Remove students' nervousness and weakness

Each student has individual differences in terms of learning styles, aptitude, emotional behaviors. Some may have high aptitude and some low, some may prefer self-work, pair work, group work and different emotional behaviors such as angry, shyness, nervousness which directly affect learning. Because of these differences, students have different kinds of problems in learning as low proficiency in English, nervousness in learning activities and this weakness and nervousness can be assisted by using home language.

b. Helps to learn socio-cultural background

Learning language means learning culture. Culture and language are interrelated each other. There can be the socio-cultural correlations with learners and Target Language (TL) such as interactional skills, communication skills, and cultural things and differences too. These different social and cultural things are not untranslatable in English language or not complete terminologies in English which can be taught in home language. The background social- cultural knowledge also urges them to learn new culture and the knowledge they already have of their native language can use and relate in learning second language which plays the positive roles.

c. Students' sense of security

Students feel secured when they learn English using home language. It means, students feel easy and comfortable because the classroom is flexible not strict environment. Although, they have poor proficiency level they can interact, learn English language using home language. A research conducted in Turkish secondary school classes also shares same result where MT was totally banned in group talk, the resulting interaction tended to be shorter, more stilted and less natural. Many weaker students gave up after a very short time. If learners realize they are using the target language to communicate, they will still use their mother tongue on occasions. If there is no principal reason for avoiding

the first language other than allowing the students to hear as much second language as possible, it may be more effective to resort to the first language in the classroom when needed. So, we can use it if it is systematic, supportive and relevant to the tasks and goals.

d. Aware from previous mistakes

In the process of language learning students are learning different skills and activities, so, everyone may commit many mistakes. While relating this saying, the natural order hypothesis asserts that the acquisition or learning of language occurs in a predictable universal order. Studies have shown learners of English as a second or foreign language make the same mistakes regardless of their linguistic backgrounds. These errors are related to those made by young children when learning their first languages. That's why; the students can learn second language aware from previous mistakes.

e. Linguistic correlation

There is somehow correlation between English and Nepali language. Though, the writing script differs from Nepali to English language but in spoken form some sounds are correlated each other. There are several words which are same in English and Nepali. These correlations make them easy to learn and develop good pronunciation as well in English language.

f. MT is prerequisite to develop other language proficiency

Children learn MT sub-consciously at home, with friends and relatives and also from school. Second language learning is highly affected on the learners L1 background knowledge of cultural and social, vocabulary power and its use, communicative skills, learning skills and there can be the linguistic correlation such as sounds, words, sentences, structure, etc. In second language learning, translation is unavoidable so how much the learners know the home language, can learn translating them in English. That's home language is prerequisite or basic premises to learn other language. Several scholars also used to say,

children should teach home language until seven years to develop proficiency in learning other language.

Many professionals in the field of SLA convict that L1 has facilitating role in learning second or foreign language classroom. The role of home language in learning second language is somehow linked with contrastive analysis (CA) although it studies differences between them too. The roles of home language can be mixed due to transfer of culture, MT interference and linguistic and psychological hypothesis of CA. It also linked with Chomsky's concept of Language Acquisition Devices and Universal Grammar. He talks innate capacity or devices of human beings, which enable to acquire or learn a language and universal structures shared by all languages. That's why, although the children already learnt their home language, they can learn second languages.

2.1.4 The Reasons for Using the L1 in the Classroom

L1 has many roles to play in language teaching and learning which are commonly discussed. The following paragraphs try to describe the main motives which lead learners as well as teachers to use the home language in the classroom. Several studies have been carried on the issue home language use. Atikson (1987) lists the following appropriate uses for L1 in the L2 classroom: Eliciting language, checking comprehension, giving complex instructions to basic levels, co-operating in groups, explaining classroom methodology at basic level, using translation to highlight a recently taught language items testing, having them think of some other ways to say the same things in L1 which might be easier to translate. Likewise, Auerbach (1993) identifies the following uses for mother tongue: classroom management, language analysis, presenting rules that govern grammar, discussing cross-cultural issues, giving instructions or prompts explaining errors, and checking for comprehension. The both studies indicate that the mother tongue was used positively in teaching.

2.1.4.1 Learners' Reason for Using L1 in the Classroom

One's own language enables a child to express him/herself easily, as there is no fear of making mistakes. Home language encourages active participation by children in the learning process because they understand what is being discussed and what is being asked of them. They can immediately use L1 to construct and explain their word, articulate their thoughts and add new concepts to what they already know.

Harmer (2009, p. 130) indicates several reasons for the learner's tendency to use L1. Sometimes teachers ask children to do something (e.g. to talk about a difficult topic) which they are not able to manage with their poor knowledge of the target language. In such a case the use of the mother tongue is common. Teachers should think carefully about the activities they choose in order to select tasks corresponding with the learners' linguistic ability. Otherwise the frequent usage of the difficult activities which learners cannot fulfill even with the great effort can bring about a stress which can consecutively cause an aversion to the subject.

The home language is the most natural way of expressing themselves for all the people. It is used in each school subject and in the English lesson children use it automatically and without thinking. This is because, Harmer (2009, p. 130) explains, "We try to make sense of a new linguistic (and conceptual) world through the linguistic world we are already familiar with". One of the similar ideas says that Butzkamm (2003, p. 31) "The mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language". Most learners usually use their home language for explaining tasks to another student. The pupils' use of the native language can be often influenced by the teacher. If teachers use the L1 themselves it is probable that learners will do it as well. The last reason which Harmer presents emphasizes the role of the individual learning styles and abilities because some pupils are able to learn a foreign

language without the use of their mother tongue but for the others the L1 is a necessity. Nation (2003) claims that learners often avoid using the target language because they do not want to feel embarrassed about the mistakes they make. It can be useful to assure the students that mistakes are an essential part of learning and that there is no need to feel embarrassed.

Moreover, Harmer explains several interesting reasons but there is at least one more which he does not mention. Many learners switch to L1 just because they are lazy. It is much easier for them to express something in L1 and if there is not any punishment from the teacher they will not see any reason why to torment themselves by finding appropriate language equivalents and will continue in using the mother tongue whenever they get a chance. This should be a warning for all teachers. Once teachers let their students do what they ever want they will have a big problem with removing their vices. Therefore each teacher should set a list of the rules at the beginning and insist consistently on its objective during the whole course. For the pupils who are not motivated in learning, they may involve too much effort to try to understand lesson.

2.1.4.2 Teachers' Reason for Using L1 in the Classroom

The first place belongs probably to those teachers who claim that they recur to L1 in the classroom communication because pupils do not understand them. This is true because learners really do not understand immediately. Atkinson (1993, p. 16, 17) admits that in this case translation could be the useful tool but it should be used only when it is really necessary. Teachers cannot give up after a few unsuccessful lessons even if learners look completely confused. It is better to try some other methods at first, like L2 definitions or demonstrations, and only when nothing of that works the teacher should use translation.

Another common reason refers to the fact that teachers are not sure about their linguistic abilities. They will use L1 rather than getting themselves into the embarrassing situation by making errors when talking in the target language. Betakova (2006, p.10) explains that the conviction about the weak L2

communicative abilities can result in the feelings of inferiority. These teachers do not even take part in any further education in order to avoid an embarrassment. Moon (2000, p. 63) agrees that long explanations in the target language could take too much time and finally children could lose interest and concentration. So, some teachers reject the L2 because it is very time-consuming to explain everything in the target language. The lack of time on the completion lesson on one hand, and quantity of curriculum they are supposed to teach on the other hand that is why they do not allow them such a waste of time, interest and concentration of students.

Harbord (1992, p.351) concluded that there are three reasons for using L1 in the classroom. They are: facilitating communication, facilitating student - teacher relationships, and facilitating the learning of L2. Harbord went on comment that students can use it for scaffolding (building up the basic, from which further learning can be processed) and for cooperative learning with fellow classmates; (perhaps the biggest reason for using L1 in the classroom though, is that it can save a lot of time and confusion). Cook (2001) also describes several scenarios in which teachers should consider introducing the L1 into pedagogy. He contends that the long held tradition of discouraging the integration of the L1 in the L2 classroom has sharply limited the “Possibilities of language teaching” (p, 405). He elaborated further by stating that teacher should use L1 to convey meaning and organize the class (p, 410).

To sum up, it is important to say that there are some acceptable reasons for using the home language in language teaching. The proper use of mother tongue in proper time and manner is necessary to facilitate the learners to L2 or TL. The bigger problem appears when the teacher is the one who uses the home language more than it is necessary. Teachers should carefully think over when the use home language is legitimate and when it is not.

