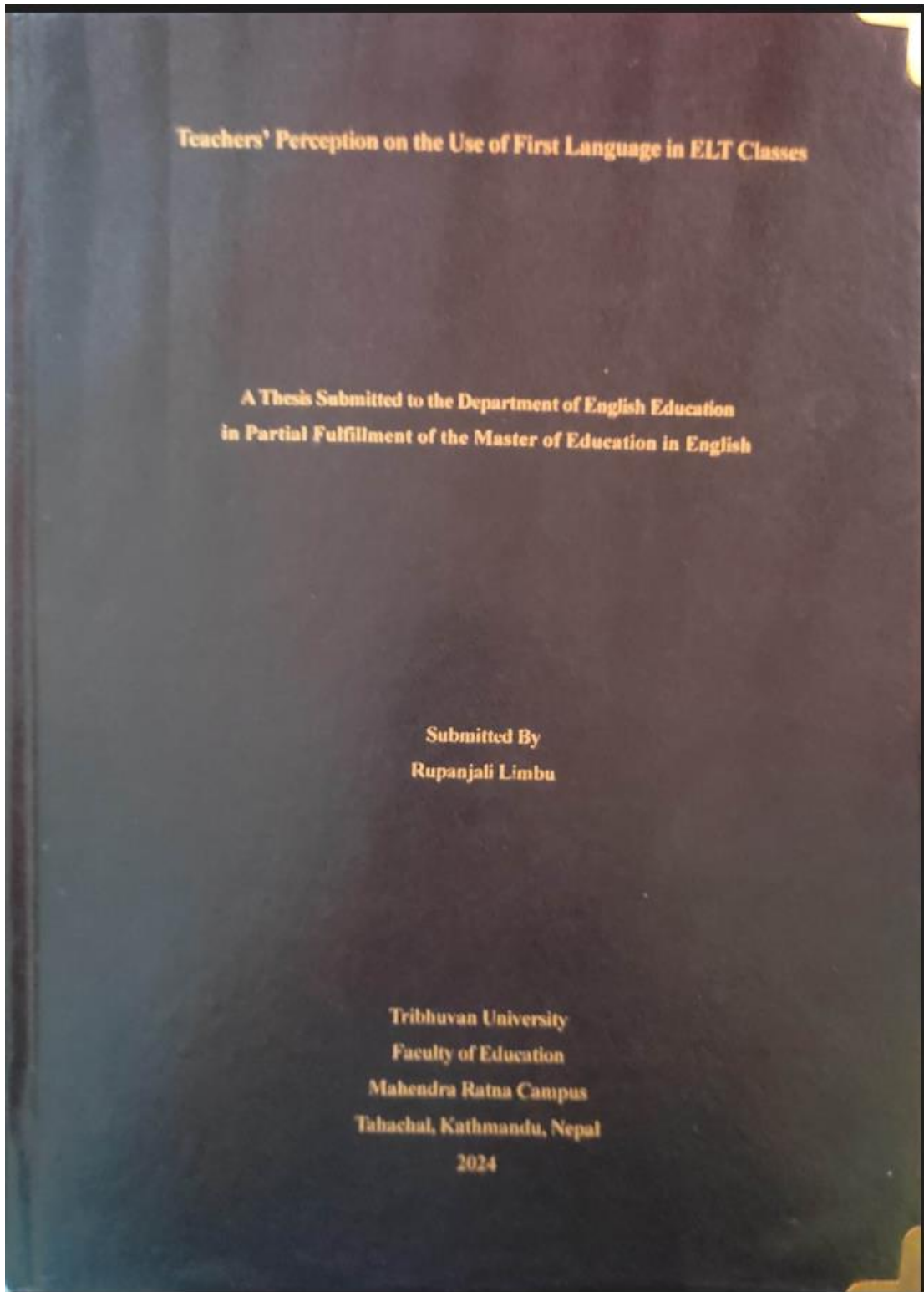


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Teachers' Perception on the Use of First Language in ELT Classes

**A Thesis Submitted to the Department of English Education
in Partial Fulfillment of the Master of Education in English**

**Submitted By
Rupanjali Limbu**

**Tribhuvan University
Faculty of Education
Mahendra Ratna Campus
Tahachal, Kathmandu, Nepal
2024**

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Faculty of Education

Mahendra Ratna Campus

Tahachal, Kathmandu, Nepal

2024

Thesis Viva Date: July 9, 2024

Thesis Submission Date: June 16, 2024

Declaration

I hereby declare that, to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.



.....
Rupanjali Limbu

Date : June 14, 2024



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महेन्द्ररत्न क्याम्पस
MAHENDRA RATNA CAMPUS

4-271709
4-271728

P.O.Box: 1048

Tahachal, Kathmandu.


Ref No.:-

Recommendation for Acceptance

This is to certify that Mrs. Rupanjali Limbu has prepared this thesis titled 'Teachers' Perception on the Use of First Language in ELT Classes' under my guidance and supervision.

I recommend this thesis for acceptance.

Date: June 14, 2024

.....

Dr. Uma Nath Sharma (Supervisor)
Lecturer
Department of English Education
Mahendra Ratna Campus
Tahachal, Kathmandu



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MAHENDRA RATNA CAMPUS

4-271709
4-271728
P.O.Box: 1048

Tahachal, Kathmandu.

