

CHAPTER- I

INTRODUCTION

1.1 Background of the Study

Effectiveness of L2 (English) use to maintain the classroom is the vital concern of every individual who is closely related to the teaching profession. English being highly influenced language in the world has the widest impact in many areas such as engineering, trade and commerce, health, technology, etc.

Current best practice recommendation for world language teaching and research in second language acquisition points to the importance of consistent teacher of target language use in order to aid the students in the acquisition process. In light of research and recommendation, this study seeks to investigate current practices with regard to target language use. In the context of Nepal, excessive use of Nepali language can be observed in schools. It is felt that the main reason behind this maximum use of mother tongue is the low exposure on the part of phrases and expressions and to present complex grammar points. In the same way, the students use the Nepali language in English classroom to explain their own problems if they don't know the answers.

The history of English language teaching in Nepal is about a half a century. The first English language education opened to the people in 1951. Earlier education was limited to the members of the royal family and there were not any public schools across the country. After restoration of social equality in the nation, Tri-Chandra College started teaching English courses under the supervision of Patna University, India in the early fifties.

The first British who came to Nepal were Missionary people. Father Craybrawl arrived here in 1628 and Father Grover and Father Dorbil in 1661; and their mission was to adopt the Christianity (Gopinath, 2000, p.

33). That time, Nepal was not well in religious matters. So, the missionaries left our country. So far the history of official entry of the English language in Nepal is concerned; it is with the establishment of the first modern school; Durbar High School in 1854 A.D. It was particularly established for the children of the Ranas and had the objective of making the Rana sons know English and thereby the Rana rule in Nepal would have easy access to British Empire. The Ranas had English in Nepal from the Past to the Present seen unless they please the British Empire their rule in Nepal would not be safe. Thus, the introduction of English in Nepal had a deep vested interest of the Rana autocrats. It was tantamount in the miniature form to the macro global interest of British Empire to root and expand its rule through the introduction of English as official language and language for instruction. It is obvious in a colonial context that the role of English in the 18th and 19th centuries was associated with the interest of the British Empire. But in the Post colonial modern context it is no more the colonial marker but a powerful agency to erase the colonial gap between 'we, the west' and the rest of the world as 'the others'.

From 1854 A.D. to 1947 only 13 secondary schools were opened (Gopinath 2000 : 117). There was no college and university for higher education in Nepal until Trichandra College was opened in 1918. English for higher level was introduced with the opening of Tri Chandra College. However there was no provision for teacher training. ELT in Nepal started in 1971 with the implementation of National Education System Plan (NESP) and the same year Tribhuvan University started B.Ed Programme in English education (Awasthi 2003, p. 22).

The first university of the country, Tribhuvan University, was established in 1959 which gave high priority to its curriculum in English. But after a decade, a national wide master plan known as The National Education System Plan (NESP 1971-76) was implemented that drastically changed in the system of curriculum, textbook, examination and so on from

primary to the university levels of education. First, this plan reduced the weight age of English courses (from 200 marks to 100 marks) set up by earlier system. Second, it reduced the credit hours of English from 15 to 10 from high school to university levels (Malla, 1977). The Plan made English no longer a compulsory school subject but made a provision to opt for any of the United Nations languages such as Chinese, French, Spanish, German- not necessarily English. Awasthi (1979, p.64) mentioned that majority of educators and students were in favors of "continuing English in secondary level." Meanwhile, the government made its decision to "switch over from English to Nepali" as a medium of instruction in schools (Malla, 1977, p. 69).

English, like in India, is not a second language in Nepal (Shrestha, 1983). In Nepal, English is not an official language, not an international language, nor a language of wider communication or a language of group identification (Shrestha, 1983). However, it has been used as a medium of instruction in many private schools, colleges and universities. But, it has not received the same statue in public intuitions of higher learning in Nepal. English is considered as a foreign language for the speakers of Nepali. It is taught as a school subject. In earlier decade, the purpose of English in Nepal is to give students a foreign language competence that may use to listening radio, to understand dialogue in the movies, to use language for communication. In recent days, English has taken a new dimension in the higher learning institutions of Nepal. Private schools and universities have begun offering several courses in English whereas state-owned higher education schools and colleges deliver education in Nepali medium. The trend of sending children to English medium schools and or colleges has begun as an English mania today in Nepal. Immediately after World War I, a group of phoneticians and linguists with experience of teaching called Reform Movement formulated their own aim to abandon the use of mother tongue in language teaching process. Their main focus was on spoken language, language oral skills

and the importance of spoken language (Cook, 2010). Although, the Reform Movement was to oppose native language use in language pedagogy, in their language classroom, the teachers were allowed to make use of mother tongue in new words explanations and also new grammar points descriptions (Howatt, 1984).

Then, in 1899, Henry Sweet published a book called *Practical Study of Languages*. A chapter of this book was concerning first language use. In that book, he was in favor of using mother tongue as he says that “we translate the foreign words and phrases into our language because this is the most convenient at the same time the most efficient guide to their meaning” (Sweet, 1964, p. 201). After that, the Reform Movement formulated another idea for adult language learners, such as those adults who immigrated to the USA, and those who traded and toured in Europe. Both of these groups needed their own fast new language learning to meet their basic needs in a new country or to do their own business (Cook, 2010).

Regarding this issue, private language schools were founded. The Berlitz Schools were prominent among this new form of language schools, and their way of teaching was called Berlitz Method in use of learners’ mother tongue was prohibited. They just advocated the speaking skill and all teachers were the native speakers of the target language. In addition, their classrooms were army-like ones, in which the teachers’ performance was monitored through using microphones to repress any use of learners’ own language. Finally the purpose of these classes led to a strong and coherent new program in language teaching named the Direct Method which was an obvious response to Grammar Translation Method. The coming of Direct or Natural Method was regarded as a revolution in language teaching. The only language used in those classes was the target language and all teachers and learners avoided using the learners' native language. In such a kind of managing classroom, although, classroom realia and objects were used to accelerate the speed of language learning, mostly,

the explanation of abstract terms and complicated grammatical words remained as a difficult job (Richards & Rodgers, 2001).

At the end of World War II, the American Army Method was introduced to train the military personnel. The attempts were made to teach the new language directly, without any use of mother tongue in language pedagogy. After that, another method called suggestopedia (Lozano, 1978) appeared with the aim of reducing the students' stress during the language learning. The next technique was Total Physical Response (Asher, 1977) in which learning was through taking action without speaking. In this form of language teaching, it was seen a strong opposition to using first language in ELT.

Then, community language teaching (Curran, 1976) was notable. For Curran, whole person learning process and trusting relationship were important. Regarding the language learning activities, the use of learners' mother tongue was allowed in CLL classroom (Cook, 2010, p. 24). The main following approach was Communicative Language Teaching (CLT), in which the main focus was on communicative activities, and the role of learners' native language was restricted. For them, English learning was just through English, and thinking in English rather than translating it into their mother tongue (Willis, 1981).

The increasing domination of English as the world's leading medium of communication has begun to have impact on educational institutions. The studies indicate that the age of learning compulsory English in Asia-pacific countries is surprisingly decreasing in recent years (Nunan, 2003). Most of the nations adapted their curricula by integrating compulsory English courses even in kindergarten level. To be world-renowned, in many other nations such as Hong Kong, China, Korea, India, Southern Africa, and Turkey, higher education institutions incorporate English-medium instruction in their curricula (De Wet, 2002; Ibrahim, 2001). English has also gained a momentum among European higher

education institutions that focus on internalization (Wende, 1997). Besides internalization, staff mobility, student exchange, and the common language of teaching and research materials are some of the drivers behind Englishization among European higher education institutions (Coleman, 2006).

Whereas the main purpose seems to be an internalization which means to support student and staff mobility, what lies beneath the reality is to increase the competitiveness of higher education institutions (Vinke et al., 1998). Recruitment of international staff and students are essential so as to enhance an institution's prestige. Therefore, to strengthen the competitiveness, higher education institutions raise the attractiveness and accessibility by designing their curricula in international language (Jensen & Johannesson, 1995). Moreover, owing to the universities' dual responsibility of teaching and researching, the university ranking system is another driver behind Englishization. This dual duty requires the ability of publish in acknowledged journals which means, in turn, the ability of publish in English language, and serve their graduates good employment opportunities are some of the main criteria of gaining high ranking in reputation lists. A large-scale study with the participants of 19 European countries shows that while 8 percent of programs were delivered through English in 90s, this number is increased to 100 percent in Finland and the Netherlands in 2000s (Maiworm & Wachter, 2002). Besides the university reputation and employment concerns, another factor of English-medium instruction lies behind an economy of textbook markets created by Western publishing companies (Alidou, 2004).

Research indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language

learning is emphasized in the K–16 Standards for Foreign Language Learning in the 21st Century.

L2 use deals with use of English in Nepalese classrooms. Language can be an effective medium of classroom management. A good language teacher may handle the class efficiently. The use of L2 can play emotional roles for the students as it may restrict to use their mother tongue. As they may not feel freedom to speak L1, they may not feel as comfortable as they feel while speaking their L1. Gossiping, side-talk, unnecessary noise, etc. can be minimized. The instructors play games, gesture, dance, and even employ penalties all in the name of encouraging the students to speak the L2 and deterring of use of the L1 (Auerbach, 19930)

Proponents of L2 Use in the Classroom have different opinion regarding medium of instruction. Some of the proponents and their perceptions are given below:

Polio and Duff (1994) posit that the use of the L1 by the instructor, when there is a lack of comprehension, “suggests that teachers may lack the necessary experience or strategies to rephrase or otherwise modify their speech” (p. 323). Additionally, based on their research of diverse languages at the university level, Polio and Duff state that one of the problems that exist in many foreign language classrooms is the pervasive tendency for “English to be the vehicle of meaningful communication (and supplementary meta-linguistic information) with the TL reserved for more mechanical, grammatical drills” (p. 322). They also advise that allowing teachers to use the L1 in the classroom could be a very slippery slope that leads to a lessened role of the TL in the classroom. Initial studies regarding the use of the TL in the classroom were done in the 1960’s and 1970’s.

In a study of FL learners of French at the university level, Carroll, Clark, Edwards, & Handick (1967) concluded that the teacher’s use of the TL was one of the variables that resulted in increased proficiency in that language.

In working with the same population, Carroll (1975) found that the most important factor accounting for increases in proficiency was the amount of instructional time that the students received. The teacher's proficiency in the TL and the students' exposure to the TL were other key factors in proficiency gains.

Wolf (1977) analyzed the same data that Carroll had used in his study and found a positive correlation between the number of activities in the TL (French) and the students' achievement in language proficiency. Interestingly, Wolf's study is one of the few that found a negative correlation in the use of the L1 (English) in the classroom and student proficiency i.e., the less English was used in the classroom, the higher the students' proficiency.