2.1.5 Benefits of Using Home Language in the Classroom

As can be seen from the analysis above the literature on home language use in the classroom, some instances are helpful to the learning process and may be accepted by most, while other uses are detrimental and should be avoided. First, it is essential to understand here that using home language is not taken for granted, but it is resorted to when there is a need for it such as explaining difficult terms and some grammatical points. As for the amount of L1 used for this purpose, the time, the place and the manner, it may have to do with how successful the teacher is in conveying the message and when he needs to clarify certain constructions, as well as the different learner styles and abilities.

As well as, accepting the idea that the home language in the ELT is not just a display of the teacher's or students' failure teachers could use it as a helpful tool in the communication, students express themselves in home language when they fail to understand and when they want to clarify the meaning of words. However, it has to be decided carefully in which part of the teaching progress an involvement of the learners' home language could be really beneficial and in which it could work rather disruptively.

Benefits of using L1 in EFL classroom and the reasons behind that are proposed by some researchers. Atikson (1987) states that using L1 might be useful for three reasons: Translation is preferred by learners, and it helps them to reveal their feelings. As well as, building on differences between the L1 and the foreign language through translation helps to avoid negative transfer. Furthermore, it is a valuable technique for exploiting class time. He then identifies the following uses for L1, which include: checking comprehension, giving instruction, enhancing cooperation among learners and improving presentation and reinforcement. Harbord (1992) supports the previous reasons for employing L1 and adds that L1 can enhance and keep the flow of communication. Butzkamm (2003, p.6) summarizes the principles and advantages of using L1 as follows.

- L1 use gives a sense of security and helps learners to be stress-free,
- L1 is the greatest asset people bring to the task of FL learning,
- A foreign language friendly atmosphere is best achieved through selective use of the L1,
- The use of L1 saves learners from a feeling of frustration they might have within their FL learning,
- L1 techniques allow teachers to use richer and more authentic texts, which mean more comprehensible input and faster acquisition,
- All- newly acquired FL items have to sink roots in our minds which are eventually deep enough for the items to function independently of the L1.

Some guidelines for teachers' beneficial use of L1 are demonstrated by Sharma (2006). He suggests that home language might be used for translating new language, chatting with learners, giving instructions, providing feedback and error correction and checking learners; comprehension.

Thus, appropriate use of home language in EFL classes involves saving time. Instead of going through a long explanations in the target language, it would sometimes be easier and more efficient to give a translation of a vocabulary item or an explanation of a grammar point. More than that, a comprehension of English and the home language might be an enriching experience. In other words, when similarities and differences of both languages are discovered, the target language learning is enhanced. The advantages might involve cultural aspects, as well. That is to say, cultural similarities and differences may be highlighted to help learners accept differences with preserve their cultural identity, which could be done through many activities including the use of home language.

2.1.6 The Arguments Against Using L1 in EFL Classroom

Despite the many advantages of using of the home language in the classroom there are also disadvantages of using L1 in the classroom which may occur.

Atkinson (1993, p.12)claims that the biggest danger of the use of L1 in the lesson is its overuse. “It’s so easy to start by using the L1 ‘now and again’, because it’s easier or more convenient. But any teacher has to be careful, because ‘now and again’ can quickly become a routine where, before you know it; the L1 becomes the main language of the classroom”. Overusing L1 causes using L2 less. The students feel dependent on their home language, students tend to lose confident in using the L2 as a result, lose interest in or are discouraged from participating in future L2 endeavors. Ellis (2005) suggests that the more exposure to L2, the more and faster the students learn.

It is crucial to emphasize the importance of L2 “input-rich environment”, as Kim and Elder (2008,p.167)state because the success of the lesson depends on the manner in which the teacher uses L2. Students must be given “optimal opportunities” for using L2 in a meaningful way. Bouangeune (2009, p. 191) goes further and concurs that many scholars in the field wonder how students can truly appreciate L2 if they continually relay on their L1 in the classroom. Some authors consider the learning of L2 to follow the same patterns as L1 learning.

Scrivener (2005) proposes various ways to use L1 in order to help students realize that they will be somehow “rewarded” for using L2. These include the teacher’s positive response to every effort at using English, spending a lot of time on fluency activities without corrections, establishing communication as a goal rather than accuracy, and discussion the point of a particular activity as well as negotiating the ground rules for the language used in the class. As Burden (2001) points out, many teachers believe that as the classroom is often the only source of exposure to English for the students, L2 should be used as much as possible. Similarly, Ellis (2005) agrees with the goal of maximizing the use of L2, and calls for the L2 to be “the medium as well as the object of instruction” in the process of teaching and learning.

In conclusion, using home language in the classroom is advantageous as well as disadvantageous depending on the situation. Appropriate use of it will facilitate language learning in different aspects but overuse of it hinders the learning because it encourages the low exposure to the learner in target language.

2.2 Review of Empirical Literature

Regarding the research or the study related to Use of home language many researchers have carried out the research in Nepal and foreign as well. Although many research have been carried out related to English language teachers' perception on Use of home language in English classroom, few research works have done related to the practices of using home language. So through this study I am trying to find out the practices and purposes of using home language in Nepalese EFL classroom. I have reviewed some of the previous studies that have been carried out by the different researchers closely related to my study. While reviewing those studies I have found many interesting things. Those studies which I have reviewed was researched by Malla (2007), Ghimire (2010), Karna (2010), Khati (2011), Upadhdhaya (2011), Begi (2014), Pandit (2014), and Joshi, (2016).

Malla (2007) carried out a research on "A study on the use of Nepali language in the English classroom". His main objective of the study was to find out the role of L1 in the FL classrooms. His primary sources of the research were students studying in secondary level and teachers who had been teaching English subject in the same level. He had used books, journal, articles, and research reports as secondary sources. He had collected the data for the study from 100 students, 30 teachers using judge mental sampling procedure and 10 school headmasters were selected through random sampling procedure. This study was carried out in Kaski district. He had used three sets of questionnaire and a checklist to record data from observation of the English classes. From the study, he found that majority of the students i.e. 63% opined that L1 plays an important role and the compulsion in the English classroom.

Similarly, Ghimire (2010) carried out the research study on the “Role of Using Nepali in the English Classrooms.” The main objective of this study was to find out when and how much the teachers use Nepali language in English classroom. The research was based on the field study. He used both primary and secondary sources to collect data. Primary sources were headmasters, English language teachers and students who were learning English language. Similarly, books, journals, articles, published and unpublished research works were used as secondary sources of data collection. He had used random sampling procedure to select the students, teachers, headmaster and schools for sample population. The findings of the study showed that the majority of the students i.e. 80% opined that the teacher should use Nepali to define the new terms and difficult words.

In the same way, Karna (2010) has carried out a research work on “The Perception of Teachers and Students towards the Use of Mother Tongue in ELT Classrooms.” The objective of the study was to find out the perception of the teachers and students towards the use of mother tongue in English classrooms. He has selected 80 students including 40 girls and 40 boys of higher secondary level and 10 English teachers teaching at the same level of Dhanusha district as a sample through simple random sampling procedure where 10 teachers were selected through purposive random sampling procedure. He had used two sets of questionnaires including close ended and open-ended questions. His findings show that most of the teachers perceived mother tongue as an appropriate instruction technique to join one language culture and content. Most of students were interested in learning English in classroom through mother tongue.

In the similar way, Khati (2011) conducted a study on the “When and Why for Mother Tongue use in English Classrooms”. This study attempted to find out the frequency and occasion of mother tongue use in secondary level schools of Nepal, reasons of using it, and strategies to reduce overuse of MT in English classes. In this study he had used classroom observation, focused group discussion and interview as tools for data collection. The sample of his study

was ten students, ten teachers and three English Language teacher's trainers who were purposively selected. The findings of this study claimed that first language use in English classroom helped the students to improve both their language acquisition and their comprehension of other subjects and not only English. He also found that students should be able to use their first language when they need to, as this could be a facilitator to learning rather than a hindrance.

Similarly, Upaddhaya (2011) carried out an experimental research titled "The effectiveness of learners' mother tongue in teaching grammar" in order to find out the effectiveness of learners' mother tongue in teaching grammar. The population of his study was all the grade seven students. He took 30 students of grade seven using random sampling procedure from Bardiya district. He used pre-test and post-test to collect the data. He found that the learners' mother tongue was very effective for teaching grammar. Similarly, he stated that the students' level of understanding in English grammar was increased when he used their mother tongue in the English language classroom.

Moreover, Begi (2014) carried out the research in Kenya on "Use of Mother Tongue as a Language of Instruction in Early Years of School to Preserve the Kenyan Culture" to find out whether mother tongue was being used as the language of instruction in early years of school and the key factors affecting its use. The study was employed survey design, and population of the study was 36 pre-primary and 36 lower primary school teachers randomly selected from three districts. The findings show that majority of the schools were not using mother tongue as a language of instruction, teachers said though the benefits of using mother tongue as a medium. The teachers using mother tongue as a medium of instruction experience many challenges also such as parents have negative attitudes towards mother tongue, there is lack of culturally-relevant materials, teachers find it difficult to translate some concepts into mother tongue, and there is lack of reference materials.