Ref No.:-

Recommendation for Evaluation

This thesis has been recommended for evaluation by the following Research Guidance Committee:

This thesis has been recommended for evaluation by the following Research Guidance Committee:

Dr. Lok Raj Regmi
Reader and Head
Department of English Education
Mahendra Ratna Campus
Tahachal, Kathmandu

Signature

.....
(Chairperson)

Dr. Uma Nath Sharma
Lecturer
Department of English Education
Mahendra Ratna Campus
Tahachal, Kathmandu

.....
(Supervisor)

Dr. Tek Mani Karki
Lecturer
Department of English Education
Mahendra Ratna Campus
Tahachal, Kathmandu

.....
(Member)

Date : June 14, 2024



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MAHENDRA RATNA CAMPUS

4-271709
 4-271728
 P.O.Box: 1048
 Tahachal, Kathmandu.

Ref No.:-

Evaluation and Approval

This thesis has been evaluated and approved by the following Thesis Evaluation and Approval Committee:

This thesis has been evaluated and approved by the following Thesis Evaluation and Approval Committee:

Dr. Lok Raj Regmi
 Reader and Head
 Department of English Education
 Mahendra Ratna Campus
 Tahachal, Kathmandu

Signature



 (Chairperson)

Dr. Narendra Raj Paneru
 Lecturer
 Department of English Education
 Sanothimi Campus
 Tribhuvan University



 (Expert)

Dr. Uma Nath Sharma
 Lecturer
 Department of English Education
 Mahendra Ratna Campus, Tahachal



 (Supervisor)

Date: July 9, 2024

Dedication

My special dedication goes to my parents Mr. Ram Bahadur Limbu and Mrs. Desh Maya Limbu. Who devoted their whole life for my study and made me What I am today.

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Rupanjali Limbu

Abstract

This research work entitled ‘Teachers’ Perception on the use of First Language in ELT Classes’ has been carried out to find out the purpose to explore the teachers’ perception on the use of first language in ELT classes. The researcher used simple random sampling procedures to select thirty communities school level English language teachers from Laligurans Municipality of Tehrathum district. Five point Likert’s scale questionnaire were used to gather the teachers’ perceptions. The data collected from the respondents were analyzed and interpreted to meet the objectives of the study. It was found that the teachers identify their linguistic background of students. On the other hand, if students cannot express themselves in English however can express themselves in their First Language, it should be facilitated. Moreover, it was perceived that teaching become effective through the creation and collection of a wide range of educational materials, learning activities focus in group and pair work and to make the classroom environment inclusive.

The study is divided into five chapters. Chapter one deals with introduction. It consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and definitions of the key terms. Second chapter deals with the review of conceptual literature, review of empirical findings, review of related theory, implications of the study and conceptual framework. Likewise, third chapter includes the methods and procedures of the study. It consists of data collection tool and method, research site, participants, data collection procedures and data analysis procedures. The fourth chapter deals with the results and discussions of the collected data. Similarly, the collected data were described, analyzed and interpreted numerically and descriptively. Finally, the last chapter deals with the summary, conclusion and the implications of the study followed by references and appendix.

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List of Abbreviations

ELT : English Language Teaching

L1 : First Language

L2 : Second Language

MT : Mother Tongue

NCF : National Curriculum Framework

TETE : Teaching English Through English

Chapter 1. Introduction

In this section of my research is composed of background to the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and definitions of key terms.

Background of the Study

People all over the world speak many different languages, but English is the most important one globally. It is used a lot as a common language between people from different places. In many countries, including Nepal, English is the main language for teaching and learning. In Nepal, students have to learn English from grade one to twelve. Bista (2011) says that for Nepali speakers, English is like a foreign language, taught in schools for specific reasons, and is a must in community schools. English is not just any subject in Nepal, it is compulsory and used as the main language for teaching in many schools as well. It is also the most spoken language in the world and, for Nepalese students, it is both their second and foreign language.

English Language Teaching (ELT) involves instructing non-native speakers in the English language. In Nepal, where children typically acquire their mother tongue at first, English becomes a secondary or tertiary language, posing challenges for both teachers and students. According to Sharma (2023), English serves as a global lingua franca in areas like business, education, science, technology, and travel. Despite not being an official language in Nepal, English plays a crucial role, prompting significant growth and adoption in teaching practices. The field of English language teaching in Nepal is showing positive signs of improvement and increased recognition, driven by the importance of English in various global contexts. On the other hand, first language, often referred to as the mother tongue, home language, or native language, holds a paramount role in an individual's linguistic and cognitive development. It is the language acquired naturally from birth through daily interactions within the family, among friends, and within the community. This initial language proficiency becomes the cornerstone for one's understanding of language and forms the basis for future linguistic growth. In the context of Nepal, the significance of first language is

underscored by constitutional provisions. The Constitution of Nepal (2072) expressly states that every Nepali community has the right to receive education in their mother tongue from the basic to secondary levels (Sub-article 5 of article 31, part 3). This constitutional acknowledgment reflects the importance of preserving and promoting linguistic diversity, allowing communities to foster a deep connection with their cultural and linguistic heritage. Nepal is a rich linguistic heterogeneity, with over 124 indigenous languages spoken, among which Nepali accounts for 44.86%, and Limbu proportion 1.2% of individuals using it as their mother tongue Office (2021). This diversity is a testament to the country's cultural richness, but it also poses challenges, particularly in the education sector.