Wong-Fillmore (1985) suggests that those students who are accustomed to hearing their instructors' use of the L1 in the classroom have the tendency not to pay attention when they use the TL and thus do not benefit as much from the input that they do receive.

MacDonald (1993) argues that the TL should be used at all times to motivate students into seeing that the TL language is not only immediately useful, but also that they are able to start using it immediately. He also states that students will feel success and enjoyment at seeing that they are able to understand and use the TL which will help assist in their language acquisition. He concludes by stating that relying too much on the L1 for instruction in the typical classroom setting where time is quite limited is a waste of time and actually de-motivating to students.

Wells (1999) describes this problem in a situation in which L1 use would be positively encouraged. He states, "If this approach were taken to its logical conclusion, however, there would be a danger of the oral use of L2 being completely neglected—a situation that would no doubt be as unacceptable to the students as to the teacher" (p. 249). This could then lead to the use of English not only as the vehicle of meaningful communication but also the vehicle for almost all of the communication in the FL

classroom. Finally, Stern (1992) declares that it makes theoretical and practical sense to have teachers teach intra-lingually (in the TL) because, “if any degree of L2 proficiency is to be obtained, an intra-lingual strategy must be used” (p. 285). In countering this notion of intra-lingual use, Turnbull states, “However, this does not mean to say that all cross-lingual (i.e., use of both L1 and TL) procedures at all times are unhelpful in the pursuit of an intra-lingual proficiency objective” (p. 535).

Chaudron (1985) states, in the typical foreign language classroom, the common belief is that the fullest competence in the TL is achieved by means of the teacher providing a rich TL environment, in which not only instruction and drills are executed in the TL, but also disciplinary and management operations (p. 21). Even though the overriding majority of the approaches and philosophies of language teaching support exclusive or near-exclusive use of the TL in the classroom, some of the aforementioned studies of L1 and TL use in the classroom have found that the L1 is already being employed in many different situations. Researchers have commonly found L1 use in the teaching of grammar and vocabulary, to have empathy or to establish solidarity with students, to manage the classrooms, and even for the practice of the L1 for those instructors who are not speakers of that language.

Krashen (1982) suggests that the input hypothesis is central to second language learning. According to him, students acquire a language only when they understand a language which is slightly above their current level of comprehension. He explains how learners use their linguistic competence to help them understand language that is a little more difficult than what they know. Furthermore, students use their common knowledge and extra-linguistic information to assist them with the comprehension (Krashen, 1982). According to Krashen’s (1982) hypothesis, for teachers to assist students in acquiring English, they should provide students with L2 input in the English classroom, where the level of English is slightly above their current level of comprehension.

According to Long's (as cited in Tran, 2009) interaction hypothesis, students can acquire a second language through interaction with a second language speaker, either a native speaker or an advanced non-native speaker. This interaction creates a naturalistic second language acquisition environment where the learners use negotiation of meaning to learn the language. The interaction hypothesis is based on Krashen's (1982) comprehensible input theory. Long has stated that high quantities of comprehensible input are likely to increase the speed of language acquisition and that a lack of comprehensible input will result in slower or no language acquisition at all (as cited in Tran, 2009). Therefore, according to Tran (2009), teachers should provide students with opportunities for negotiating meaning in the English classroom.

In addition to L2 input Swain (2008) claims that L2 output is also necessary for students' language development. Swain (2008), in her output hypothesis, states that output is as essential as input in developing second language proficiency. She states that "output pushes learners to process language more deeply—with more mental effort— than does input" (Swain, 2008, p. 99). When students need to produce output, they have to create linguistic form and meaning. She claims that when producing output, students learn to notice gaps in their linguistic knowledge and thus try to fill them (Swain, 2008). Therefore, according to Swain (2008), it is important for language learners to be provided with opportunities in the English classroom to produce written and spoken output.

1.2 Statement of the problem

In the present world, teaching has been more challenging. The advent of new methodologies, techniques, and perspectives in teaching is new trend. Teaching is nothing to do with these established principles and methodologies if the language is not properly selected and used in multilingual classroom in Nepal.

The use of learners' mother tongue (MT) in the ELT classrooms has been one of the main controversial academic issues for many years.

Some theorists prescribe the monolingual approach in the EFL classroom. The proponents of this approach attribute success in a foreign language to L2 input alone. Therefore, if teachers use L1, they deprive learners of the opportunity to receive input in the target language. They argue that the process of L2 learning is similar to a child's L1 learning and L2 should be "largely acquired rather than consciously learned, from message-oriented experience of its use" (Mitchell, 1988 as cited in de la Campa & Nassaji, 2009, p. 2). There are, on the other hand, language experts and educators who are in favor of the bilingual approach in L2 classes, viewing the use of L1 as essential for L2 instruction and learning. In support of their position, they adduce both cognitive and psychological reasons. From a cognitive point of view, they assert that adult learners who have already acquired their L1 are 'sophisticated individuals' (Cook, 2001 as cited in de la Campa & Nassaji, 2009). L1 is part of their experience and world knowledge which, as an important cognitive tool, can help them in carrying out L2 tasks that are linguistically and cognitively complex. In addition, the use of L1 decreases the psychological obstacles to language learning and allows for a more rapid progression. English classes in Nepal are entirely bilingual where L1 is used as a medium of instruction rather than L2 or target language. The problem explored in this paper is the perceptions of students in regard of using medium of instruction. They may have different perceptions in this regard.

1.3 Objectives of the study

The objectives of the study will be:

1. To gather insights into students' perceptions towards English as a medium of instruction in the classroom.
2. To explore practical experiences of medium of instruction in terms of class management and effectiveness.
3. To suggest pedagogical implications.

1.4 Research Questions

The recent literature consistently shows that especially novice teachers find themselves insufficient and unprepared in terms of managing their classes (Browsers & Tomic, et.al 2000). The vital concern of using L2 in the multilingual classroom has become the most important area in research. The Nepalese classes of English are not likely to be effective. In this regard, it can be a helpful tool to examine the effectiveness of English in Nepalese classroom. The study was oriented to find out the answers to the following questions:

1. How far is L2 instruction (English) effective in L2 classroom?
2. To what extent, do the students and the teachers use the L2?
3. How do the students react to the teachers if they are asked in L2?
4. What is the students' perception in regard of medium of instruction?

1.5 Significance of the study

The proposed study is beneficial for the teachers, students, administrators, policy makers, curriculum developer, researchers, etc. Teachers who want to bring innovation or revolutionary change in teaching field can receive my findings of this study as a resource. Nowadays, it has been great challenge to handle the multilingual and mixed ability classes. The effectiveness of L1 or L2 in the multilingual classes has carefully been studied so as to remove present problems of language use in class. Students can get feedback, instruction and clear way of language use in class and school periphery. They further get the concept of language and its appropriate use according to situation. Administrators, policy makers, and curriculum developer can even review my findings and get insight concept to make further and goal attaining plans and visions in teaching language field. I can hopefully

say that the result of my paper is helpful means for the improvement of English education system in Nepal.

1.6 Delimitation of the study

This study will seek that whether target language goals to manage the L2 classroom for better achievement or not. It should be noted that given this fact, the participants will be more motivated than others to improve their language proficiency. The study was limited to:

1. 9 and 10 classes only.
2. Students of private school only.
3. The school of Belbari, Morang only.
4. The use of L2 only.

1.7 Operational Definition of the terms

1. L2- Any language that is next to first or native language
2. Classroom management- establishing and reinforcing rules and procedures
3. L2 instruction- L2 use
4. L1- the first language a child learns
5. Classroom setting- the situation where teaching learning activities take place
6. EFL- stands for English as a Foreign Language. English where it is taught as a foreign language.
7. TL- the language that is aimed to learn or teach.
8. Englishization- making English wide

CHAPTER-II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Literature

Khejery (2014) in her paper entitled "Teachers' Attitudes towards the use of Mother Tongue as a Language of Instruction in Lower Primary Schools in Hamisi District" examines the attitudes of teachers towards the teaching and use of mother tongue as a language of instruction in lower primary schools. She selected survey research as research design. The study sample included 12 schools randomly from the 40 primary schools in East Tiriki Division. She used observation, tape recordings, and questionnaires as the instruments for data collection. Evidence from the study shows that English, Kiswahili and mother tongue are used for instruction but mother tongue is least preferred for instruction. In addition, teachers want learners to use English during instruction and not mother tongue. Mother tongue is viewed as interfering with English and teachers do not think that learner's achievement and understanding would be enhanced if mother tongue were used as a language instruction.

Another scholar Ceo-DiFrancesco (2013) with his paper "Instructor Target Language Use in Today's World Language Classroom points to the importance of consistent teacher target language use in order to aid students in the acquisition process. It also investigates K-16 current practices with regard to target language use. The survey of instructors' goals of target language use revealed that instructors tend to value the importance of using the target language with their students. In the conclusion part, the paper reveals that instructors stated goals for utilizing the target language with their students frequently exceed what they are able to achieve in practice. Some instructors mentioned feeling 'guilty' for not teaching more of their class sessions in the target language. He has given the concrete suggestions

for using the target language in order to foster comprehension, production, and interaction in achieving greater success in reaching their goals.

Khatri (2011) in his paper 'When and Why of Mother Tongue Use in English Classrooms' explores that teachers and students overuse their mother tongue, in this case, most probably the Nepali in English as a foreign language (EFL) classroom particularly in government-aided (Nepali medium) schools of Nepal. This, in result, minimizes the student's exposure to English. The paper presents the use of mother tongue in EFL classroom in the global and Nepalese contexts followed by summary of three classroom observations and two focused group discussions among teachers and students studying at the secondary level. The finding of the study says that there are, of course, pros and cons regarding the use of mother tongue, it depends on when and what amount of first language is used in EFL classes. It supports and recommends the excessive use of mother tongue as it hinders the exposure in target language.

Shrestha (1991), in his paper entitled "A Comparative Study of Medium of Instructions – English or Nepali" presents the effectiveness of medium of instruction in teaching English to Nepali students. It was discovered that English was more effective for teaching listening, speaking, reading, writing, vocabulary and functional English. In regard of L1 or Nepali, it is better use L1 to teach grammar.

Turnbull (2001) believes that while exclusive use of the TL does not have to be the goal, teachers need to maximize TL usage in the classroom. He concludes: I believe that theoretical perspectives on second language acquisition and the empirical evidence presented provide persuasive support to the argument that teachers should aim to use the TL as much as possible, and, by doing so, have a positive effect on learner's TL proficiency. However, this does not mean that there is a linear relationship between teachers' TL use and learners' TL proficiency (p. 534). He goes on to posit that one of the ideas to consider is that of maximizing the TL usage in the classroom wherein the use of the L1 is

not seen as unfavorable to listening acquisition. He states, “A principle that promotes maximal teacher use of the TL acknowledges that the L1 and TL can exist simultaneously” (p. 535). In support of this idea, Stern (1992) proposes that L1 and TL use should be seen as complimentary depending highly on the situation and level in which a language is being acquired.