Likewise, Pandit (2014) conducted a research on “Attitudes towards First Language Use in English Language Classroom”. The objectives of this study were to find out the role of L1 in the L2 (i.e. English) classroom and to analyze the opinions of teachers and students on the use of L1 in the English classroom. The sample of the study was 100 students, 20 teachers and 10 headmasters who were the primary sources of data. And the sampling procedure was the judgmental sampling procedure and random sampling procedure for choosing sample population. He had collected primary data of his study from teachers, students, and school headmasters of secondary level schools. As secondary sources, he had consulted articles, thesis, journals and reports related to his proposed study. He had used questionnaires and observations as tools of data collection. He had followed both qualitative and quantitative research design. The findings of his study was that the use of Nepali was inevitable and Nepali language should be used in the English teaching classroom.

Additionally, Joshi, (2016) carried out a research based on survey research design entitled “Students’ Perspectives on the Use of their L1 in ELT Classes” in order to explore students’ opinions and reasons regarding their use of L1 when they are in an English classroom. He used classroom observation checklist and questionnaire to collect the data for this study. The sample population of the study was 40 secondary level students from 5 secondary level schools of Kanchanpur district by using purposive non-random sampling procedure. The main findings of the study were students were not competent enough to communicate teaching learning content in English only. Similarly to explain in clear way, to get the meaning of new words and to talk about the personal things with classmate, they used their first language.

2.3 Implications of the Review for the Study

The central focus of empirical literature review is to examine the relevance of its information to our own research. Literature review helps to obtain the theoretical and practical knowledge from the previous studies. For my study, I

reviewed eight of the research works related to my topic. All the reviewed research works helped me in so many ways to carry out this study.

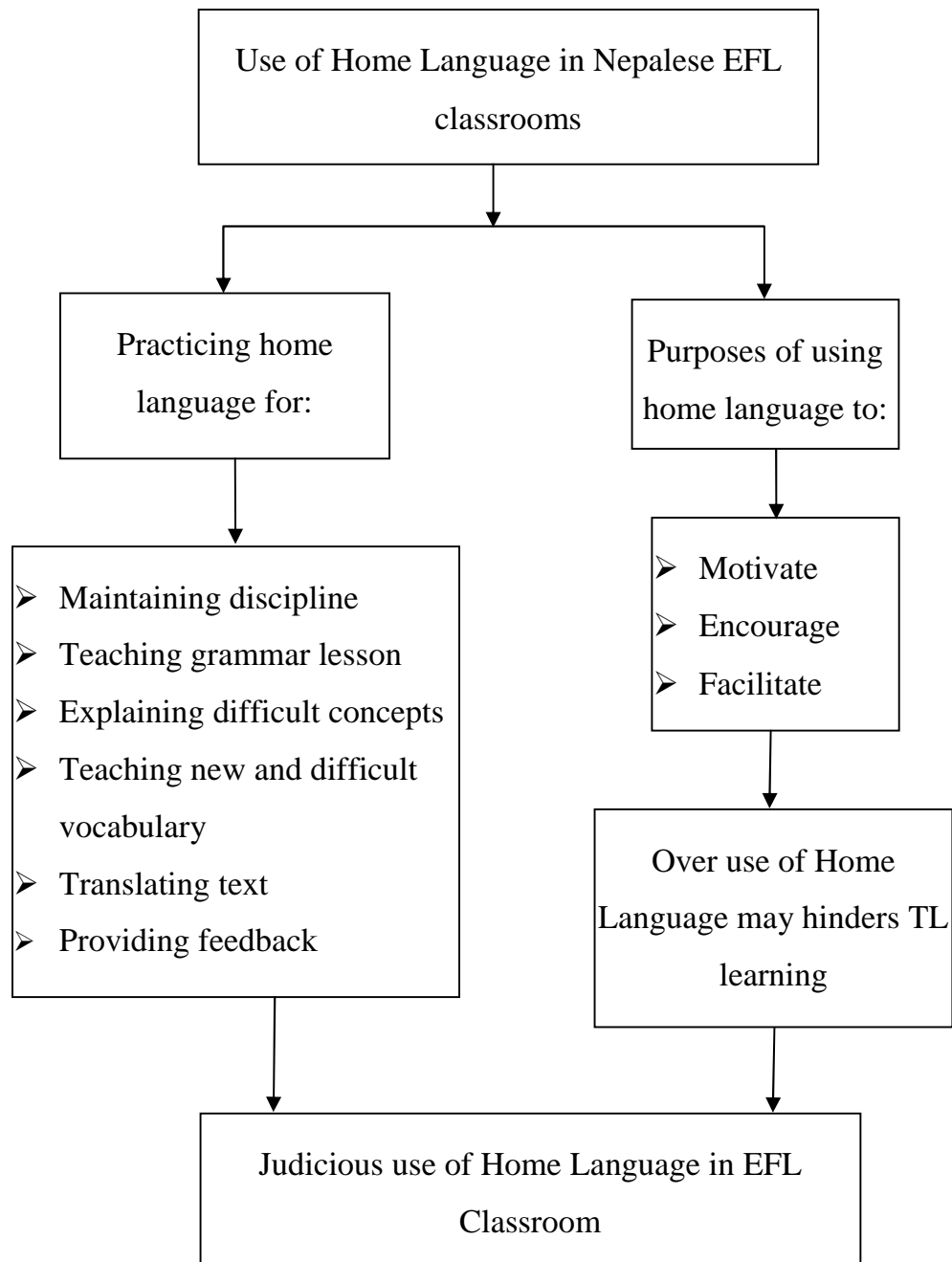
I reviewed the studies Malla (2007) helped me to understand the concept of home language and way to cite the definition given by scholars. In the same way, Ghimire (2010) it helped me in constructing the questions and defining the topics and sub-topics accordingly. Similarly, I reviewed Karna (2010) it helped me to construct the conceptual framework of the study. In the same way, I reviewed Khati (2011) it helped me to know the occasions of home language use in secondary level. Similarly, I reviewed Upaddhya (2011), helped me to write the ethical considerations and the way of writing references. Moreover, Begi (2014) helped me to broaden my theoretical knowledge regarding the use of home language. In the same way, Pandit (2014) it helped me to write about implications of the review for the study. The research carried out by Joshi (2016) to develop the tools for data collection and methodology for the study.

These all reviews seem highly applicable to my study. It has provided the theoretical foundation of this study and facilitated me to select appropriate methodology sampling procedure, sample population, and appropriate research tools. Similarly, the review of a fore mentioned literature also assisted to conceptualize the findings of my study and they were beneficial for me to get the ideas of analyzing the collected raw data.

Even though, all these reviewed study are related to the home language in ELT classroom, but none of these study attempts to find out the practices and purposes of using home language in Nepalese EFL classrooms. Most of these studies only focus on the beliefs, perception and roles of but not the real classroom practices. My study tries to find out the practices and purposes of using home language in Nepalese EFL classrooms. Therefore, this study is the first study carried out on this specific topic in the Department of English Education.

2.4 Conceptual Framework

Conceptual framework in any research helps to identify the research variables. It refers to the mental picture of the things to be considered in the study. This study will be based on following conceptual framework:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology refers to the methods and procedures adopted to find out the predetermined goals or objectives. This chapter deals with the main methods and procedures that were used for carrying out the research. The following methodologies were adopted to fulfill the above mentioned objectives and to conduct the research scientifically.

3.1 Design of the Study

Research design refers to the model that any researcher applies or follows in his/her research work. According to Kumar (2006, p.4) “A research design is a plan for structure and strategy and investigation so concerned as to obtain answer to the research question or problem”. It is a framework to complete the program of the study. There are several designs in practice like: experimental, narrative, survey, ethnographic, correlation research, etc.

I have chosen classroom ethnographic research design to find out the practices and purposes of using learners’ home language in Nepalese EFL classroom. Ethnography research is a genre of qualitative research. It is the in-depth study of naturally occurring behavior within a culture of a social group. Here, culture refers behavior and activities of group including language, communication, custom etc. It investigates societies and cultures by examining human, interpersonal, social and cultural aspects in all their complexity. Classroom ethnography refers to the application of ethnographic or sociolinguistic or discourse analytic research methods to behaviors, activities, interaction and discourse in formal and semi-formal educational setting.