The influence of the first language on students becomes evident when they transition to learning in English. The impact is notable, as students carry with them the linguistic nuances and cognitive patterns ingrained in their first language. Recognizing this, Curriculum Development Centre (2076) emphasizes the need for local-level involvement in addressing local needs and developing curriculum materials up to the basic level. This approach aims to bridge the gap between the students' first language and the medium of instruction, fostering a smoother transition into English-based education. Moreover, the structural aspects of the curriculum are addressed, particularly at the secondary level (classes 9-12). The elective subjects are left to the policy of the schools, with coordination and facilitation at the local level. This provision reflects an acknowledgment of the need for flexibility in curriculum development to the diverse linguistic and cultural landscapes within the country. In conclusion, first language, deeply rooted in cultural identity, plays a relevant role in shaping an individual's cognitive and linguistic abilities. In the context of Nepal, constitutional provisions and educational policies recognize the importance of preserving linguistic diversity, aiming to provide an inclusive and effective education that respects and integrates students' first languages into the learning process.

Perception is a fundamental cognitive process that involves the intricate organization, identification, and interpretation of sensory information. Its primary goal is to construct a meaningful representation of the external world, facilitating our understanding of the presented information or environment. At its core, perception

encapsulates our sensory experiences, harnessing the power of our senses to apprehend objects and relationships, thereby acquiring valuable information about the surrounding environment. Teachers, as active participants in the realm of perception. Shaped by a fusion of background knowledge and lived experiences, these perceptions hold a significant influence over their professional behavior, elevating their role to one of most importance. According to Gibson (1966), the external world furnishes enough supply of contextual information that enables our visual systems to engage in direct perception, where in light information the neural pathways of the brain. This data-driven cognitive process underscores the profound nature of perception in shaping our understanding of the world.

Perception, as depicted by Gibson (1979) extends beyond the mere utilization of sensory organs and feelings; it involves the difficult interaction of thought processes. Gibson (1979) asserts that the world inherently contains sufficient contextual cues, enabling the formation of perceptual judgments. This emphasizes the intrinsic link between perception and the external environment, suggesting that our understanding of the world is deeply rooted in the information it provides. In conclusion, perception is a fusion of sensory experiences, cognitive interpretations, and emotional responses, with contextual information playing an important role in shaping our perceptual judgments.

Statement of the Problem

Nepal is country rich in cultural, religious and linguistic diversity Prasad (2004). This diversity extends to the realm of education, language where numerous minority languages are spoken. In terms of English language teaching learning English language teachers have to face various challenges in the classroom. In this context, Bhusal (2015) says that including mixed-ability students, a shortage of instructional materials, and a lack of training in practical ELT and classroom management. English teachers and students, especially, encounter linguistic and orthographic difficulties in the ELT classroom. Chaudhary (2023) emphasizes that as first language learners get on learning English, they contend with adapting to rules that may contradict of their native language. Hence, for Nepali and Limbu students, English is often learned as a foreign or second language, and possibly even a third

language. Recognizing the importance of language education, the local government has mandated teaching first language as a compulsory subject, and the Curriculum Development Centre (2076) B.S has introduced English language as a compulsory subject at the school level. Despite these provisions, there is a notable gap in understanding the challenges faced by both teachers and students in the classroom. This issue remains unexplored, prompting a realization that, as someone representing an ethnic language background and possessing teaching experience in a school with a diverse student population, it is crucial to investigate teachers' perceptions regarding the use of the first language in ELT classes. This study aims to uncover the challenges which teachers face and their perceptions when incorporating the first language in English language teaching. By shedding light on these aspects, the research seeks to contribute valuable insights to improve the effectiveness of language education in Nepal's diverse educational landscape.

Objectives of the Study

The objectives of the study are:

1. To explore the teachers' perception on the use of first language in ELT classes.
2. To recommend pedagogical implications.

Research Questions

The research questions of the study were as follows:

1. How do the teachers perceive the use of the students' first language in ELT class?
2. What can be the pedagogical implications of the findings?

Significance of the Study

The research primarily focuses on understanding teachers' perception regarding the incorporation of students' first language in ELT classes. The study aims to investigate how teachers perceive the use of the mother tongue in English Language classes and intends to interpret the experiences associated with this

practice. Furthermore, considering the national education policy, which advocates for a multilingual education system from grades 1 to 8, incorporating the first language (such as Nepali or Limbu) emerges as a potential strategy to make instruction more conversational. This is particularly beneficial for students who may struggle or feel hesitant when communicating in English, as highlighted by Sharma (2022). The insights gained from this research can prove valuable for various stakeholders, including policymakers, course designers, trainers, English language teachers, and others involved in the field. Understanding teachers' perceptions and experiences with using the first language in ELT classes can contribute to informed decision-making and the development of effective language teaching strategies.

Delimitations of the Study

The study has the following delimitations:

- The study has adopted quantitative survey research design.
- The participants for the study has been limited to basic and secondary level English Language teachers.
- Laligurans Municipality of Tehrathum district.

Chapter 2. Review of Literature

In this chapter, I established the foundation of the study by reviewing the related literature. This includes review of the conceptual literature, review of empirical findings, review of related theoretical literature, the implications of the study and presented the conceptual framework of the study.

Review of Conceptual Literature

This section has included the thematic reviews of teachers' perception on use of first language in ELT class, influenced by first language in ELT class and various topics have been dealt with throughout these studies explained below in order to provide the strong grounds to my study.

The First Language

The first language is the one a person learns from birth, commonly known as their mother tongue. This initial language acquisition is heavily influenced by the family environment and social surroundings. Essentially, children absorb their language and cultural values primarily within their homes. According to Dezas (2021), the first language is synonymous with a person's mother tongue or the language they acquire initially. This language is learned unconsciously through interactions with family members at home. The acquisition process typically occurs naturally within the mental framework of the individual, shaped by the familial and domestic setting.