. Krashen considers input crucial for language acquisition, and in monolingual settings, the language classroom constitutes the main source of input. As the input hypothesis holds that second language acquisition parallels first language acquisition, it is believed that students should immerse themselves in an environment with a sufficient quantity of comprehensible TL input for acquisition to take place. When EFL teachers heavily rely on the MT, exposure to comprehensible input decreases significantly (Chambers, 1991. et al). With the monolingual principle gaining widespread recognition and language institutions proceeding with the rejection of the Grammar-Translation method, the alternative approaches that emerged, such as Communicative Language Teaching and the Direct Method, support L2 exclusivity, lack of translation, and the prohibition of the MT in the foreign and second language classroom.

The pedagogical approaches like Content and Language Integrated Learning (CLIL) are gaining ground in primary or secondary education (e.g., de Graff et al., 2007), the shift towards EMI in European and Asian universities has been more about policy than pedagogy (Corrigan, 2014). When English is being used at universities in, for example, Korea, The Netherlands, Japan, Malaysia, and Germany to teach students whose native language is not English, then the term EMI is applicable. In such cases, teachers might be non-native speakers of English. In order to use EMI to teach at such Asian and European universities, a degree of proficiency in English is already expected and in some institutions it is tested (e.g., Klaasen, 2008). For experienced university faculty whose second language is English, proficiency is already likely. For example, a Dutch professor with

native-like proficiency in English may teach her Chinese, Italian, Greek, and Indonesian students sociology (or another 'content' course, or an English language course) in English, which is a second language for teacher and students alike, using methods and techniques which would facilitate learning in the second language.

2.2 Implications of the Review of the Study

The study of Ashok Raj Kati(2011) his paper entitled " When and Why of Mother Tongue Use in English Classroom" has given insights and ideas in this regard. It can be known that the excessive use of mother tongue can hinder the exposure in the target language. Similarly, Khejeri, K (2014) and Diane Ceo-DiFrancesco with their paper entitled " Teachers' Attitudes towards the Use of Mother Tongue as a Language of Instruction" and Instructor Target Language Use in Today's World Language Classroom" respectively, gave me insights that L2 use in EFL classroom can be more effective than the use of L1. But I am not fully depend on their findings. I have deeply studied the findings after studying or comparing the each grouped students. The teachers and the student opinions along with the classroom observation have brought highly generalized findings. Khati (2011) and Shrestha(1991) add that the minimum exposure hinders to learn L2 therefore learners should be exposed with maximum use of L2. Shrestha opines that there should be careful use of L2 or L1 instruction according to the situation in the classroom. Mostly L1 instruction is effective to teach grammar items where as L2 is to teach vocabulary, reading, writing, listening and speaking. The overlook on the findings show that both L1 and L2 instructions are crucial to teach second language if they are used in the appropriate situation.

2.3 Theoretical Framework

The topic of my dissertation " perception of students towards the medium of instruction" deals with the students' perception on medium of instruction in Nepalese classroom where English is taught as a foreign language. Nepalese classes are mixed in terms of intelligence, ethnicity, and cultural beliefs. The multiple teaching methodologies in teaching L2 have great impact on students' perception regarding the choice of appropriate teaching method.

Plato is particularly interested in the question of how knowledge is related to perception, but there are also remarks on physical causality and the mind-body relationship in his discussions of perception. Assuming that a perception is associated with a change in a sense-organ and this is caused by the object of perception. In Aristotle's theory of perception where Plato discusses in Medieval Latin Aristotelianism, he mainly concentrated on the epistemic aspect of perception, he also tried to elucidate some psychological and physiological details of sensory matters (Lagerlund, 2008). Assuming that a perception is associated with a change in a sense-organ and this is caused by the object of perception, Plato asked what this change is, how it is brought about, and how one should understand the relationship between this change and the perception as an act of the soul (ibid.). Students may have their own perception on the basis of their prior learning and understanding. One classroom may contain diversified students. The different levels of students on the basis of their intelligence, cultural background, and family and friends are the key respondents to collect the factual data for the study.

CHAPTER-III

METHODS AND PROCEDURES OF THE STUDY

3.1. Design of the Study

The heterogeneous classes in context of Nepal have complex structure to be analyzed. I had a great curiosity to know about the real and live way of the instruction in such type of classes. Since my contact with the school I had had experience of multiple teaching tastes. I started my teaching career in 2065 BS. The big confusion in my profession was great challenge for me to make my job sustain. I tried my best to apply multiple ways of instructions.

It is entirely based on the quantitative research. I selected a private school at Belbari area. The classes 9 and 10 of same school were observed categorizing them in 'Mostly Used of English', 'Average Use of English' and 'Least used of English'. After observing the classes, their results or findings have been presented. And the students' perception towards the use of medium of instruction has been drawn after collecting the supportive data from the teachers and the students.

3.2 Population, Sample and Sampling Strategies

3.2.1 Population

The population of this study was the students of grade nine and ten studying at private schools situated in Morang district.

3.2.2 Sample

The 23 students of nine (12 girls and 11 boys) and 32 from ten (19 girls and 13 boys) in the school were my sample population. The number of student was 55(23 from 9 and 32 from 10).

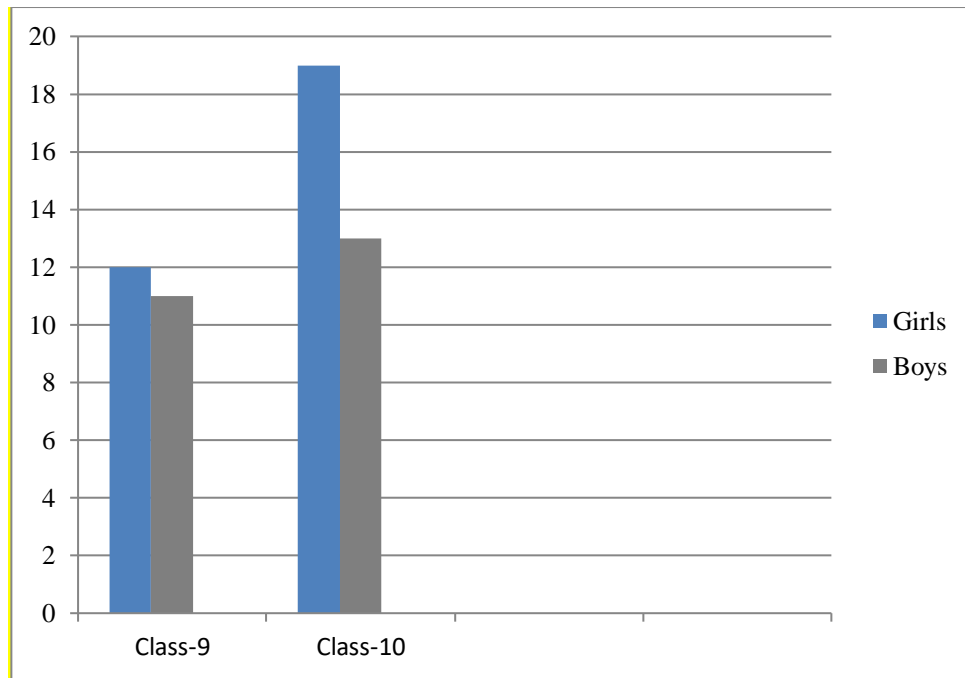


Figure- 1: Boys and Girls in grade 9 and 10

3.2.3 Method of sampling

The sampling procedure of my study was non-random sampling. It is where all the units do not get equal and independent opportunity to be selected. I selected high, medium, and low level students as my sample population. Under this sampling method, judgmental/ purposive sampling was practiced.

3.2.4 Study Area/Field

The study area of the study was Belbari, Morang. It has entirely covered the effectiveness of use of second language in bilingual classroom.

3.3 Data Collection Tools and Techniques

3.3.1 Observation

I observed and listened to interaction or activities of the classes for six months regularly. An observation is a purposeful, systematic, and selective way of watching and listening to an interaction or phenomena (Kumar, 2005 p. 119). I applied Structured Observation (on the basis of system), where students' certain behaviors were carefully observed. I prepared check-list or observational schedule. Mainly, interest, participation, and activeness of

both teachers and students were observed. I also used diary for recording the students' behavioral responses and changes.

3.3.2 Questionnaires

I prepared a format questionnaire which aimed to gather quantitative data on language use in the English classroom and on students' perceptions and attitudes towards L1 and L2 use. The questionnaire had a total of 23 questions which were divided into three sections: (1) language use during English lessons; (2) students' attitudes towards language use during English lessons; and (3) students' wellbeing during English lessons. The original questionnaires are presented in Appendices.

3.4 Data/ Information Collection Procedures

First, I selected a private school of Belbari Municipality where only classes 9 and 10 participated as the study groups. The teachers and the students were asked about their opinion on English as a medium of instruction. The classes were classified into different groups and observed time and again. The findings have been noted and analyzed deeply to one another results.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF THE DATA AND RESULTS

4.1 Analysis of Data and Interpretation of the Results

In this chapter I have presented my findings from the questionnaire and discuss how they were related to findings from previous research. Firstly, I have presented my findings about language use during English lessons and my findings about students' attitudes, opinions and perceptions about language use during English lessons. Lastly, I have presented my findings about students' wellbeing during English lessons.

4.1.1 Students' report on Teacher's use of Language

I have presented students' perceptions about how much the teachers and students use English and Nepali during lessons in the school. Students answered questions about language use in the classroom and chose among answering always, very often, sometimes, rarely or never. The findings have been compared to previous studies to point out how the teacher's use of English affects the students' use of English.

To confirm whether the teacher used English as the language of instruction, students were asked how often the teacher spoke English during lessons. The responses show that a vast majority (74%) of students stated that the teacher always used English and about 22% of students reported that the teacher very often uses English. Therefore, almost all (96%) students stated that the teacher always or very often spoke English.