A researcher’s interpretation will include a summary of the research process, identifying the subjects, carrying out observations and interviews, document analysis, describing research findings and new discoveries learned from the research (Shagrir 2017, p.9). Ethnographic is one of the most commonly used

methods of investigation in educational researches. It is very useful to explore classroom practices and easier to get in-depth information about classroom interaction pattern from class observation. This is usually done in the natural setting. In order to collect data, I observed the English classes of two EFL teachers in secondary level with the help of classroom observation guideline and kept records of classroom observation on my daily. The class of each teacher observed ten days. Similarly, I conducted semi structured interview with them to discuss on the practices and purposes of using home language in the classrooms. Therefore, I have selected this research design to get an authentic and reliable data to proceed my research work. Thus, this study was based on qualitative ethnographic research design.

3.2 Population, Sample and Sampling Strategy

The populations of this study were the EFL teachers teaching at secondary level of Gorkha district. The sample of this study consisted of two EFL teachers from different two secondary schools of Gorkha district. Purposive non-random sampling procedure was used as a sampling strategy.

3.3 Research Tools

To accomplish the objectives of the study, I used semi-structured interview and classroom observation guideline as the research tools for collecting the data. It was difficult to use other tools to get the detailed information. So, I thought these would be the best research tools to collect the detailed, reliable and authentic information from the teachers who have been teaching English from many years. The interview schedule was semi structured recorded through the use of cell phone. Some basic questions were pre-determined and other questions were asked on the basis of their responses. Similarly, classroom observation guideline was used for class observation. The information was recorded by using diary.

3.4 Sources of Data

Both primary and the secondary sources were used for the collection of required information in this study.

3.4.1 Primary Source of Data

The fundamental bases of the study will be the primary sources of data. English language teachers of secondary level from Gorkha district were the primary sources of data. The data from primary sources was collected through interview and class observation.

3.4.2 Secondary Source of Data

Secondary data are those data that has been already collected by and readily available from other sources. It means that one purpose's primary data is another purpose's secondary data. So that secondary data is the data that is being reused. For the purpose of collecting secondary data, I consulted various books, articles, journals, and different research works related to my study like; Ghimire (2010), Karna (2010), Malla(2010), Upaddhaya (2011), Khati (2011) Begi (2014), Pandit(2014), Kavari (2014), Joshi (2016), Sharma (2006) etc.

3.5 Data Collection Procedures

I used the stepwise methodological procedures to collect the required data. At first, I prepared interview guide that were asked to the teachers and classroom observation guideline to observe the class. Then, I selected two schools. After that, I went to visit the selected schools of Gorkha district to get permission from the respected authority to consult the English language teachers. Then, I met the selected teachers and clarified the purpose of my study. I established rapport with concerned people. I assured them of the confidentiality in terms of the ethics of research. After that, I went to observe the classes and conducted interviews with teachers according to their allocation of the time. At last, I

thanked the school administration (authority) and the respondents (teachers) for their kind co-operations.

3.6 Data Analysis and Interpretation Procedures

The process of data analysis and interpretation were started after the collection of data from class observation and interview. It can be seen as systematic procedures of collecting data, observing it, organizing it, structuring them, getting meaning from the raw information and interpreting under different thematic headings. To achieve the objectives of my study, firstly I took field notes and recorded information. Then, I transcribed and translated in written form, analyzed descriptively and presented thematically.

3.7 Ethical Considerations

Ethical aspects play an important role while conducting a research. So, the researcher should be careful and pay attention about different ethical aspects and issues. To maintain the ethicality, I conducted my research by taking permission with sample populations and I maintained confidentiality regarding the information of the respondents. Same as, I followed systematic process in collecting data and used data with permission of my supervisor. In the same way, I did not any harm to my informants and obligation to attend me. It means the participation was entirely voluntary. One another important ethical aspect is about plagiarism. To avoid the risk of plagiarism I have given the proper credit to the authors of books, journals, articles, thesis, research works. I paid attention on accurateness, honesty, truthfulness in the completion of my research.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter deals with the analysis and interpretation of the data collected from the primary sources. The collected data through the research tools were analyzed and interpreted following interpretive method. The qualitative data elicited by interview and class observation were analyzed through the process of coding and transcribing.

4.1 Analysis of Data and Interpretation of Results

This section of the thesis is mainly concerned with analysis and interpretation of the raw data gained through interview and class observation. The collected information from the teachers were analyzed and interpreted to explore the practices and purposes of using home language in Nepalese EFL classrooms. The data were elicited by using the semi-structured interview questionnaires and class observation guideline. The data obtained from the teachers have been analyzed following interpretative method. The recorded data were transcribed into written form, and then subsequently thematized. Data for the objectives of the research study are analyzed in the different headings and sub-headings.

4.1.1 Practices of Using Home Language in Nepalese EFL Classrooms

The main objectives of this study was to find out the teachers' practices and purposes of using home language in Nepalese EFL classrooms. Altogether twenty separate English classes of two English teachers were observed with the help of classroom observation guideline. This was done for ten lessons of each teacher. A guide line containing different items was prepared for the purpose of observing teachers' practices and purposes of using home language in EFL classrooms. Notes were taken during the observation process, which were useful for the subsequent analysis. Similarly, I took interviews with two EFL teachers by using semi-structured interview and their opinions were recorded by using cell phone. Teachers were free to express their opinion according to

their experiences. I observed how the use of home language was practiced by teachers in EFL classrooms. The analysis and interpretation of data obtained from class observation of the teachers goes like this:

4.1.1.1 Maintaining Discipline

Teachers usually face a lot of challenging and overwhelming situations in the classroom when trying to maintain discipline. They are expected to remain calm and composed when dealing with even the most difficult and problematic students. As part of their job, they need to prepare engaging lessons and understand the needs of individuals and diverse learners. The teachers' use of home language when maintaining discipline in the classroom was the first aspect which was analyzed. Here, I observed how this was practiced by teachers in EFL classrooms.

*TA: He entered the class and addressed the noisy class to make the classroom environment peaceful, he asked the question in Nepali *Hijohami le kepadheuvana ta?* (What we learned yesterday?) In addition the same teacher asked to one student *ketimibolekobleigarirahanchhau Ravi?* (Do you talk all the time Ravi?) You have to be quite because I cannot hear what she is saying. Similarly, he instructed the students in Nepali Language *hallanagara* (keep quite) as the students were talking to each other.*

TB- He instructed the students by using both languages English as well as Nepali Language for maintaining the discipline in the classroom. He suggested the students to pay attention towards the text and teacher in English language. Before entering inside the text he gave some works to students related with text, then after he described the whole text. When describing the text sometime he asked, 'please be quite' again he requested the students 'hallanagarisuna ma kevaniraheko chhu' (keep quiet and try to get me what I am saying). Then, the class became silent.

From these observations, it can be interpreted that use of learners' home language is helpful to maintain discipline in the classroom. When the teachers feel that they cannot control the classroom, they take help of learners' home language. It shows that teachers' use of home language has made the classroom environment efficient and productive teaching and learning.

Teachers replied that they feel difficulty while teaching in large class with varied language backgrounds. When the students interact with each other the class became crowded. While interviewed they clearly mentioned that there was a clear preference of using home language for maintaining discipline in the classroom because their students actually perceive what they mean.

4.1.1.2 Providing Feedback

The term 'feedback' in language teaching refers to the responses given to the learners' mistakes and responses to their strong points. It is a set of response given to learners after the evaluation of their work. The optimal purpose of providing feedback is for learner's improvement. The teachers' use of the L1 when providing feedback was the second aspect that was analyzed. Here, I observed how this was practiced by teachers in EFL classrooms.

TA- He gave feedback in both languages. He used English language first and same things were translated into Nepali language. 'Your study is not satisfactory, you must do labor hard to get successes' (timropadhaisantoshjankchhaina, timilesafaltahasilgarnadheraimihenatagarnuparchha). The teacher used L1 to aware the students on their learning.

TB- He also gave feedback to the students by using both languages. When some students did not understand anything and not catch the language spoken by him at that time he used Nepali language. For example: well done, good, keep it up, you have to do rigorous practice to build up vocabulary power (timile vocabulary badaunasaraidheraimihinetgarnuparchha).

Giving feedback to students in the classroom during the learning process has been proven to increase learning and improve students' outcomes. When given correctly in understandable language it guides the students in their learning process and gives them the direction they need to reach the target or goals of the lesson. When the teacher interviewed they said positive feedback given by teachers is another word for praise and inspiration for better learning. It can function as a very powerful tool to motivate students to learn. When the teachers use learners home language they can easily realize their weak points and strong points and they improve for the further product. These views include the teacher's positive response at use of home language and effort at students' better understanding of English.

4.1.1.3 Teaching New and Difficult Vocabulary

Vocabulary or word is a core component of language proficiency and provides much of the basis for how well learners listen, speak, read and write. Teaching vocabulary is one of the aspects of ELT. It is important to teach students because if they have large number of vocabulary items, they can engage and continue communication with teachers, fellow and any other persons. The teachers' use of the L1 when teaching new and difficult vocabulary was the third aspect that was analyzed. Here, I observed how this was practiced by teachers in EFL classrooms.