The Space of First Language

The 'space of first language' refers to the allowance and utilization of a student's native language in the classroom during the process of teaching and learning. In an English language class, for instance, students are initially permitted to use their first language. The extent to which the first language is embraced in the learning environment is influenced by various teaching approaches, methods, and techniques. When it comes to understanding the role of the first language in the classroom, the grammar translation method is one such approach. This method involves the use of

the first language to translate sentences into English, allowing students to grasp grammatical structures. Howatt (1984) emphasizes the significance of grammar study and translation activities as primary elements of the teaching-learning process, highlighting their role in forming the basic framework.

Moreover, the use of the first language extends beyond the classroom setting. Learners are encouraged to employ their native language when communicating with family members, friends, as well as within the context of schools and colleges. This holistic approach recognizes the value of the first language in fostering effective communication and understanding in various aspects of a learner's life.

The Use First Language in English Language Teaching

English Language Teaching (ELT) is the process of instructing individuals who do not have English as their native language on how to use and communicate effectively in English. In our increasingly interconnected world, the English language plays a vital role in various aspects of daily life, becoming interdisciplinary in fields such as science and technology, education and so on. For students entering the realm of English language learning, their first language can serve as a foundation. It helps in familiarizing them with spoken English, refining pronunciation, instilling confidence, and teaching fundamental phrases. This initial exposure establishes for the acquisition of more advanced language skills. Nevertheless, the influence of a student's first language in an ELT classroom cannot be neglect. As per Sha (2017), language development contributes not only to linguistic competence but also offers insights into contextual features, relevance, and appropriate language usage in different registers. It fosters higher-order thinking skills and cultivates a heightened awareness of both the first language and English. In this context, learners actively engage in the learning process, accelerating the development of basic literacy skills. So, with the help of languages allows students to navigate the complexities of language use, ultimately leading to a more comprehensive understanding of linguistic distinction. By appreciating the influence of the first language, ELT can be adapted to capitalize on this dynamic, providing a more holistic and effective language learning experience.

Influence of First Language in ELT

The first language has a big impact on learning a second language in Nepal, especially English. How learned and use first language it directly affects in English language. One noticeable effect is in how pronounce words - sometimes, the sounds from first language can make it tricky to say English words correctly. This connection between first language and learning English is pretty clear. Cheng (2023) agrees, highlighting the significant role of the first language in picking up a second language. However, this influence isn't the same for everyone or in every aspect of language learning. It varies based on the types of languages involved and the specific parts of language, like sounds, word structure, sentence construction, and language skills. But it is not all challenges. The first language actually helps in English learning too, especially in English Language Teaching (ELT). It makes translating English quicker and more accurate, helping by understand things better. So, using your first language in English language teaching learning is actually a positive effect.

Teachers' Perception

The perception is the act of perceiving or becoming aware of something, often in relation to one's previous knowledge. It plays a crucial role in shaping our understanding of the world, forming the basis of our reality and influencing our attitudes. Contrary to a passive reception of signals, perception is an active process influenced by factors such as learning, memory, expectations, and attention. When it comes to teachers, perception takes on a specific significance. In the educational context, teachers' perception refers to the cognitive process through which they relate to and engage with teaching and learning activities in the classroom. It involves organizing and interpreting sensory impressions to derive meaning from the environment. According to Gibson (1966) state that the information essential for perception exists external to the observer. This means that individuals can directly perceive an object based solely on the properties of the bottom stimulus, without relying on inference, memories, the construction of representations or other cognitive processes. In the realm of teaching, this implies that teachers' perception is grounded in knowledge acquired through teaching experiences, as well as the understanding gained from both external and internal sources within their educational environment.

Teachers' perception, therefore, broad a fusion of knowledge, teaching-related experiences, and insights derived from both external and internal influences. It is a dynamic process that shapes their understanding of the educational scenery, contributing to the meaningful experiences that form the core of effective teaching and learning.

Review of Empirical Literature

The use of the first language in teaching and learning the second language is more challenging in the multilingual classes. This issue has several opposing and supporting arguments. Here, this section is an attempt to review the related studies, articles, and reports. I have reviewed the following research for this study.

Khatri (2011) conducted a study on the use of first language and causes of for using in classroom. It is often felt 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. For this purposes. Then, it 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 final part of the paper presents some simple and applicable strategies and ways of enhancing English language use in the classroom on the part of students provided by three teachers' trainers based on their experience. In this result, minimizes the students' exposure to English.

Shadi (2013) conducted a study exploring the potential of utilizing the mother tongue effectively as a tool for language learning and teaching. Despite ongoing debate over its suitability, the study engaged 100 intermediate-level students and 10 teachers with varying teaching experiences spanning from one to ten years. Employing both qualitative and quantitative methodologies such as classroom observations, interviews, and questionnaires, the research delved into the nuanced dynamics of incorporating the mother tongue in language education. Through analytical and descriptive analyses complemented by teachers' insights, the study unearthed invaluable insights into the efficacy of leveraging the mother tongue in

language instruction. It contends that judicious and strategic utilization of the L1 can significantly enhance the teaching and learning of English as a second language. Thus, advocating for a reevaluation of the perception that the mother tongue plays a minimal role in foreign language education, the study underscores its pivotal contribution to the pedagogical landscape.