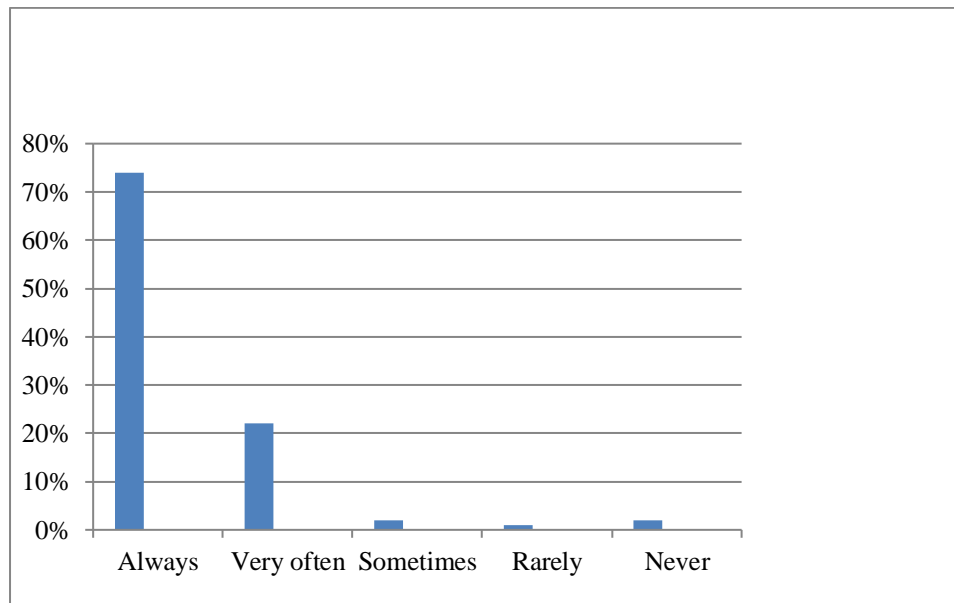


Figure- 2: Teacher speaking English during lessons.

The English teachers in grade 9 and 10 in the school most definitely use English as the predominant language of instruction. Students were also asked about their own use of English during instruction. The first question was how often they spoke English during instruction. 59% students reported that teachers always or very often speak English during lessons. Twenty seven (27%) of students reported sometimes speaking English and 13% reported rarely speaking English. Less than 1% of students reported never speaking English during lessons.

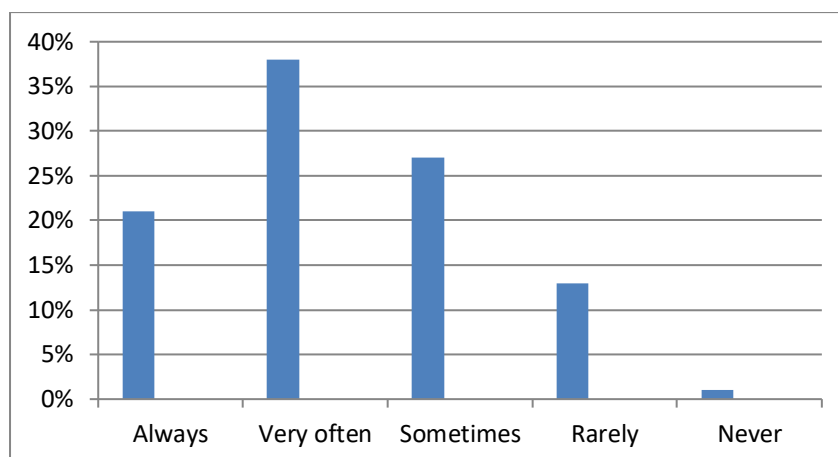


Figure-3: Students speaking English during instruction

The teacher's use of English in the classroom affects how much the students use the target language. In these classrooms, where the teachers almost exclusively uses English during instruction, many (27%) students report sometimes using English and majority (58%) of them report always or very often using English. Therefore it suggests that a vast majority (85%) of students do use English during lessons when the teacher uses the target language for instruction. These findings are very different from findings from other surveys carried out in grades 9 and 10, where the teacher does not use as much English in the classroom. Those findings have shown that students generally do not use much English during lessons (Lovísa Kristjánsdóttir et al., 2006)

Next, students were asked how often they used English when asking the teacher something and when answering questions. About 30% of students reported always asking the teacher in English and 38% reported very often asking the questions in English, meaning that the majority (68%) of students reported always or very often using English when asking the teacher something. About 21% reported sometimes using English and only about 11% of students reported rarely or never asking in English. Similar results were found when students were asked how often they answered the teacher in English when asked in English. However, more students (44%) reported always using English when answering the teacher than when asking him questions. Therefore, these findings suggest that in a classroom where the language of instruction is English, the majority of students are likely to use English to ask the teacher questions in English, but even more likely to answer questions in English.

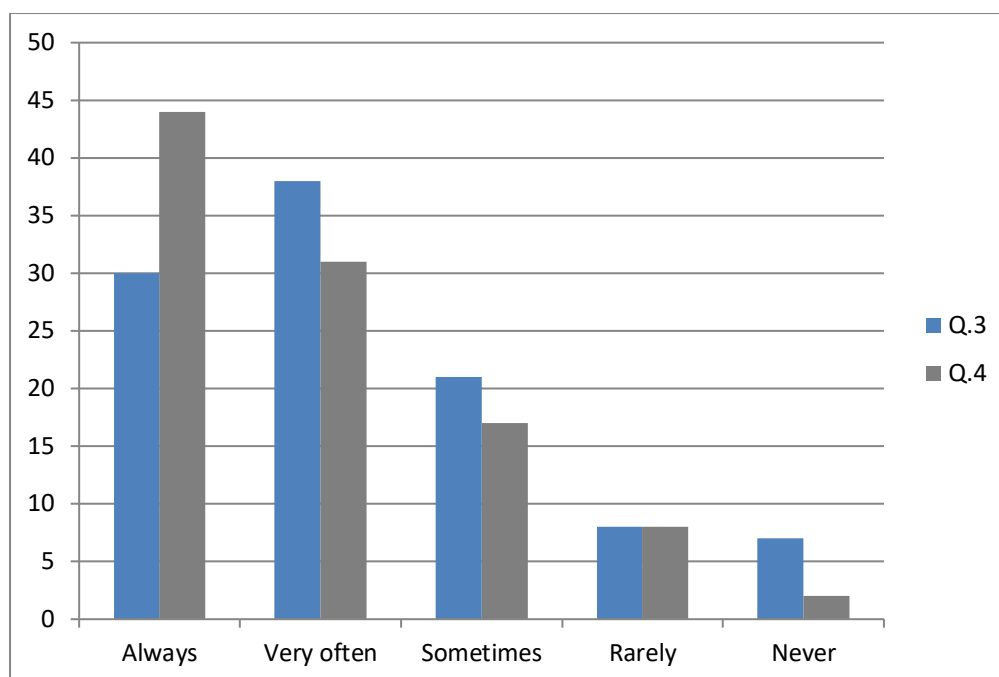


Figure- 4.Q3: Students asking questions in English

Q4: Students answering questions in English?

Altogether, these studies show that in a classroom where the teacher almost exclusively used English, many (68%) students were always or very often ask the teacher in English and even more (76%) students answered in English. If we compare these results to a previous study by Lovísa Kristjánsdóttir et al. (2006), where students in grade 9 and 10 were asked how often they answer the teacher in English, only 2% answered always, 19% answered often, 40% answered sometimes and 39% answered rarely using English. In that study, less than half (44%) of the students reported their teacher always or often using English. Therefore, this comparison suggests that in a classroom where English is used by the teacher as the language of instruction, the students are much more likely to ask and answer the teacher's questions in the target language.

Lastly, students were asked about their use of English with their peers. Students were both asked how often they speak English with their classmates during lessons and how often they speak English during pair- or group work. The results show that majority (54%) of students rarely or never use English when discussing with their classmates during lessons. Most

(34%) students answered that they sometimes use English and only 12% of students reported always or very often using English when speaking with their peers. When asked about English use during pair- or group work, students answered very similarly. However, fewer students (7%) answered always or very often using English during group work and more students (60%) reported rarely and never speaking English during pair- or group work. Therefore, the findings suggest that most students sometimes use English in interaction with their peers but few students always or very often use English for discussing with their peers during lessons and even fewer students use it for pair- or group work.

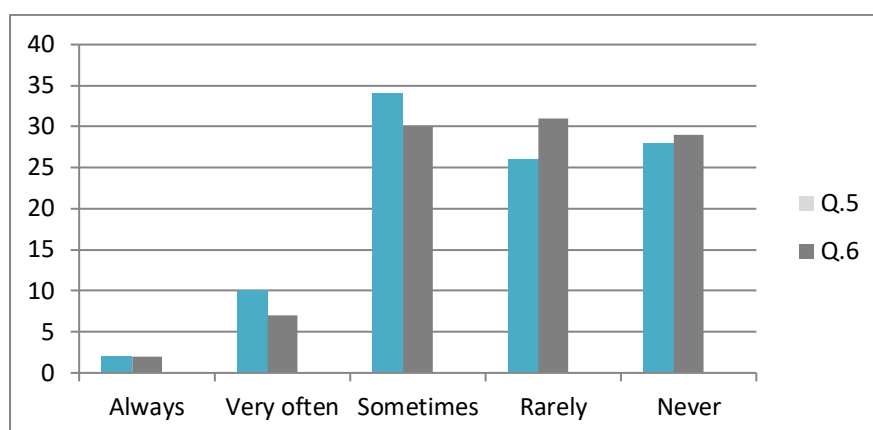


Figure 5. Q5: Students speaking English with their peers

Q6: Students speaking English with their peers during pair- or group work

Overall, these studies show that in a classroom where the teacher almost exclusively uses English, few (12%) students will always or very often use English when talking to their peers and even fewer (7%) students will always or very often use English during pair- or group work. However, about 32% to 34% of students do report sometimes using English for interaction with their peers in the classroom. Compared to the previously mentioned study by Lovísa Kristjánsdóttir et al. (2006), where students were asked how often they communicated with other peers in English during lessons, only 1% answered always, about 4% answered often, about 20% answered sometimes and a vast majority (75%) answered rarely. Thus, even

in a classroom where the teacher uses English as the language of instruction, few students are likely to use English to interact with their peers, although they are still more likely to use the target language than in a classroom where the teacher does not use as much English.

Furthermore, Swain and Lapkin (2000) have shown that students do not only use their first language to socialize, but that it also serves important cognitive functions in group work. So, teachers presume the reason for students' limited English use has to do with students' shyness, anxiety, insecurity.

4.1.2 Attitudes towards language use during English lessons

In this section I have discussed my findings in regards to students' opinions and perceptions about using English and L1 during instruction. In the survey, students were given a few statements about language use during English lessons and students were supposed to answer how much they either agreed or disagreed with the statement. Students could choose between answering strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. First, I will go over the results from asking students about the importance of using English in the classroom. Then, I will go over the findings from students' responses towards using L1 in certain circumstances in the English classroom. Lastly, I discussed their responses, where students are asked whether English use in the classroom assists them in their language learning.