TA- He wrote some difficult words (rivals, dawn, led, lawn) and meaning of these words before entering the text on the white board by using English language. Then, the teacher requested the students to read meanings that are written on the board and asked if they do not understand anything. When the students asked him he preferred to use Nepali language to describe the difficult words. For example: dawn means to begin to brighten with day light (mirmirebihani). Then, students easily learn the meaning of dawn.

TB- He asked students to read out the text and underline the difficult and new words while reading. Then, the teacher wrote the difficult and new words

(beneath, browser, declared, verification, and recipient) on the white board at the same time he asked the students “Can you guess the meaning of these words?” The teacher told and wrote the meaning of the words on the board by using English language. Most of the time he focused on in English language, rarely he used Nepali language while teaching new and difficult words. For example: beneath means underneath or below (tala). In the same way he described all the meanings which were asked by students. Then, students learned the meaning easily.

From the observed classes, it can be interpreted use of home language is effective to teach new and difficult words. L1 enable the students to understand difficult words correctly without any confusion. TA use more L1 but TB used less home language and use other strategies like explanation, elaboration to make students understandable. The presentation of the new and difficult words is concern of teachers in interview, they opined that using shorter and simple language could make students understand and imitate easily rather than longer and complex ones while teaching vocabularies.

4.1.1.4 Teaching Grammar Lesson

English grammar is notoriously difficult to teach and learn for both native and foreign language speakers. It's technical language and complex rule makes difficult to teach. The teachers' use of the L1 when teaching grammar lesson was the fourth aspect that was analyzed. I observed how this was practiced by teachers in EFL classrooms.

TA- He was teaching a grammar lesson (how much/ how many) of grade nine. He instructed students in classroom where both English and home language as medium of instruction. He asked learners in English to write two columns (how much/how many) in their exercise book. In order to help them he also drew the same column on the board. He asked students to write the nouns he dictated into right column (ma je vanxuteslaikun column ma milchhatesmalekha). Some learners do not understand. Teacher wrote the nouns in the columns on the

board so everyone could check it (sabaijana le board ma hereramilau). Then, he explained that in English as well as Nepali language. 'How much' is used with uncountable nouns, for e.g. sugar, flour, milk water, oil, salt (gannanasakinebastuharulaihami le 'how much' vitrarakhnasakchhau) and 'how many' with countable nouns, for e.g. bag, book, pen copy, duster ('how many' vitragannasakinebastuharurakhnasakinchha).

TB- He was teaching a grammar lesson (simple future tense) of tenth grade. The explanation of grammar was given in English. He tried to use simple sentences as possible but it was difficult for him and for learners, too. He wrote the structure of simple future tense on the board which helped learners a lot. Here is an example, we can use 'will' in different situations. To express our decision we made right now. For example: Will you have a cup of tea? Yes, I will. Then, we can use it for making promises (e.g.: I will be careful.) and making predictions about future, (e.g.: It will rain tomorrow.) Again he explained it very slowly and repeated some sentences in Nepali (simple future tatkalkonirnayalina, bachagarnarabhabisyabanigarnaprayoggarnasakinchha). After his presentation he asked learners to do the exercise which were in the book. Finally, he corrected the sentences.

During the time of class observation both teachers used learners' home language while teaching grammar lesson. It can be interpreted that use of learners' home language is a supportive tool to teach grammar lesson for teachers to give examples and instruct the students. For weaker students who are experiencing difficulty, for example, in understanding the teachers' explanation in English of how to use particular grammatical structure closely linked to the main focus on the lesson, sometime a brief explanation in Nepali language from teacher who can overcome the impasse quickly. So, it is very useful for students to construct sentences and understand grammar lesson easily.

Teachers said, the use of home language is helpful for language development because this enhances their understanding of different grammatical features of English. It opens the door not only to its own grammar, but to all grammars. For this reason, the home language is the master key to foreign language, the tool which gives the fastest, surest, most precise and complete means of accessing a foreign language.

4.1.1.5 Explaining Difficult Concepts

Explanation is the act or process of making something clear or easy to understand by using language. While explaining difficult concepts and the text teachers use different words and languages which help them to make text clear to their students. The teachers' use of the L1 when explaining difficult concepts was the fifth aspect that was analyzed. Here, I observed how this was practiced by teachers in EFL classrooms.

TA- He was a male teacher with 13 years' experience of teaching English from primary to secondary level. He explained the difficult concept in mix pattern. He wrote some of the difficult words in the white board with their meaning. He explained in English as well as in Nepali language for the convenience of students. Then the teacher entered into the text. He explained the text in English at the same time he used Nepali language because the students sometimes forced him to explain in their home language (Nepali). For example; Email is useful for connecting people worldwide (Email sansar bhari ka manchhe lai jodna prayog garinchha). So, there was the compulsion for teacher to explain in Nepali language to make teaching-learning activities more effective.

TB- He was a young guy with a loud voice and teaching experience of 4 years. He directly entered inside the text. First he read out the text and explained and elaborated in English language. When confusion aroused on students, the teacher described in simple language and provides examples to make clear on that subject matter. He used some Nepali words while

explaining the text only when the student were not able to grab the idea of the text For example; diverged means to tend into different directions; to run apart; to separate(modinu).He motivated and encouraged students to use English language in the classroom. Therefore, he preferred to use English language more and rarely use Nepali language.

From these observations it can be interpreted that teachers use home language as a reference tool for making students understand the difficult concept. The use of home language helps the students to get away from the hurdle of incomprehension or miscomprehension. TA used more Nepali language than teacher B, it makes clear that more experienced teacher highly feel the need of using home language in comparison to new teacher. Because the reason may be that experienced teacher is more habituated to use L1 and new teacher wants to follow new techniques.

Following the interview, the use of home language became inevitable when all other efforts fail to make low proficient learners comprehend the teaching item. They claimed that this is the classroom activity in which the use of home language the teacher is must useful to make understandable to students. Thus, appropriate use of home language in EFL classroom involves saving time, instead of going through a long explanation in the target language. So, it would sometimes be easier and more efficient to give an explanation of difficult concepts.

4.1.1.6 Translating Difficult Text

Translating one language text into another language is for the purpose of better understanding of students. In teaching, translation method has been playing very important role for a long time. If a teacher is familiar with the home language of his or her students, s/he may exploit the knowledge of students' home language on several occasions while teaching English. The teachers' use of home language when translating difficult text in the classrooms was the sixth

aspect that was analyzed. Here, I observed how this was practiced by teachers in EFL classrooms.

TA- For the difficult concepts of the text he did not feel hesitate to use Nepali language because his theory is very much clear that the students must get the ideas and knowledge of the subject matter. So in such conditions, he translated the texts into Nepali language directly.

TB- First he provided detail description of the text with different examples related to the text. He continuously described the text by using simple language and tried to make understandable for students until the students felt that the text wasn't difficult. When difficulty arises in students, sometimes he also used Nepali language to translate some concepts and texts in his classroom.

The researcher have observed and interviewed this practice occurs in the EFL classrooms. From the observation, it can be claimed that the use of home language is the most commonly used technique for translating the text. The total prohibition of L1 in English will also deprive the students of certain opportunities to learn more and better. So, teachers said use of L1 in translating difficult text is useful and helpful to make clear about subject matter and better understanding. Teachers would be better advised to concentrate on 'functional translation' (transferring meaning into English, not translating word for word). This might entail, for example, using exercises involving the translation of words or phrases in context within large chunks of text, thereby drawing students' attention to the limitations of direct translation. By 'text' I mean manageable samples of language taken from contemporary sources (for instance, a brief exchange between two characters in a popular movie relevant to the theme of the lesson).

4.1.2 Purposes of Using Home Language

Trying to know the teachers' purposes of using home language in their EFL classroom, I asked the question to the teachers for what purpose do you use

learners' home language in the classrooms while teaching English. On the responses of this question TA said:

In the heterogeneous class, I found learners having multiple degree of intelligence, level of students and command over target language. In such cases, it is really complex for me to make comprehensible for all the learners. Further, we have no other weapons of ELT in EFL context. That's why being limited within allocated time period, having no access to other tools and techniques in EFL teaching. Use of home language is effective and suitable in EFL classrooms. It facilitates our learners to get information and ideas about the contents clearly and makes students highly comprehensible.

Similarly, another teacher (TB) stated:

I use home language for the purpose of motivating as well as encouraging students toward target language by scaffolding them in their own learning. All the students' have not the same capacity to grab the ideas. The weak students are unable to get the ideas when teachers use only English language. The objective of teaching and learning is not fulfilled until the students do not get the knowledge of the subject matter. It is a supportive tool for teachers to fulfill the objective of teaching and learning activities, there must be the obligation to use learners' home language to give clear ideas and concepts of the contents and fulfil the demand of learners (weak and average students).