Safari (2014) conducted a study to explore how English teachers view the mother tongue-based education policy. Teaching English in the Philippines is not without its difficulties, mainly because of the country's diverse linguistic perspective. The research focused on 467 English teachers, aiming to understand their opinions on the significance of this educational policy. The results of the survey yielded mixed conclusions regarding the overall importance of the policy for general learning and the nation's readiness. However, there were positive findings regarding teachers' perceptions of the policy's impact on first language learning, students' cultural understanding, and the overall identity of the Philippines as a nation. Despite the challenges presented by the linguistic diversity in the instruction of English, it appears that English teachers acknowledged the positive role that the mother tongue-based education policy played in enhancing first language skills, encouraging an appreciation for students' culture, and contributing to the broader national identity of the Philippines.

Tamang (2015) conducted a study to explore the rationale behind incorporating native language in English Language Teaching (ELT) classrooms. The research aimed to uncover the advantages and disadvantages of using the first language and to understand the perspectives of both teachers and secondary-level students regarding its utilization in ELT classrooms. To conduct this research, Tamang employed purposive non-random sampling procedures, selecting twenty English language teachers and fifty students from grades nine and ten in Panchthar district. Two distinct sets of questionnaires were administered to gather the perceptions of teachers and students. The collected data were subjected to statistical analysis and interpretation. The findings of the study revealed that students frequently used their native language to pose questions and express their difficulties to teachers. On the flip side, teachers employed the native language for cultural translation

purposes and to introduce variety in the teaching methodology, thereby preventing monotony in the classroom. This research contributes valuable insights into the dynamics of incorporating native language in ELT classrooms, shedding light on both its positive and negative aspects from the perspectives of teachers and students at the secondary level.

Sharma (2019) conducted a study highlighting the profound influence of teachers' beliefs on shaping their instructional practices in the classroom. Specifically, the research aimed to explore English language teachers' perspectives regarding the integration of linguistic diversity in teaching and learning within a multilingual educational setting. To achieve this, in-depth interviews were conducted with five Grade ten English language teachers from community schools in Kathmandu. These interviews were meticulously guided by a pre-prepared interview protocol. Subsequently, the qualitative analysis of the gathered data unveiled recurring themes and insights. Significantly, the study revealed a unanimous consensus among the participating teachers regarding the intrinsic value of linguistic diversity as a pedagogical resource in English language education. Their shared perspective emerged from a synthesis of theoretical insights and practical experiences accumulated through their teaching endeavors. In essence, Sharma's research underscores the pivotal role of teachers' beliefs in shaping classroom practices, particularly concerning the utilization of linguistic diversity in English language education. By illuminating the nexus between theoretical understanding, practical experience, and instructional beliefs, the study provides valuable insights for enhancing pedagogical strategies tailored to diverse linguistic contexts.

Dahal (2020) conducted a study examining teachers' experiences with using the first language in second language classrooms. The research adopted a narrative inquiry research design, focusing on the stories and experiences of four selected secondary English teachers. The teachers were chosen through purposive sampling procedures, which allowed for a targeted selection based on specific criteria. The researcher conducted interviews and collected raw data. Subsequently, the recorded interviews were transcribed into text for analysis. The findings highlighted the multifaceted role of the first language in the second language classroom. In the

conclusion of the study, Dahal emphasized that using the first language in ELT classroom can be particularly effective for teaching vocabulary and grammar items. Furthermore, it was noted that employing the first language contributes positively to classroom management. Specifically, it helps reduce stress among students and fosters rapport building between teachers and learners. The study suggests that incorporating the first language strategically in the second language learning environment can enhance teaching outcomes and create a more supportive and conducive atmosphere for both educators and students.

Sundari Hanna and Husnaini (2021) conducted a qualitative study examining the perceptions of first language use among English as a Foreign Language (EFL) teachers. The research focused on investigating the frequency and functions of first language usage in EFL classes. Twenty English teachers from lower secondary schools in Jakarta, Indonesia, participated in the study. Data were gathered through classroom observations, in-depth interviews, and focus group discussions. The findings indicated that while the use of the first language was noticeable, it was not excessively employed. Teachers primarily used the first language for specific purposes such as activity objectives, translation, comprehension checks, and activity instructions. Additionally, the study revealed that most teachers selected for a combination of the first language and the target language, although with varying proportions. Some teachers preferred to use a small amount of the target language, while only a few consistently aimed to instruct primarily in the target language. These findings suggest the importance of enhancing the utilization of the first language during the teaching process to achieve optimal results.

Sharma (2022) conducted a study to explore the utilization of the mother tongue (MT) as a facilitator of interaction within Nepalese community school English language teaching classes, all framed within the lived experiences of both teachers and Grade 9 students. Through classroom observations, gathering written lived-experience descriptions (LEDs) from teachers, and conducting phenomenological interviews with both teachers and students, the author explores this dynamic. Thematic analysis of the data is conducted through the lens of the interactional mediational aspect of sociocultural theory of second language (L2) learning, which

suggests that the mother tongue can serve as an interactional mediator in L2 acquisition. The findings reveal that participants indeed experience the use of the MT for its interactional functions. The conclusion drawn is that the interactional role of MT in ELT classrooms should not be disregarded, particularly in contexts similar to the one under investigation, characterized by students who are less interactive and hesitant to speak in English, alongside a shared MT between teachers and students.