Students were asked about the importance of the teacher and students speaking English during lessons. First, students were asked whether they think it is important that the teacher speaks only English during lessons. A vast majority (78%) of students agreed or strongly agreed with this statement. Few (7%) students disagreed or strongly disagreed with this statement, and 14% reported neither agreeing nor disagreeing. Then, students were asked whether they think the students should always speak English during lessons. Not as many students agreed but about half (51%) of them strongly agreed or agreed that students should always speak English

during instruction. More (15%) students disagreed or strongly disagreed that the students should always speak English than agreed with the teacher speaking English. Then about one third(34%) of student neither agreed nor disagreed with this statement. In summation, the results show that the majority of students want the teacher to use English as the language of instruction and that half of students think the students should also always use English during instruction. However, these findings also show that some students do not want the teacher to only speak English and more students feel that students should not have to always speak English during lessons. Therefore, these findings suggest that some students believe their first language should not be excluded from the English classroom

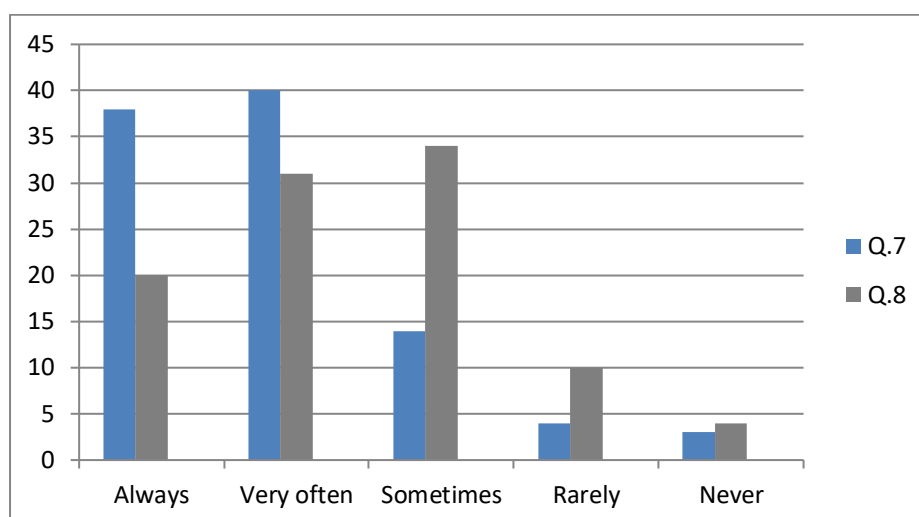


Figure 6. Q7: It is important that the teacher speaks only English during lessons.

Q8: The students should always speak English during lessons

These findings suggest that even in a classroom where the teacher speaks almost only English, that most (78%) students think it is very important that he uses only the target language, and about half of students (51%) think students should also always speak English during lessons. These findings seem to confirm findings by Ólafía María Gunnarsdóttir and Þórdís Ómarsdóttir (2009) that the teacher's language use in the classroom affects students' attitudes towards language use. Their findings show that when

English is the language of instruction, students seem to be more positive towards using English but when L1 is the medium of instruction, students are not nearly as positive towards using English in the classroom.

Furthermore, a study by Duff and Polio (1990) has showed that students were usually satisfied with the use of the L2, whether the teacher used it much or not. Therefore, these findings suggest that teacher's use of the L2 during instruction affects students' opinions towards it.

Secondly, students were asked how much they agreed or disagreed with statements asking whether their first language should be used in certain circumstances. Students were asked whether they thought L1 should be used for instructions, explaining grammar and vocabulary, classroom management, discussions non-class related things, assigning homework, asking questions and for giving feedback.

Teachers should use the L1 for:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Giving instructions	7%	18%	34%	29%	12%
Explaining grammar and vocabulary	19%	41%	25%	14%	1%
Disciplining	6%	11%	54%	20%	9%
Discussions about non- class related things	7%	17%	39%	24%	14%

Assigning homework	7%	8%	34%	36%	15%
Asking questions	3%	4%	24%	44%	25%
Giving feedback	3%	5%	35%	37%	20%

Firstly, the findings show that when asked about language use for giving instructions, one quarter (25%) of students agree or strongly agree that the teacher should use the L1 for giving instructions about assignments or other tasks. However, more students (41%) disagree or strongly disagree and think instructions should be in English. Students were also asked how often they do not understand what they are supposed to do because the teacher only explains in English. The results showed that 17% of students agree or strongly agree that they often do not understand instructions. These findings are consistent with findings from Helga H. Sigurjónsdóttir's (2006) study. She stated that many teachers often avoid giving instructions in English because it tends to be too difficult and therefore they resort to using students' first language to give instructions (Helga H. Sigurjónsdóttir, 2006).

Secondly, the findings show that the majority (60%) of students strongly agree or agree that the teacher should use L1 when explaining something difficult, for example grammar or vocabulary. Only 15% of students disagreed or strongly disagreed when asked about this statement. The results from the study by Helga H. Sigurjónsdóttir (2006) and by Ceo-DiFrancesco (2013) have shown that most teachers have difficulties explaining grammatical concepts and challenging vocabulary in English. Teachers find that by using the first language, they can save time and avoid lengthy explanations in English (Pablo et al., 2011). Additionally, research findings have shown that teachers believe the L1 is more effective than the L2 for teaching grammatical concepts (Crawford, 2004). Furthermore, teachers think the L1 is useful for comparative analysis of both languages

when teaching about grammar and vocabulary (Dickson, 1996; Mart, 2013; Pablo et al., 2011).

Additionally, students were asked whether they think the teacher should use L1 to discipline students. Most (54%) students reported neither agreeing nor disagreeing with this statement. About 17% of students strongly agreed or agreed that the teacher should use L1 for classroom management but more students (29%) reported disagreeing or strongly disagreeing. However, as stated in the literature review, many teachers have reported having difficulties managing the classroom in the target language (Ceo-DiFrancesco, 2013). Therefore, researchers have suggested that teachers use the first language for disciplining students.

In addition, students were asked whether they think the teacher should use L1 when he is talking about things that are non-class related. Most (39%) students reported neither agreeing nor disagreeing with this statement. Almost as many (38%) students disagreed or strongly disagreed that the teacher should use Nepali to talk to students about life outside of school. The rest (24%) of students agreed or strongly agreed that the teacher should use L1 to discuss with students about non-class related things. Therefore, it seems that most students do not mind that the teacher uses English to talk about non-class related things. However, the findings show that some students feel like the teacher should use L1 to talk about life outside of school.

Furthermore, students were asked whether they think the teacher should use L1 to assign homework. The majority of students (51%) reported disagreeing or strongly disagreeing with this statement. However, about one third (34%) of students neither agreed nor disagreed with this statement and 15% of students agreed or strongly agreed that the teacher should use L1 to assign homework. Therefore, most students would like the teacher to use English when assigning homework.

Additionally, students were asked if they think the teacher should use L1 to ask questions. About one quarter (24%) of students reported neither

agreeing nor disagreeing with this statement. Few (7%) students agreed or strongly agreed with this statement. A vast majority (69%) of students disagreed or strongly disagreed that the teacher should use students' first language to ask questions. These findings suggest that the majority of students would like the teacher to ask questions in English.

Lastly, students were asked whether they think the teacher should use L1 to give students feedback, for example by praising them or correcting them. About one third (35%) of students reported neither agreeing nor disagreeing with this statement. Only a small number (8%) of students agreed or strongly agreed that the teacher should use L1 for giving feedback. The majority (57%) of students disagreed or strongly disagreed with this statement. Therefore, most students do not wish that the teacher uses their first language to praise them or correct them.

To begin with, students were asked whether they think it is easier to learn the language because the teacher speaks only English. The results show that a great majority (81%) of students agree or strongly agree with this statement. Only a few (4%) students disagreed or strongly disagreed and about 15% neither agreed nor disagreed with the statement. Then, students were asked whether they think the amount of English the teacher speaks affects their language proficiency. The results show that the majority (67%) of students think that the more English the teacher speaks, the better the students will be in the target language. My findings support previous research, where the amount and quality of the L2 input that the teacher provides affects how fast and well students learn the language (Ellis, 2005; Moeller & Roberts, 2013). These findings therefore suggest that students believe that the teacher's use of the target language during instruction will benefit their English language development.

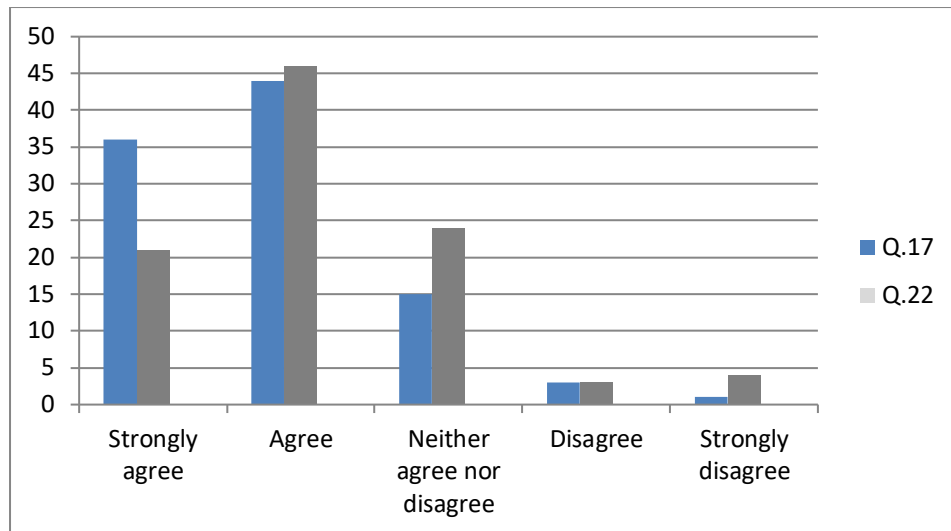


Figure 7. Q16: It is easier to learn the language because the teacher speaks only English.

Q17: The more English the teacher speaks, the better the students will be in English

In addition, students were asked whether they think they have to speak English during lessons to really learn the language. About 23% of students reported neither agreeing nor disagreeing with this statement. The majority of students (55%) agreed or strongly agreed that for them to really learn the language they have to speak English during instruction. However, about one fifth (20%) of students disagree or strongly agree with the statement. These findings suggest that most students feel like their use of English during lessons affects their language learning and that they have to speak English to be able to develop their English language proficiency. These findings support previous findings by Lovísa Kristjánsdóttir et al. (2006) where their findings showed that the majority of students think they can learn much or very much by speaking English during lessons.