While interpreting their different voices, it can be seen that the use of home language has supported to foster positive attitude towards use of home language in EFL classroom. It is helpful and necessary to use L1 in EFL classrooms because different factors such as heterogeneous class, weak students' proficiency in English and abstract concepts allow to L1 in the classroom. As for the amount of home language used for this purpose, the manner, the time and the place, it may have to do with how successful the teachers are conveying the message and when they need to clarify the meanings or contents and lesson, as well as the different learners' background, level, style and abilities. It is believed that the students became facilitated, motivated, and encouraged by the use of home language in EFL classroom.

4.1.3 Use of Home Language in EFL Classroom

During the interviews, the teachers talked about the practices and purposes of using learners' L1 in the classrooms and stated that they used L1 when needed. The main area that they prefer to use learners' home language in EFL classroom to make students understandable, give clear concepts of the lessons. Likewise, home language as a key reference tool has helped both teachers and students to explain meanings of difficult words, translate text, teach grammatical structure and feel well confident throughout their teaching and learning.

To response of question about use of home language in EFL classroom, TA responded:

I prefer to use home language to make convenient to students easily and quickly. The use of the home language involves learners communicating with one another about a task, this take the form of comparing answers, discussing the question answer, commenting each other in the classroom and so on.

Similarly, TB responded that:

I prefer less time to use home language in EFL classroom. When we spend much time, students can get less exposure of target language. They may not be fluent to speak in English and overuse of L1 makes the students poor in English language competence. First we must try to explain and elaborate in simple language, if nothing of that works we should use Learners home language. Similarly, students become habituated to learn only through home language that might be very harmful in advance level and it also hinders in learning the target language. Most of the time I encourage the students to use English language more. Because if they do not practice in the class how they can develop their proficiency in English.

In English as a foreign language context, some instances use of home language are useful to the language learning process and it may be accepted by most. Teachers mostly use home language to deliver the subject matter, motivate the students, give feedback, and maintain discipline. The use of home language helps the learners to be clear about the concepts without much more effort. If the first language is used in the classroom, the students interact with teacher and friends. Students can sometimes gain valuable insights (about the target language, or more general matters) by comparing or discussing their work with their peers sometimes. The advantages of such activities are also so great, it will be more beneficial to allow students to do this thoroughly in L1 than to do it in L2. The use of home language not only helps the teaching/learning English but it also makes students poor in English because of overuse of home language. That's why teacher should be careful over when the use of home language is legitimate and when it is not.

4.1.4 Role of Home Language in EFL Classroom

While interviewing, it is reported that the role of students' proficiency in the TL amongst the most explored factors determining L1 use. Teachers said that L1 has a great role for new second or additional language learners. The students themselves demanding L1 use at least some of the time for teachers for explaining and translating the difficult concepts of lesson. This means L1 has a language function, at least for students who are less proficient in the TL.

Regarding this, TA reported:

I think it is impossible to learn a foreign language effectively without reliance of home language. Students' low level of the language competence is the main cause, that home language should be used in teaching English.

In the same way, another respondent TB said:

I mean, a student will be uninterested when he /she does not understand and cannot participate in the process. That is wrong. For example, if just some students understand teacher, he/she is not good teacher. Each student should understand. So, it's not wrong to use home language, and at the same time it's wrong to use too much, because if we use much it won't be an English class, it will be Nepali class. So ideally, teacher should aim at using as little home language as possible.

As discussed in the analysis above, it can be interpreted that the role L1 is indispensable for some aspects of English language teaching when all the efforts fail to make the low proficient learners comprehend the teaching item. We are all, no doubt, familiar with the experience of telling a group of Nepalese students something, asking if they have understood, watching them

all nod their heads, then noticing sometimes afterwards that, in the case of some of them at least, the message has not got through at all. The home language can be used to comprehend students, actually something the teacher has said to them in English. It can be believed teacher's job was to engage and educate all the students, which required using home language more frequently for less proficient students. If teachers were concerned that less proficient students would be unable to participate without using some L1.

4.1.5. Reasons of Using Home Language

In order to find out teachers' reasons of using home language, I asked reasons for using L1 in the EFL classroom to teachers. Teachers expressed similar reasons for their preference of using home language for making understandable to the students. Students' background in English is weak, they cannot understand the text if teachers do not use L1. Therefore, home language helps weak students to understand the text clearly.

TA said that the physical condition of the class is one of the reasons for using L1, the crowded classes force the teacher to use the home language to instruct and control the learners. Another reason of using L1 is to explain grammar and to define new and difficult vocabulary. Teachers used to explain the rules of grammar and difficult text etc. in Nepali when students do not understand in target language.

Similarly, TB also said that:

The use of L1 when teaching grammar is beneficial for language development because this enhances his understanding of the different grammatical features of English. He also said that this is the classroom activity in which the use of the L1 the teacher is most useful to make

understandable to students. He said that sometimes he used L1 to translate some text and maintain discipline in the classroom.

From this analysis we can say that teachers were found that they are using home language in EFL classrooms to teach new and difficult vocabulary, to explain difficult concept and text, because both teachers used these items to practice in the classrooms. All the students are not capable of understanding the text properly. There may be many difficulties regarding words, sentences, meanings and overall the text. So, it is quite understandable if learners learn to home language instead of speaking English. Teachers mainly use Nepali because students do not understand if they speak English most of the time but they said that learners are able to adopt quite quickly and most of them are satisfied with the teaching. They agree that long explanations in the target language could take too much time and finally students could lose interest and concentrations on their study. That's why sometimes they reject the target language in the classroom, instead of TL they use learners' home language.

4.1.6 Home language and its Impact in the EFL Classroom

Regarding the impact of home language in EFL classroom one of the respondents said:

When I use to teach the students without home language, it was really hard to teach. The only material is book. When I explain the contents in English only, students feel bore to listen and the classroom environment is not as interactive as it should be. But as I use home language during teaching and learning process, students got motivated towards learning and the classroom environment is interactive and the next thing is that it takes short time to find out the main idea of the text and students become clear about the text in their own language. Instead of going through

long explanations in the target, it is sometimes easier and more efficient to use L1. Students could understand and express the gist and they become interested in the subject matter.

In the same regard, another respondent shared his experience as:

When I tried to make English only class, I said students if you speak Nepali in my class you have to pay fine 5 rupees per word. When it is the matter of fine, they try to speak few words and phrases of English are spoken by students. But students feel more comfortable using their own language than English. If we interacted in Nepali language with them they take part in classroom activities like: question answer, discussion, sometimes they cracks jokes etc. If we manage English environment class, most of students hesitated to speak in English and weak students do not know what to speak, only few students are able to speak in English properly. So, sometimes we can use L1 in the classroom to make interactive and encourage to build up their self-confidence.

While interpreting their experiences, it can be seen that teachers had the positive attitudes toward the use of it. Both the teachers of the study are viewed it as a communicative language of teaching. Learning becomes meaningful when teachers use learners home language as a means of providing information. It means use of home language is a powerful way of making understandable to learners. It can be claimed that home language has helped teachers to make understandable students easily.

4.1.7 Suggestions of Teachers on Use of Home Language

During the time of interviewing the teachers, I asked them about the suggestion that they want to suggest to those teachers who are using home language in their teaching. In response to this question, the respondents present their suggestions in their own way. They are as below.

Respondent TA presented his view like this:

Total English environment in our Nepalese context is not possible and teaching learning fully in home language also do not enhance learning target languages in students, the proper use of L1 in EFL classroom should be managed. Likewise, it is an effective tool for teaching English because it helps to develop self-confidence and favorable environment as well as support to foster positive attitudes in teaching and learning so, use it. According to lessons, conditions and demand of the students we should use it in our teaching.

Similarly, another respondent TB opined:

Actually we need skills and techniques to teach English language. So, training should be provided to teachers on the regard of using home language. As I believe, the optimal use of home language is progressive to the teaching learning process in English, but its overuse blocks the acquisition process of the second language. So, the teacher must be very balanced in the methodology of teaching while teaching in the EFL countries like Nepal.

There are some acceptable reasons for using home language in Nepalese EFL classrooms. The above teachers suggest that teachers can use learners' home language in EFL classroom but it should be used in proper time and manner is necessary to facilitate the learners to L2 or TL. The respondents have provided different kinds of suggestions on the use of home language for instance, if the students didn't understand the lesson in English, teachers have to try different methods like: elaboration, demonstration and only when nothing of that works for that task then after the teacher can translate the text into learners' home language. Because teachers cannot give up after a few unsuccessful lesson even if learners look completely confused and unclear. That's why it should be used when it is really needed.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of findings, conclusions and recommendations related to policy related, practice related and further research related.