Chaudhary (2023) conducted a research study focused on Tharu teachers and students in English medium basic level schools. Utilizing a qualitative research approach, the researcher engaged in interviews teachers and conducted a focused group discussion with students from two different basic schools. Through these investigations, the research aimed to contribute valuable insights for improving the educational experience of Tharu speakers in English medium schools. The data samples followed a purposive non-random sampling procedure to the study. The study revealed that Tharu native speakers and students in English medium schools encountered numerous challenges that significantly impacted their overall learning experiences. The researcher recommended the incorporation of the mother tongue as a supportive tool in the teaching process.

Luitel et al. (2023) conducted a study to highlights the significant role of learners' first language (L1) in ESL classes, particularly in the context of using Nepali as the L1. The study draws upon teachers' lived experiences, classroom observations, and interviews to explore how the L1 is utilized. The findings reveal that teachers use the L1 for various cognitive functions such as checking learners' understanding, facilitating task performance, and enhancing comprehension in different aspects of language learning including content, vocabulary, grammar, stories, poems, and cultural concepts. Importantly, the study suggests that the L1 serves as a cognitive bridging tool in English language learning, especially when students have a weak foundation in English and when both teachers and students share the same L1. The research implies that the L1 can effectively support teaching and learning in ESL contexts. It acknowledges the value of leveraging students' native language to enhance comprehension and facilitate learning, particularly in settings where English proficiency may be limited.

Sharma (2023) has carried out a research study on the use of home language in Nepalese EFL classes. The author has highlighted the importance of incorporating the students' home language in Nepalese EFL classrooms based on phenomenological data from teachers and students. The study explores both mediating and non-mediating use of the home language, aligning and sometimes diverging with the sociocultural theory of language learning. Sharma concludes that timely mediating use is justifiable, non-mediational use for bilingualism is reasonable to some extent, but habitual non-mediational use needs reduction for optimal language learning.

Tiwari (2024) conducted a research study focused on English language teaching. The study investigates the role of the L1 (first language) in L2 (second language) instruction, examining how it can both aid and hinder the learning process. An interpretive approach was employed, focusing on the perspectives of fourteen college-level English as a foreign language teachers selected through judgmental sampling. Data were collected via semi-structured interviews and analyzed thematically. The findings reveal that teachers use L1 in various ways, including enhancing comprehension, assisting lower-level students, saving time, recapturing students' attention, and introducing new vocabulary. The study concludes that while L1 can be a valuable tool in L2 instruction, its use should be strategic to optimize learning outcomes. It highlights how L1 can serve as a bridge to aid L2 learning, emphasizing the need for balanced usage.

Review of Related Theory

In this section, the major discussion is to connect with major theories related to use of first language in ELT classroom. My research discussion particularly focuses on principal of social cultural theory. I reviewed the Vygotsky's social constructivism theory. The theory has discussed below in terms of introduction, and relate to my research findings.

The socio-cultural theory of learning, pioneered by Russian Psychologist L. S. Vygotsky in (1896-1934), offers insights into the development of human knowledge within the context of cultural and social communities. Vygotsky asserted that cognitive development is influenced by cultural and social factors, emphasizing the

role of socially mediated processes. In collaborative dialogues with more knowledgeable members of society, such as teachers or peers, individuals acquire cultural values, beliefs, and problem-solving strategies. This perspective highlights that humans are productive and produce of culture, and development and learning originate in social and cultural interactions Amineh and Asl (2015). In the context of educational research, the concept of social constructivism is closely linked to Vygotsky's ideas. Social interaction, cultural context, and the environment play crucial roles in constructing knowledge, aligning with Vygotsky's constructivist view. Language, as a powerful tool, mediates learning, and Vygotsky's theory encourages collaborative and cooperative learning. Educational strategies like scaffolding and reciprocal teaching find their roots in Vygotsky's ideas, promoting active participation in knowledge construction. Learners, drawing on past experiences and prior knowledge, actively engage in sense-making and understanding, especially in second language acquisition through the mediation of language Mcleod (2024).

Mediation serves as the mechanism through which external social and cultural activities transform into internal mental functioning. Emphasizing cognitive development in children, the influence of literate and non-literate environments is vital in understanding natural memory. This concept is closely tied to the direct impact of external stimuli in social environments, shaping individuals' perceptions and cognitive Blunden and Schmolze (1930). Furthermore, Lantolf and Beckett (2009) emphasize that human mental functioning is fundamentally a mediated process shaped by cultural practices, activities, and concepts. In the acquisition of language, a child is deeply influenced by their environment, language, and culture from the outset. The socio-cultural factors provide the stage for the development of new and improved forms of thought. In conclusion, the essence of Vygotsky's sociocultural theory perspective on the use of the students first language in second or foreign language teaching classes assumes that the L1 helps L2 or foreign language learning through cognitive, affective and interactional mediation (Sharma, 2023; Wu, 2018).