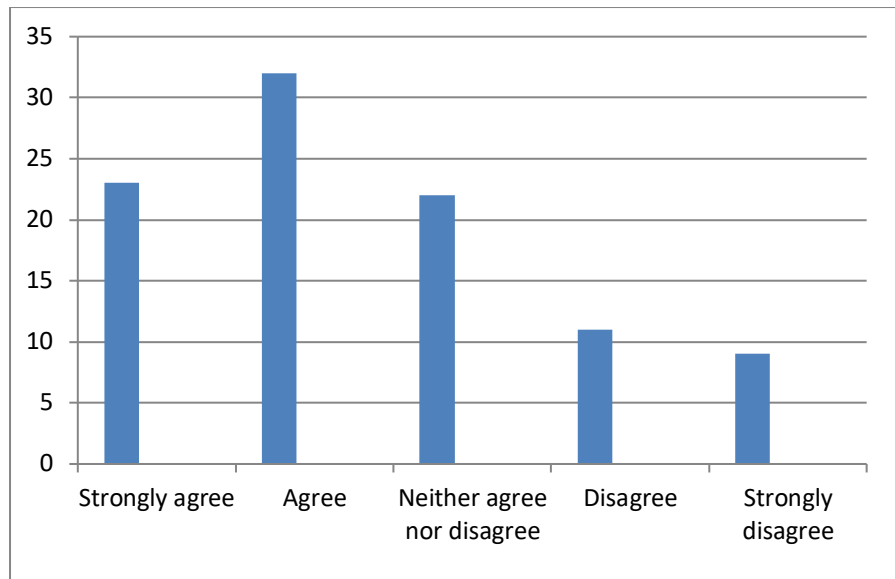


Figure 8. Q18: I have to speak English during lessons to really learn the language.

Additionally, students were asked whether they think their vocabulary and grammar have improved because the teacher speaks mostly English during instruction. Many (42%) students agreed or strongly agreed that their grammar and vocabulary have improved because of the teacher speaking English during lessons. About 37% of students reported neither agreeing nor disagreeing with both statements and about 21% of students disagreed or strongly disagreed with the statements. These findings suggest that many students feel like the teacher's use of English has improved their grammar and vocabulary.

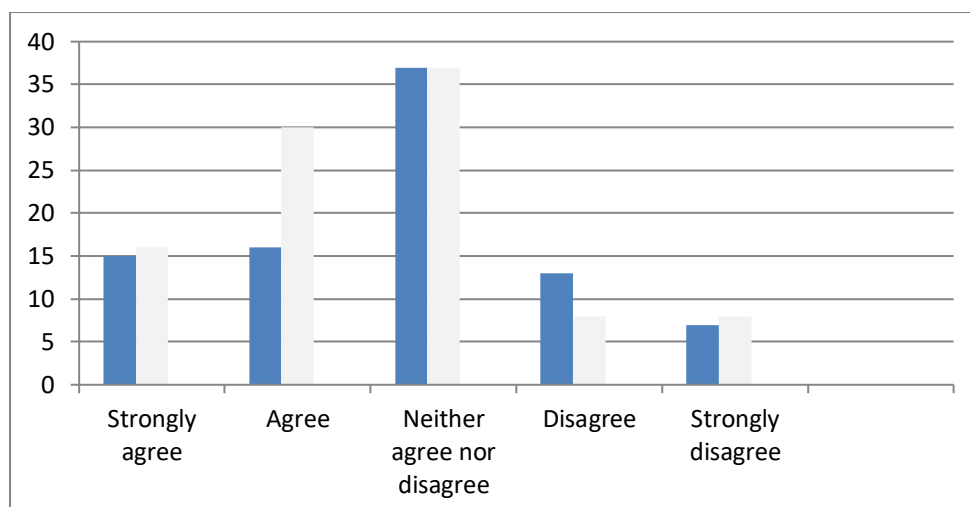


Figure9. Q 19: My grammar and vocabulary have improved because the teacher mostly speaks English.

Lastly, students were asked if they think their English accent has improved because they get to practice speaking English during lessons. Almost half (49%) of students agreed or strongly agreed that their accent was better because they practice speaking during lessons. About one quarter (26%) of students reported disagreeing or strongly disagreeing with this statement and another quarter (25%) of students reported 'neither agreeing nor disagreeing' that their accent had improved because of the opportunity to practice during lessons. These findings suggest that for some students, the opportunity to speak English during instruction has improved their English accent.

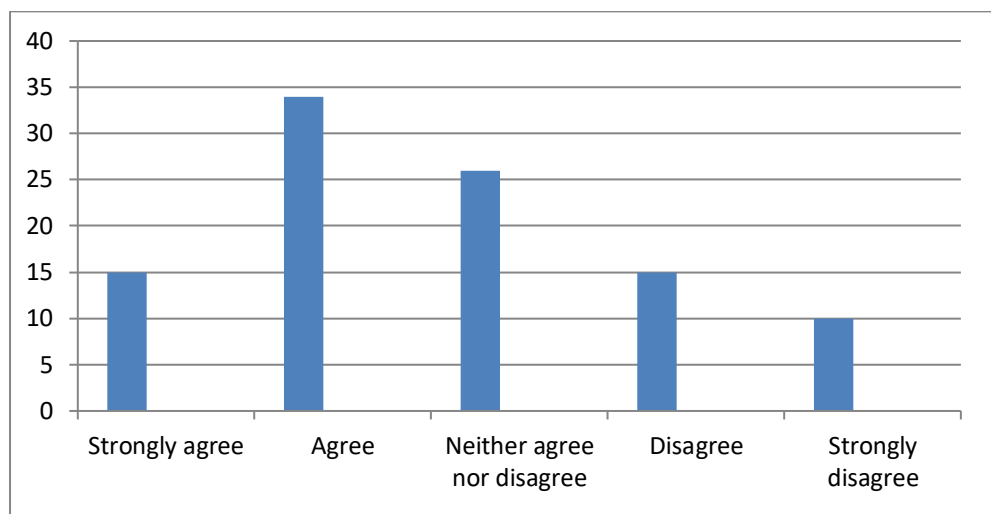


Figure10. Q20: My English accent has improved because I get to practice speaking English during lessons.

4.1.3 Comfort during English lessons

I decided to ask students a few questions about their feelings towards the use of English during lessons. My previous findings suggest that boys are more likely to use English during lessons than girls. My findings about girls' and boys' different attitudes towards using English during lessons

might shed a light on the reasons why the girls reported speaking less English during lessons. Students were asked a few statements about their feelings during English lessons and they were able to answer strongly agree, agree, neither agree nor disagree, disagree and strongly disagree.

First, students were asked if they sometimes feel bad or uncomfortable for having to speak or read English in front of the whole class. On average, about one third (31%) of students reported agreeing or strongly agreeing with the statement. However, 43% of girls, compared to only 16% of boys, reported agreeing or strongly agreeing that they sometimes feel uncomfortable for having to use English in front of the whole class. The majority (53%) of boys reported disagreeing or strongly disagreeing with this statement, whereas fewer (36%) girls also reported disagreeing or strongly disagreeing. These findings suggest that one third of students sometimes feel bad or uncomfortable for having to speak or read English in front of the whole class, and that more girls feel this way than boys.

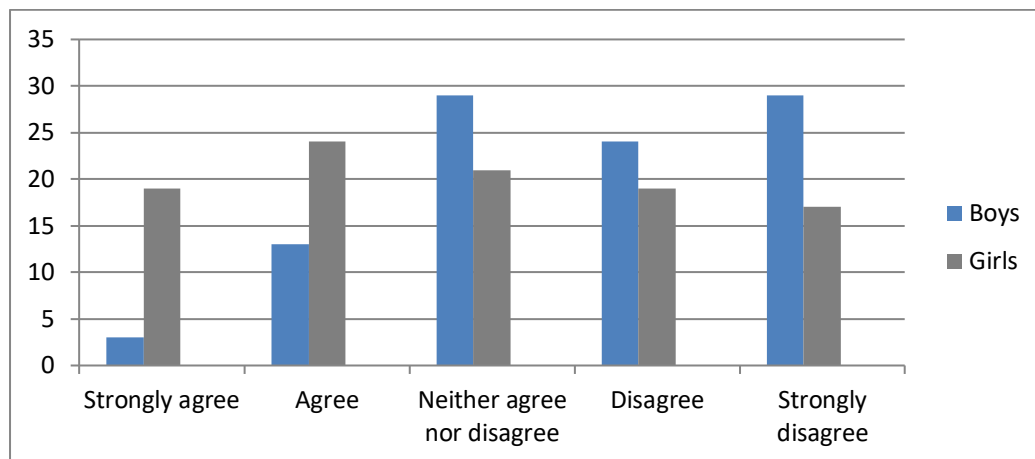


Figure 11. Q21: Sometimes I feel bad or uncomfortable for having to speak or read English in front of the whole class.

Students were asked whether they were shy to speak English. On average, about 23% of students reported agreeing or strongly agreeing with this statement. However, the results show that 35% of girls, compared to

12% of boys, reported agreeing or strongly agreeing that they were shy to speak English. The majority (57%) of boys reported disagreeing or strongly disagreeing to being shy to speak English, whereas fewer (33%) girls also reported disagreeing or strongly disagreeing with this statement. These findings therefore suggest that almost one quarter of students feel shy to speak English, and that far more girls feel this way than boys.

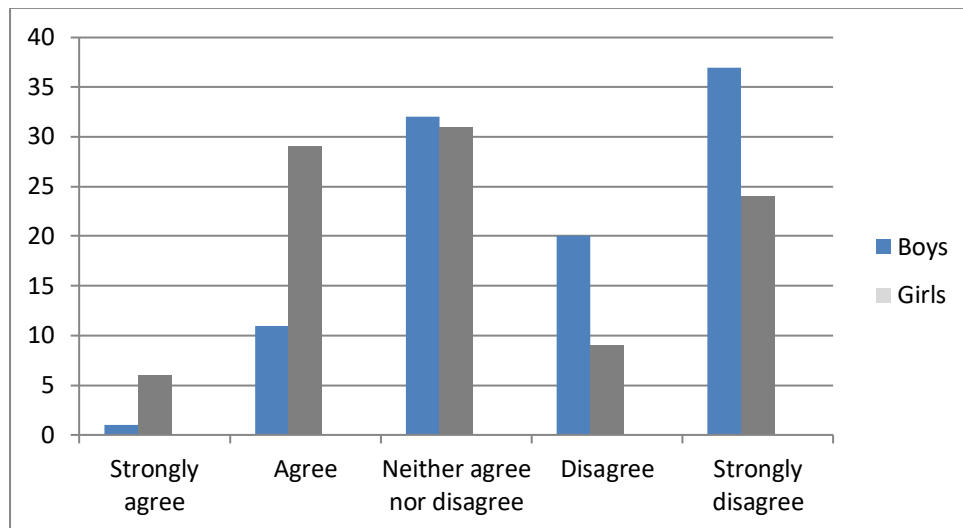


Figure 12. Q22: I am shy to speak English

Lastly, students were asked if they are afraid that other students will make fun of them when they are speaking English. On average, 20% of students reported agreeing or strongly agreeing with this statement. However, 32% of girls, compared to 7% of boys, reported agreeing or strongly agreeing that they were afraid that other students would make fun of them when they are speaking English. The majority (66%) of boys reported disagreeing or strongly disagreeing to with statement, whereas fewer (41%) girls also reported disagreeing or strongly disagreeing. These findings suggest that one fifth of students are afraid that other students will make fun of them when speaking English, and that far more girls feel this way than boys.