5.1 Findings

On the basis of the analysis and the interpretations of the data, following findings about the use of home language in Nepalese EFL classrooms have been outlined.

As this study intended to find out the practices and purposes of using learners' home language in Nepalese EFL classrooms, it also aimed to suggest some pedagogical implications. After analyzing and interpreting the data, this study has come up with following major findings.

- a. From classroom observation and interview, it was found that, teachers have the positive attitudes toward the use of home language in EFL classroom. Both the teachers of the study are viewed it as a communicative language of teaching. Learning becomes meaningful when teachers used learners home language as a means of providing information.
- b. It was found that use of learners' home language is helpful to maintain discipline in the classroom. When the teachers feel that they cannot control the classroom, they take help of learners' home language. It shows that teachers' use of home language has made the classroom environment efficient and productive teaching and learning.
- c. Home language can function as a very powerful tool to motivate students to learn. It was found that, when the teachers use learners' home language they can easily realize their weak points and strong points and students improve for the further product. Students felt comfortable in understanding the English language when teachers used learners' home language

(Nepali). Use of home language was found to be major tool of making better understand of English.

- d. It was found that, long explanations in the target language could take too much time and finally students could lose interest and concentrations on their study. That's why sometimes teachers reject the target language in the classroom, instead of TL they use learners' home language.
- e. It was found that use of home language is the most commonly used technique for translating the text, teaching grammar lesson and providing feedback.
- f. It was found that in initial classes teachers preferred English language use while later they use it less as for students' understanding, they use learners' home language.
- g. The use of home language encouraged and benefitted teachers as well as students. It has developed the confidence and favorable environment as well as supported foster positive attitudes in teaching and learning.
- h. Students are motivated towards learning, as well as classroom is interactive, and students preferred to involve in learning activities by asking question, discussing on the subject matter in their home language. Use of home language is also appropriate for making concept clear and it takes short time to understand the gist of the text.
- i. It was found that the use of home language is the last resort for English teachers in government-aided schools out of valley where there is no access to other resources in ELT.
- j. It seemed that, experienced teacher is habituated to use home language and new teachers want to use new methodology, i.e. explanation, elaboration simplification language and using less L1.
- k. Students' low level proficiency, heterogeneous class, crowed class, lack of teaching materials, personal hesitation, students background are the responsible factors for using home language in EFL classroom. Similarly,

it also found that over use of home language decreases target language exposure and hinders to learn target language.

5.2 Conclusion

This present study was an interpretative qualitative study conducted to find out the practices and purposes of using learners' home language in Nepalese EFL classrooms. The researcher has selected two EFL teachers who have been teaching English at secondary level in government aided schools of Gorkha district as sample. This research is based on the ethnography research design, classroom observation and interview were used as the research tools for authentic and reliable data collection where twenty classes of two English teachers were observed and interviewed with them.

In the context of EFL classroom, teaching English language has been done by using home language or L1. There is no doubt that a child learns his/her first language easily in a natural way but teaching a foreign language in natural way is very difficult. The finding of this research study indicated that the EFL teachers used learners' home language in EFL classrooms for the purpose of facilitating, motivating and encouraging students in learning which lead to successful English acquisition and improve language learning. The results also show that teachers use learners' home language for providing feedback, explaining difficult concepts, explaining new and difficult vocabulary, maintaining discipline, translating difficult text and teaching grammar lesson.

The excessive use of home language did not encourage the learners to learn English and which is not appropriate either. This study has shown that limited and appropriate use of home language in the English classroom does not reduce students' exposure to English, but rather can be beneficial for students as well as teachers. Although it is not sufficient to indicate teachers that L1 use has direct effects on learners' English acquisition, it does indicate that home language can assist them in teaching and learning mainly for affective purposes and reasons. L1 helps the students to develop confidence, learn effectively and

they feel easy when teachers use home language in teaching. The study findings suggest some implications for EFL teachers, they should feel free to use learners' home language for better understanding of learners. That is not to say that they should endorse unlimited use of L1, they must be careful on when to use and when not to use. Teacher should try to follow the technique to minimize the L1 use and maximize understanding of learners in English as far as possible. The use of home language should become widely acceptable as a necessary and facilitating tool for EFL teachers and learners.

In practice level, there are different situations of implementation of home language in Nepalese EFL classrooms at secondary level. Teachers of English responded that learners' home language should be used in English teaching for better understanding and learning. They have been practicing it in real classroom as well. These findings will help to make more people acknowledge on use of home language in EFL classrooms and stimulate further study in this area. The judicious use of home language i.e. at appropriate time, place, as per the necessity, demand, level of the students and difficulty level of the text is always fruitful and beneficial in Nepalese context.

5.3 Recommendations

On the basis of the findings, I have provided policy related, practice related and further researcher related recommendations for the pedagogical implications:

5.3.1 Policy Related

Only making the policy is not sufficient for the proper and successful implementation of any program. For the successful implementation of any program, reliable and acceptable policy should be made which can be practiced. Being based on the findings of the research the following recommendations can be made:

- a) The teachers feel comfortable and confident in the EFL classroom while using home language. Similarly, the teachers use learners'

homelanguage as a major tool to facilitate comprehension. Therefore, proper policy should be made on use of home language to encourage the EFL teachers to use home language appropriately and judicially.

- b) Students are motivated and encouraged towards learning, as well as classroom is interactive. Students prefer to involve in learning activities and students feel comfortable in understanding the English language when teachers use learners' home language. Therefore, such policy should be made on use of home language to provide incentive to those teachers who are doing great in the classroom to enhance the learning achievement of the learners.
- c) The use of home language is the most commonly used technique of interaction between teachers and students, but over use of home language decreases target language exposure and hinders to learn target language because learners are deprived of the contextual use of target language due to the interference of the home language. The use of teaching materials will reduce the overuse of home language in the EFL classrooms. The government should provide the sufficient teaching materials for ELT most focusing government aided schools where home language is used as resource for teaching English at secondary level.

5.3.2 Practice Related

After analyzing the findings of my study, I have drawn some recommendations related to practices.

- a) Judicial use home language should be used in a limited manner, at appropriate time and in appropriate places for the better understanding of students because this study shows the teachers prefer it.
- b) The use of home language is indispensable therefore teachers should be known how much home language should be used or should not be used and over use of home language must be avoided in EFL classrooms because it hinders in L2 learning.

- c) The use of home language is effective and helpful way of teaching, it is appropriate for making concept clear and it takes short time to understand the gist of the text and it saves time, so use it.
- d) Teachers should use L1 to facilitate, encourage and motivate learners to learn target language, it can help the students to learn language in the classroom.
- e) Teachers should use home language to maintain discipline, to teach grammar lesson, to explain difficult concepts, to explain new words and difficult vocabulary, and to provide feedback because it helps the teachers to make understandable to learners.
- f) Teachers should use the home language and target language according to the level and background of the learners in EFL classroom at secondary level.

5.3.3 Further Research Related

Each and every research has its own purpose and findings. The present research was conducted to find out the practices of using learners' home language in Nepalese EFL classrooms. It is complete study according to the objectives of my study but due to the delimitations of my research, I could not include some areas in my study. Further research may focus on the following areas:

- a) This study explored the practices and purposes of using learners' home language in Nepalese EFL classrooms. So, new research area for the further research can be effectiveness of home language in Nepalese EFL classrooms.
- b) Similarly, the next area for conducting the research can be use of home language to enhance students' learning.
- c) Similarly, as this study was conducted only in Gorkha district, other study can be conducted in other districts.
- d) As this study was limited to secondary level, further research can be conducted in other level like primary and higher secondary level.

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APPENDIX – I

I am going to carry out a research on **Use of Home Language in Nepalese EFL Classrooms** under the supervision of **Mr. Resham Acharya**, Teaching Assistance, Department of English Education, Tribhuvan University. I will observe the classes of selected teachers with the help of observation guideline.

School's name:

Date of class observation:

Teacher's name:

Teaching class:

Guideline for classroom observation

1. Use of home language in EFL classroom
2. Students - teacher interaction in the classroom
3. Teachers' purposes of using Home Language
4. Practices of using learners' home language in EFL classroom
5. Roles of Home language in EFL classroom
6. Students motivation
7. Advantages and disadvantages of using Home language in classroom

Name of the observer: **RojinaShrestha**

Department of English Education

T.U. Kirtipur Kathmandu

APPENDIX – II

Interview guide

I am going to carry out a research on **Use of Home Language in Nepalese EFL Classrooms** under the supervision of **Mr. Resham Acharya**, Teaching Assistance, Department of English Education, Tribhuvan University. I will take interview with the help of following questions.