Implications of the Study

In the earlier sections of this chapter, I examined into various sources of information, including theoretical concepts, existing studies, and practical research

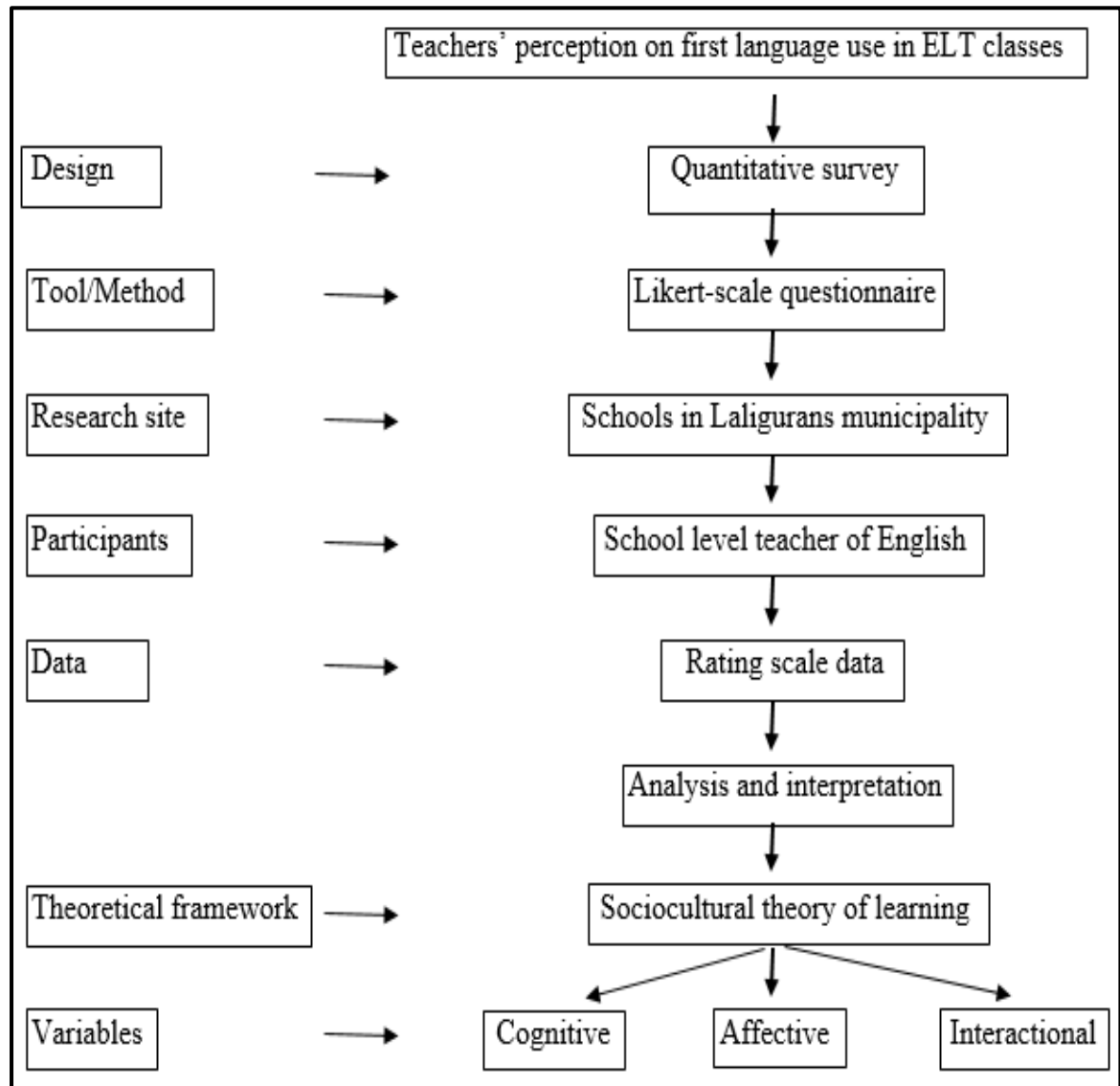
methods. This comprehensive review included a thorough examination of related literature, contributing significantly to my understanding of the subject matter. The insights gained from this review not only clarified the topic but also provided valuable perspectives on theories and trends. It surfaces the way for my research, helped me establish connections with previous studies. The review of related literature played a crucial role in shaping the present study. It aided in understanding the subject area, refining the research problem, and selecting an appropriate methodology to address the identified issues. Specific implications of this literature review are outlined below.

Examining works by Blunden and Schmolze (1930) , Rahman and Asmari (2010), Lantolf and Beckett (2009) Dezas (2021), Sharma (2022), offered diverse perspectives on how foreign language learners engage in classes and various contexts. Additionally, insights from these sources, particularly on Vygotsky's mediation, were illuminated by the works , Bista (2011) , Cheng (2023), Gibson (1966) , Gibson (1979) . The methodological aspect of my study was enriched through an exploration of empirical research, focusing on the use of the first language in English Language Teaching (ELT). Works by Kim (2002), Luitel et al. (2023), Khati (2011), Sharma (2023), Safari (2014) , Tamang (2015) , Dahal (2020) and Howatt (1984) provided valuable ideas about the utility of incorporating the English language as the first language. These insights guided decisions on research approaches, strategies, tool construction, and the use of closed questionnaires, including considerations for sample populations, sampling procedures, data collection, and interpretation. Furthermore, the conceptual literature review was instrumental in developing a clear understanding of the acquisition of the first language and teaching methods in ELT. The works of Joshi (2023) , Bista (2011) , Cheng (2023), Gibson (1966) , Sharma (2019) contributed significantly to comprehending the essentiality of ELT and its application in classrooms. This review laid the foundation for my research study, providing a solid framework to explore the perceptions and comprehension of learners in the context of ELT.

Conceptual Framework of the Study

The framework of the study as indicated in Figure 1.

Figure 1. Conceptual Framework of the Study



Chapter 3. Methods and Procedures of the Study

This chapter describes the procedure that I have followed while conducting the study. It discusses the research design under the data collection tool, research method, research site, participants, data collection procedure, sampling procedure and ethical consideration.

Research Design

I have adopted quantitative survey research design for the proposed study. The details of the research design have been given under different headings as follows.