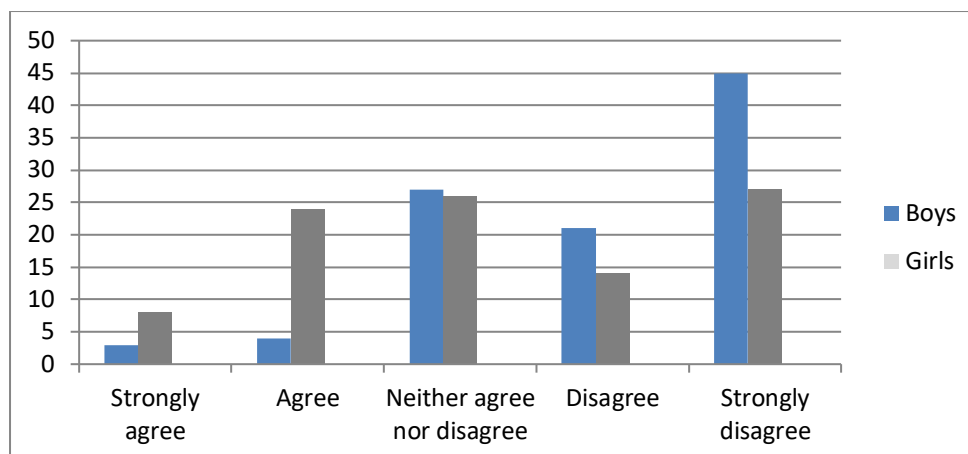


Figure13. Q23: I am frightened that other students will make fun of me when I speak English.

In summation, the results suggest that girls are more often shy to speak English, more often feel bad or uncomfortable for having to speak or read English in front of the whole class and are more often afraid that other students will make fun of them for speaking English. Overall, these findings show that about one third of students feel uncomfortable having to speak or read English in front of the whole class. About one quarter of students also reported feeling shy to speak English and one fifth reported worrying about being made fun of when speaking English. My findings support a previous study by Helga H. Sigurjónsdóttir (2006), where teachers believed that students' shyness, anxiety and insecurity are preventing students from using English in the classroom.

To gather more information about students' feelings during English lessons, they were asked whether they often get frustrated because they do not understand what the teacher is saying in English. About 17% of students reported neither agreeing nor disagreeing to this statement. A bit fewer (15%) students reported agreeing or strongly agreeing that they often get frustrated because they do not understand the teacher. Although a majority (68%) of students reported disagreeing or strongly disagreeing that they get frustrated by this. These findings suggest that there usually are a number of students in the classroom who often do not understand what the teacher is

saying in English and get frustrated or anxious because of it. My findings support a previous study by Ceo-DiFransesco (2013), where teachers report that students often get frustrated when the teacher uses only English.

4.2 Summary of Findings

The findings of my study are given below:

1. Teachers should maximize the use of English as a predominant language in classroom activities.
2. They should encourage students to use English while talking with teachers and friends during school period.
3. They should not enforce students 'English only'. If it is done, students can't express their opinion and ideas freely.
4. In particular situations students should be allowed to use their first language during lesson.
5. While giving instructions, it is better to use English to give simple instructions and Nepali for complex.
6. English teachers resort to using students' first language when teaching grammar or explaining a difficult or abstract word.
7. The teachers should use English to assign homework but he should additionally provide students with the homework description in students' first language.
8. The teachers use the target language to ask students questions. However, depending on the context of the questions, teachers might sometimes have to use Nepali to ask questions.
9. Teachers should use English for classroom management. However, in certain circumstances, for example where students have badly misbehaved, teachers should use students' first language to discipline them. The reason for that is because when teachers use Nepali they will probably sound more serious and students will understand that the teacher is not just joking around or pretending.
10. My findings show that the vast majority of students want the teacher to use English to give feedback and that few students would like him to use Nepali. So, teachers should give feedback in TL in groups but L1 is better for individual and personal feedback

Chapter- V

Conclusion and Recommendations

5.1 Conclusions

The study conducted focused on learners' attitudes and perceptions about the teacher's use of the target language and the first language during English instruction. In grades 9 and 10 in the participating school, the teachers almost exclusively use English as the medium of instruction in the classroom. My findings show that the majority of the students always or very often use English during lessons, that many also sometimes speak English and that only few students rarely or never speak English during lessons. My findings confirm that teacher's use of English in the classroom affects students' use of English. Thus, in a classroom where the teacher mainly speaks the target language, the students are more likely to also use more English.

Two main research questions were stated in the introduction. The first question asked whether or not students see their own and their teacher's use of English during instruction as beneficial. The findings from my questionnaire show that the majority of students think it is important that the teacher speaks English exclusively during lessons. Furthermore, a great majority of students think it is easier to learn the English language because it is used as the language of instruction and the majority think that the more English the teacher speaks, the better the students will be in the target language. Many students additionally believe that the teacher's use of English has improved their vocabulary and grammar. When asked about the importance of students using English during lessons, about half of them think it is important that they only use English during instruction. Additionally, about half the students reported believing that if they want to learn the language, they have to speak English during lessons. Moreover, about half the students think it is easier for them to speak English and that

their accent has improved because they get a lot of practice during lessons. Overall, these findings therefore suggest that a majority of students value that the teacher speaks English and believe that both his and their own use of English during instruction will benefit their English proficiency.

The other main research question asked when teachers and students should use their first language in the English classroom. My findings support the view that students' first language serves an important role during English instruction. The first language should mainly be used to support students' second language learning. My findings suggest that the teacher should mostly always use the L1 for giving complicated instructions and for explaining grammar and abstract vocabulary. Additionally, the teacher should sometimes use the L1 for managing the classroom, for talking to students about non-class related things and for assigning homework. Furthermore, under certain circumstances, the teacher should also sometimes have to use the L1 for giving individual feedback and for asking questions. Moreover, students will most likely use the L1 more than the teacher in the classroom. Students will need to be able to use their L1 during pair- and group work because it serves as a cognitive tool for them. Additionally, students' L1 is very important for socializing and therefore students need to be able to use their first language to connect with their peers, and sometimes their teacher, in the L1. Overall, there is no golden rule for the use of the first language in the English classroom—teachers and students should be able to use the L1 whenever the L2 becomes problematic or inefficient.

I have just explored the opening to students' perceptions and attitudes towards using their first language and the target language during instruction. Additionally, it would be interesting to delve deeper into the topic and interview students about their language use during lessons and how their first language assists them in learning a second language. Those findings might uncover different uses for the first language in the classroom. Furthermore, it would be interesting to see if the first language serves different roles with beginner levels compared to intermediate or advanced learners.

In conclusion, my findings confirm that using English as the language of instruction in the upper grades is most beneficial, but that students' first language serves an important role. Teachers and students should be able to use the L1 and the L2 interchangeably in the classroom. It should become natural for them to switch between both languages whenever necessary. Although, the goal should be to use the target language predominantly and use the first language only in clearly defined circumstances, or when the use of the L2 becomes inefficient or problematic. Moreover, teachers should reflect upon their use of the target language and the first language in the English classroom and ultimately be able to make well informed decisions on how to use the first language and target language during instruction. Teachers need to understand that students' mother tongue is a natural and facilitating part of the learning process and they should be ready to explain this to students and their parents. Furthermore, teachers should be able to use students' input and preferences to decide when it is most useful to employ either the target language or the first language during lessons. Keeping in mind that students will have different opinions about L1 use in the English classroom, teachers' professional judgment will be called upon in making case-by-cases decisions.

5.2 Recommendations

Based on my findings and previous research, I have given some recommendations on how English teachers in grades 9 and 10 in Nepalis schools should use both the target language and students' first language during instruction. First, I have presented recommendations for language use in the classroom. Lastly, I have provided teachers with strategies to increase the use of English during lessons.

5.2.1 Policy Level

Regarding the use of medium of instruction based on my study and its findings, I have put forward some of the recommendations in policy level.

5.2.1.1 Curriculum modification focusing on student-centered activities

Students seem to be more active when they involve in classroom activities but more passive when teachers involve in teacher centered activities. The Curriculum Development Center (CDC) should develop the teaching aids based on student centered activities.

5.2.1.2 Teacher and Qualification

It is nothing to do with all the established methods and policies if the teacher selection is not considered. Only qualified and expert teachers can better handle the classroom with appropriate teaching methodology. Qualification and training are the key factors to enhance the professionalism of teachers.

5.2.1.3 Teaching and Reading Aids

The availability of teaching aids for teachers and reading aids for learners should be made easier so that they can have access with them twenty four seven. The materials found in the markets are seemed to be more superficial which cannot meet the need of teachers and learners.

So, high level materials should be developed examining their quality and relevancy with their easy access to the learners and teachers.

5.2.2 Practice Related Level

5.2.2.1 Language use during instruction

In this section I have given my recommendations on how English teachers and students should use English and L1 during instruction. I will base my recommendations on my own research findings and on previous research.

1. Use English as the predominant language

English should be used as the predominant language during instruction. My findings show that using English as the predominant language of instruction has many benefits. In a classroom where English is the medium of instruction, the majority of students think it is very important for the teacher to speak only English and want to keep it that way.

Additionally, my findings suggest that if the teacher uses English as the predominant language of instruction, students are much more likely to speak English during lessons, more likely to ask and answer the teacher's questions in the English, and more likely to use English to interact with their peers. In addition, my findings show that the majority of students think it is easier to learn English because the teacher uses English as the medium of instruction and majority of students also believes that the teacher's use of English during instruction will benefit their English language proficiency. Lastly, my findings showed that many students think that the teacher's use of English has improved their grammar and vocabulary.

2. Encourage students to use English.

English teachers should encourage their students to use the target language during instruction. My findings show that half of students think students should always use English during instruction and most students think they have to speak English during lessons to be able to develop their English language proficiency. Additionally, my findings suggest that the

majority of students feel more comfortable speaking English because they get a lot of practice during lessons and some students think their accent has improved because they get to speak English during lessons. Students' use of English during instruction can be very important if they have no other opportunities outside of school to practice speaking the language. Therefore, teachers should include activities where students get the opportunity to speak English and encourage them to do so.

3. Do not enforce 'English only'.

English teachers should not speak English only and should not forbid the use of Nepali during instruction. Excluding students' first language from the classroom and allowing English only in the classroom is neither efficient nor supported. These difficulties and obstacles derive from exclusive use of the L2 and can therefore be prevented if teachers and students use the first language to support their learning. Therefore, there are barely any reasons to avoid the use of the L1 in the English classroom. However, one justification for avoiding students' L1 in the classroom may be in a multilingual situation, where there are several first languages in the classroom and therefore it would be impossible for the teacher to acknowledge all of them (Cook, 2008). Additionally, if the teacher does not know the students' first language, clearly he or she could not use it in the classroom—which may speak against the hiring of such teachers.