Name of school:

Name of the teacher:

Experience of teacher:

- a. How long have you been working in this field?
- b. Do you ever use mother tongue (Nepali) in EFL classroom? If yes, for what purpose do you use mother tongue in EFL classroom?
- c. For what reason do you use the mother tongue in EFL classroom?
- d. Do you think mother tongue use is suitable and effective in teaching English for secondary level? If yes, how can you say it is effective and suitable for this level?
- e. What do you think using of MT by teachers help the students in EFL classroom? How?
- f. In your opinion, how the use of mother tongue is beneficial for students? Does it facilitate or hinder in learning English?
- g. Suggestion that you wants to convey to the teachers those who have used MT in their teaching learning activities.

APPENDIX – III

Interview Transcription

School's name: Shree Gyan Marga Higher Secondary School, Gorkha

Teacher's name: Mr. Kiran Marahatta

Teaching experience: 13 years

Date:

I want to thank you for taking time to meet with me today. My name is Rojina Shrestha and I would like to talk to you about your experiences regarding the use home language in EFL classroom. Specially, I would like to find out the practices and purposes of using home language in EFL classroom. The interview should take 12-15 minutes. I want to record your voice with my cell phone because I don't want to miss any of your comments. All the responses will be kept confidential. This means that your interview responses will only be used for the purpose of the Masters program and I will ensure that I include in my thesis does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

Researcher: Are there any questions about what I have just explained?

Respondent: No.

Are you willing to participate in this interview?

Respondent: Yes.

Researcher: Ok, let's start. How long have you been working in this field, sir?

Respondent: I have 13 years experience in this field.

Researcher: Which language do your students use as a medium of communication?

Respondent: Good students usually use English language as a means of communication. Whereas other students prefer to use Nepali language.

Researcher: Do you ever use mother tongue (Nepali) in EFL classroom? If yes, for what purpose do you use mother tongue in EFL classroom?

Respondent: Yes, in the heterogeneous class, I found learners having multiple degree of intelligence, level of students and command over target language. In such cases, it is really complex for me to make comprehensible for all the learners. Further, we have no other weapons of ELT in EFL context. That's why being limited within allocated time period, having no access to other tools and techniques in EFL teaching. Use of home language is effective and suitable in EFL classrooms. It facilitates our learners to get information and ideas about the contents clearly and makes students highly comprehensible.

Researcher: For what reason do you use the mother tongue in EFL classroom?

Respondent: The physical condition of the class is one of the reasons for using L1, the crowded classes force the teacher to use the home language to instruct and control the learners. Another reason of using L1 is to explain grammar and to define new and difficult vocabulary. Teachers used to explain the rules of grammar and difficult text etc. in Nepali when students do not understand in target language.

Researcher: Do you think mother tongue use is suitable and effective in teaching English for secondary level? If yes, how can you say it is effective and suitable for this level?

Respondent: When I use to teach the students without home language, it was really hard to teach. The only material is book. When I explain the contents in English only, students feel bore to listen and the classroom environment is not as interactive as it should be. But as I use home language during teaching and learning process, students got motivated towards learning and the classroom environment is interactive and the next thing is that it takes short time to find

out the main idea of the text and students become clear about the text in their own language. Instead of going through long explanations in the target, it is sometimes easier and more efficient to use L1. Students could understand and express the gist and they become interested in the subject matter.

Researcher: What do you think using of MT by teachers help the teacher in EFL classroom? How?

Respondent: Yes, it is helpful for teachers, learners are came from different backgrounds their English is poor. So, to make them understand content and concept it is suitable in EFL classroom. I think it is impossible to learn a foreign language effectively without reliance of home language. Students' low level of the language competence is the main cause, that home language should be used in teaching English.

Researcher: In your opinion, how the use of mother tongue is beneficial for students? Does it facilitate or hinder in learning English?

Respondent: Yes, it is beneficial for students, because it function as a scaffolding device. To learn new and difficult vocabulary, understand difficult concept, learn grammar lesson. L1 has important role and support the L2 learning.

Researcher: Suggestion that you wants to convey to the teachers those who have used MT in their teaching learning activities.

Respondent: Total English environment in our Nepalese context is not possible and teaching learning fully in home language also does not enhance learning target languages in students, the proper use of L1 in EFL classroom should be managed. Likewise, it is an effective tool for teaching English because it helps to develop self-confidence and favorable environment as well as support to foster positive attitudes in teaching and learning so, use it. According to lessons, conditions and demand of the students we should use it in our teaching.

APPENDIX – IV

Interview Transcription

School's name: Shree Patal Devi Higher Secondary School, Gorkha

Teacher's name: Mr. Deepak Karki

Teaching experience: 4years

I want to thank you for taking time to meet with me today. My name is Rojina Shrestha and I would like to talk to you about your experiences regarding the use home language in EFL classroom. Specially, I would like to find out the practices and purposes of using home language in EFL classroom. The interview should take 12-15 minutes. I want to record your voice with my cell phone because I don't want to miss any of your comments. All the responses will be kept confidential. This means that your interview responses will only be used for the purpose of the Masters program and I will ensure that I include in my thesis does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

Researcher: Are there any questions about what I have just explained?

Respondent: No.

Researcher: Are you willing to participate in this interview?

Respondent: Yes.

Researcher: Ok, let's start. How long have you been working in this field, sir?

Respondent: I have 4 years experience in this field.

Researcher: which language do your students use as a medium of communication?

Respondent: They use both languages Nepali and English as a medium of communication. Most of time they use Nepali language.

Researcher: Do you ever use mother tongue (Nepali) in EFL classroom? If yes, for what purpose do you use mother tongue in EFL classroom?

Respondent: Yes, I use home language for the purpose of motivating as well as encouraging students toward target language by scaffolding them in their own learning. All the students' have not the same capacity to grab the ideas. The weak students are unable to get the ideas when teachers use only English language. The objective of teaching and learning is not fulfilled until the students do not get the knowledge of the subject matter. It is a supportive tool for teachers to fulfil the objective of teaching and learning activities, there must be the obligation to use learners' home language to give clear ideas and concepts of the contents and fulfil the demand of learners (weak and average students).

Researcher:For what reason do you use the mother tongue in EFL classroom?

Respondent:The use of L1 when teaching grammar is beneficial for language development because this enhances his understanding of the different grammatical features of English. I use this is the classroom activity in which the use of the L1 the teacher is most useful to make understandable to students, to translate some text and maintain discipline and provide feedback in the classroom.

Researcher: Do you think mother tongue use is suitable and effective in teaching English for secondary level? If yes, how can you say it is effective and suitable for this level?

Respondent: When I tried to make English only class, I said students if you speak Nepali in my class you have to pay fine 5 rupees per word. When it is the matter of fine, they try to speak few words and phrases of English are spoken by students. But students feel more comfortable using their own language than

English. If we interacted in Nepali language with them they take part in classroom activities like: question answer, discussion, sometimes they cracks jokes etc. If we manage English environment class, most of students hesitated to speak in English and weak students do not know what to speak, only few students are able to speak in English properly. So, sometimes we can use L1 in the classroom to make interactive and encourage to build up their self-confidence.

Researcher: What do you think using of home language by teachers help the students in EFL classroom? How?

Respondent: Use of home language is also one of the communicative strategies for both teachers and learners. In the place of linguistic development its application really sometimes functions as an ultimate weapon in one hand and encourage and motivate our learners towards learning English language in other hand. I mean, a student will be uninterested when he /she does not understand and cannot participate in the process. That is wrong. For example, if just some students understand teacher, he/she is not good teacher. Each student should understand. So, it's not wrong to use home language, and at the same time it's wrong to use too much, because if we use much it won't be an English class, it will be Nepali class. So ideally, teacher should aim at using as little home language as possible.

Researcher: In your opinion, how the use of home language is beneficial for students? Does it facilitate or hinder in learning English?

Respondent: The use of is beneficial for students in learning English, because It scaffolds in comprehending the contents better and faster. We found that learners are not being that much competent in target language in secondary level. So, the use of home language is helpful for their better achievement in target language getting higher degree of confidence over the contents.

Researcher: Suggestion that you wants to convey to the teachers those who have used MT in their teaching learning activities.

Respondent: Actually we need skills and techniques to teach English language. So, training should be provided to teachers on the regard of using home language. As I believe, the optimal use of home language is progressive to the teaching learning process in English, but its overuse blocks the acquisition process of the second language. The home language can be used with economy, i.e. only when necessary and appropriate. To maintain some degree of interest in the classroom, the teacher needs to explain abstract words and concepts, he can use home language because it saves the class time. When the teacher is maintaining the discipline, teaching grammar and providing feedback, he can use home language. But the teacher must be very balanced in the methodology of teaching while teaching in the EFL countries like Nepal.