4. Support students by using L1 (Nepali).

Teachers should support their students' English language development by using Nepali in the classroom. My findings show that some students do not want the teacher to speak only English during lessons and that there usually are a number of students in the classroom who often do not understand what the teacher is saying in English and get frustrated or anxious because of it. Therefore, it is important that teachers use students' first language when necessary, to support students in their language learning.

5. Allow students to use their first language.

English teachers should allow students to use their first language during instruction. My findings show that many students feel that students should not always have to speak English during lessons and therefore it suggests that many students want to be able to use their first language. Students should be able to resort to using their L1 if the use of English becomes problematic or inefficient. Furthermore, many researchers have suggested that students' first language is an important cognitive tool at all stages of second language.

6. Avoid too much L1 use.

Even though English teachers are encouraged to use L1, they should be cautious not to overuse and actively encourage it. The first language should not be used because it is an easier option, because if the amount of the L1 is too high in L2 instruction it will be a hindrance in learning the second language (Mart, 2013). Additionally, if teachers use Nepali too much, students will fail to realize the importance of English and they will rather express their thoughts in Nepali even though they are capable to do so in English. In addition, if teachers rely too much on using the L1, it can discourage students so they will have less need to understand English and acquire it. Furthermore, teachers should not rely too much on using Nepali from the beginning because students will otherwise become dependent on the L1 and expect the teacher to give instructions and explanations in the L1. Therefore, I recommend that teachers use the L1, but that they are alert not to abuse it.

7. Set classroom rules for language use.

English teachers should set classroom rules for language use with each one of their classes. The language teachers should use the students' L1 in clearly-defined circumstances. Teachers should discuss and reflect upon language use in the classroom with their students and talk about when it is appropriate and helpful to use the L1 versus the L2. With the teacher's facilitation, students can then establish their own classroom rules for

language use. This could be done at the beginning of each term and the rules from the previous term could be used to reflect on whether they felt they were successful and helpful. Findings have shown that even though classes came to different conclusions, where some decided to seldom use the L1 and others enumerated specific situations for the use of the L1, every class stuck to its decision and teachers felt relief at not having force students to use a certain language. Therefore, by establishing language rules students will be more involved and aware of their language use.

5.2.2.2 Certain classroom functions

In this section, there are some recommendations which are based on my research findings. I have given suggestions when teachers should use either English or Nepali for certain classroom functions. Teachers can use these recommendations as support when developing classroom rules for language use during lessons with their students.

1. Giving instructions

My findings show that most students would like instructions to be in English. However, one quarter of students want the teacher to use Nepali when giving instructions and about one sixth of students often do not understand instructions, when in English. Therefore, I suggest that teachers use English for giving simple instructions. However, when it comes to explaining a more complicated activity and students seem to be having difficulties understanding the instructions in English, the teacher should also briefly explain the activity in Nepali. Although, teachers have to make sure that students do not become dependent on receiving instructions in their first language so teachers should only explain in Nepali when they believe it is necessary.

2. Explaining grammar and vocabulary

My findings show that the vast majority of students want the teacher to use Nepali when explaining something difficult, for example grammar or vocabulary. Therefore, I suggest that English teachers resort to using

students' first language when teaching grammar or explaining a difficult or abstract word.

3. Classroom management

My findings show that about one sixth of students want the teacher to use Nepali when disciplining students, but more students would like him to use English. Therefore suggest that teachers use English for classroom management. However, in certain circumstances, for example where students have badly misbehaved, teachers should use students' first language to discipline them. The reason for that is because when teachers use Nepali they will probably sound more serious and students will understand that the teacher is not just joking around or pretending.

4. Developing rapport with students

Using English as the language of instruction does not affect most students' relationships with teachers. However, some students have difficulties with developing a relationship with the teacher because they have to speak English with him. In lights of these findings I suggest that teachers use the target language to talk to students about their weekends, hobbies and other things because the students should be able to use English in authentic-like situations. However, the teacher should also be willing to speak students' first language to be able to talk about topics which some students might not have the language capacity to discuss in their second language. Teachers should not allow students' language proficiency in English to get in the way of establishing a rapport with them.

5. Assigning homework.

My findings show that a majority of students would like the teacher to use English to assign homework but some students would like him to use Nepali. Therefore, I suggest that the teacher uses English to assign homework but that he additionally provides students with the homework description in students' first language. Then, for example, the teacher could assign homework in English but put the homework instructions in Nepali on Mentor.

6. Asking questions.

The vast majority of students would like the teacher to use English to ask questions. Therefore, I strongly suggest that the teacher uses the target language to ask students questions. However, depending on the context of the question, teacher might sometimes have to use Nepali to ask questions.

7. Giving feedback.

The vast majority of students want the teacher to use English to give feedback and that few students would like him to use Nepali. Therefore, I recommend that the teacher uses the target language to give students feedback, for example by praising them or correcting them. However, the teacher should also be open to giving students individual and personal feedback in their first language because that could be very beneficial for some students.

5.2.2.3 Increasing English use

English teachers should use English as the predominant language of instruction and many teachers in Nepal do not use much English during lessons. I have provided teachers with methods to increase English use during instruction. This section is mainly based on pedagogical techniques which researchers have suggested to assist teachers in using the target language more during instruction.

1. Make input comprehensible

Teachers should make input comprehensible through verbal or nonverbal means. Teachers often fear that students will not understand important information unless given the L1 translation. Therefore they can either modify the L2 input, for example by repeating, slowing down, paraphrasing and simplifying syntax and vocabulary, or they can use nonverbal means to make input more comprehensible, for example by using visuals, props and gestures. Students can use the visuals to decode meaning and their understanding will be enhanced by presenting both visual and

verbal information. This way, students are building on their background knowledge and will more likely remember the new vocabulary, instead of when the teacher just gives them the translation. They should rather make sure that students develop their listening comprehension strategies and help them focus on important information and get the overall meaning.

2. Create a safe classroom environment.

Findings from my own study suggest that one third of students sometimes feel bad or uncomfortable for having to speak or read English in front of the whole class, that almost one quarter of students feel shy to speak English, and that one fifth of students are afraid that other students will make fun of them, when speaking English. The research also shows that teachers believe that students' shyness, anxiety and insecurity are preventing students from using English in the classroom (Helga H. Sigurjónsdóttir, 2006). Therefore, it is important for teachers to create a respectful classroom community where students can produce language without fear of being mocked. Additionally, teachers should promote risk taking. Risk taking is very important for a student to become a successful language learner because students learn from their failures. Krashen (1982) states that when students have negative emotions, for example if they are feeling anxious, doubtful or bored, the learning experience will be decreased and it interferes with their language acquisition. Therefore, teachers should create a low-anxiety environment, where risk taking is rewarded and language mistakes are looked upon as natural, developmental and necessary in order to acquire a language.

3. Encourage target language use.

Teachers should constantly motivate students to use the L2. Instructors can teach students phrases or questions in the L2 to help them interact in English during lessons. Then, teachers can reward students for using the L2 during class when asking or answering questions, sharing their opinions and ideas or communicating with their peers during activities. Teachers can also use reward points or any other reward system for this. It is a good idea to

allow students to use the second language spontaneously, for example if they want to tell a joke or a short story in the L2, it should be encouraged. Teachers should also create opportunities to talk to students about their weekends or hobbies to allow them to express themselves through the L2. The goal is to encourage discourse in the L2 between teachers and students, and among students themselves. With practice and more confidence, students will improve and feel a sense of accomplishment, which will become internalized and further motivate students to use the L2.

5.2.3 Further Research Related Level

Post-graduate students are required to be more research oriented. In fact, language and teaching are the major areas of research for post-graduate. During my research work I experienced and encountered lots of research questions and problems i.e. other more topics in language teaching area. Some of the research topics for post-graduate are prescribed below;

1. Effectiveness of L1 in L2 learning
2. Role of L2 in L2 classroom
3. Effectiveness of medium of instruction in L2 classroom
4. Roles of motivation in learning L2

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Appendix 1
Results from questionnaire

SN	Language use during English lessons	Always	Very often	Sometimes	Rarely	Never
1.	Q1: How often does the teacher speak English during lessons?	74%	22%	2%	1%	2%
2.	Q2: How often do you speak English during instruction?	21%	38%	27%		1%
3.	Q3: When you ask the teacher something, how often do you ask in English?	30%	38%	21%	7%	4%
4.	Q4: How often do you answer the teacher in English when he asks you questions in English?	44%	31%	17%	7%	1%

5.	Q5: How often do you speak English with your classmates?	2%	10%	34%	26%	28%
6.	Q6: When you have pair- or group work, how often do you speak English?	2%	6%	32%	31%	29%

Appendix-2

SN	Attitudes towards language use during English lessons	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	Q7: I think it is important that the teacher speaks only English during lessons	38%	40%	14%	4%	3%
2.	Q8: I think the students should always speak English during lessons.	20%	31%	34%	11%	4%
3.	Q9: I think instructions for assignments should be in Nepali.	7%	18%	34%	29%	12%
4.	Q10: I think the teacher should use Nepali when he is explaining something difficult, like grammar or vocabulary.	19%	41%	25%	14%	1%
5.	Q11: I think the teacher should use Nepali to discipline students.	6%	11%	54%	20%	9%

6.	Q12: I think the teacher should use Nepali when he is discussing with students about something that is not class related.	7%	17%	39%	24%	14%
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7.	Q13: I think the teacher should use Nepali when he is assigning homework.	7%	8%	34%	36%	15%
8.	Q14: I think the teacher should use Nepali to ask students questions.	3%	4%	24%	44%	25%
9.	Q15: I think the teacher should use Nepali to praise or correct students or to give feedback.	3%	5%	35%	37%	20%
10.	Q16: It is easier to learn the language because the teacher only speaks English.	36%	45%	15%	3%	1%
11.	Q17: I think the	21%	46%	25%	4%	4%

	more English the teacher speaks, the better the students will be at English.					
12.	Q18: I think I have to speak English during lesson to really learn the language.	23%	32%	23%	11%	9%
13.	Q29: I think my grammar and vocabulary have improved because the teacher speaks mostly English.	24%	18%	37%	14%	7%
14.	Q20: I think my English accent has improved because I get to practice speaking during English lessons.	15%	34%	26%	15%	10%

Appendix- 3

SN	Wellbeing during English lessons	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
		B	G	B	G	B	G	B	G	B	G
1.	Q21: Sometimes I feel bad or uncomfortable for having to speak English in front of the whole class.	B	G	B	G	B	G	B	G	B	G
		3%	19%	13%	24%	29%	2%	24%	19%	29%	17%
2.	Q22: I am shy to speak English.	B	G	B	G	B	G	B	G	B	G
		1%	6%	11%	29%	32%	31%	20%	9%	37%	24%
3.	Q23: I am afraid that other students will make fun of me when I am speaking English.	B	G	B	G	B	G	B	G	B	G
		3%	8%	2%	24%	27%	26%	21%	14%	45%	27%