Data Collection Tool and Method

I utilized a 5-point Likert scale questionnaire as my primary data collection tool as well as method for gathering information for the proposed study. I collected secondary data from various resources, such as books, journal articles, theses, and other relevant materials.

Research Site

The research site has conducted the basic and secondary level schools of Laligurans Municipality in Tehrathum district.

Participants

The participants of the purposed study were the school teachers teaching English in Laligurans Municipality of Tehrathum. The sample of this study were thirty basic and Secondary level English teachers in Tehrathum district. The sampled population were selected through simple random sampling procedures.

Data Collection Procedure

Firstly, I studied books, articles, journals, proposals, and theses to gather ideas for my research and create guidelines for the study. After that, I visited the site and work with the Education Coordination Unit in the Municipality. I reached out to English teachers by phone, email and visit schools for collect primary data then

provided them with a questionnaire that includes both positive and negative statements on their perspectives. The questionnaire has five response options: Strongly disagree, disagree, neutral, agree, and strongly agree. I gathered their opinions to better understand their views on the given statements.

Data Analysis Procedures

I constructed the five point Likert Scale and prepared an observation statements given accordingly. After that, collected data involved both descriptive and statistical approaches, taking into account the characteristics of the data provided by the participants.

Ethical Considerations

To complete my research, I visited to the participants and thoroughly explained the research process, their roles, and the ethical considerations, as highlighted by Bhandari (2021). I valued their privacy and maintain strict confidentiality regarding the information they provided. I have taken great care not to cause any harm to their work or status. For this study, I have utilized publicly available data for data collection and conducted the research with objectivity and rigor, ensuring that my personal biases do not influence any unwarranted activities. Particularly, in the context of English language teaching, I cautioned to avoid any actions that could intentionally or unintentionally blemish the dignity and professional integrity of those involved. Additionally, I have prepared the research report giving due credit to the concern authors.

Chapter. 4 Analysis and Interpretation of Results

This chapter presents the analysis and interpretation of the data obtained through the questionnaire. The analysis and interpretation of the collected data is obtained through the primary sources. Quantitative data have been analyzed and interpreted by using simple descriptive and statistical tools. There were 22 closed questions and those questions were asked to the English teachers of different public schools in Laligurans Municipality of Tehrathum district. In the analysis of the data, the total number of respondents for each response are converted into percentage. The responses of the participants obtained through the close-ended questionnaire has been analyzed and interpreted three different variables are cognitive, affective and interactional.

Analysis of Teachers' Perception Cognitive Use in First Language

In response to every statement there were five alternative options: strongly disagree, disagree, neutral, agree and strongly agree. The obtained data are presented in Table 1.

Table 1. Participant's Response on Cognitive Use of First Language in ELT

| Items | S.D. | | D | | N | | A | | S.A. | |
|--|------|---|----|----|----|----|----|----|------|----|
| | N. | % | N. | % | N. | % | N. | % | N. | % |
| Using students' first language in class boosts their understanding and retention of English. | 1 | 3 | 4 | 13 | 7 | 23 | 18 | 60 | | |
| Help to reach English by the first language of the students. | 1 | 3 | 6 | 20 | 14 | 47 | 9 | 30 | | |
| Integrating the first language in English teaching reduces anxiety and offers relief. | 1 | 3 | 1 | 3 | 4 | 13 | 23 | 77 | 1 | 3 |
| In order to use the first language as a resource. | | | 9 | 30 | 10 | 33 | 9 | 30 | 2 | 7 |
| Using the first language aids understanding of culturally relevant topics. | | | 2 | 7 | 10 | 33 | 17 | 57 | 1 | 3 |
| When introducing new skills or strategies. | | | | | 4 | 13 | 22 | 73 | 4 | 13 |
| In explaining grammatical rules and structures. | | | 7 | 23 | 11 | 37 | 9 | 30 | 3 | 10 |

In the table given above related to cognitive, the response from the respondents have been briefly summarized. Allowing students to use their first language was supported by 60% who agreed it helps in understanding English, while 13% disagreed and 23% remained neutral. Regarding participation and confidence, 47% strongly agreed that using their first language in class activities boosts confidence, contrasting with 3% who strongly disagreed; 30% were neutral and 20% disagreed. When it comes to vocabulary development, responses varied: 77% agreed, including 13% who strongly agreed, while only 3% disagreed and 3% strongly disagreed. For culturally specific understanding, 57% agreed that using the first language helps, with 33% neutral, 7% disagreeing, and 3% strongly agreeing. The majority, 73%, agreed that employing various skills and strategies enhances English teaching, with 13% strongly agreeing and another 13% neutral. It is say that, according to abtiane the data, during the teching of ELT in the classroom, the first language has influence. Therefore, the use of their language culture , trditional knowledge and content according to their needs make the learning concept clear, and feel easy to learn L2 language.

Analysis of Teachers' Perception Affective Use in First Language

In response to every statement there were five alternative options i.e. strongly disagree, disagree, neutral, agree and strongly agree. The obtained data are presented in Table 2.

Table 2. *Participant's Response on Affective Use of First Language in ELT*

| Items | S.D. | | D | | N | | A | | S.D. | |
|---|------|---|----|----|----|----|----|----|------|----|
| | N | % | N. | % | N. | % | N. | % | N. | % |
| Allowing students to use their first language. | | | 4 | 13 | 4 | 13 | 19 | 63 | 3 | 10 |
| Using a first language deepens idea exchange and makes learning inclusive. | | | 3 | 10 | 10 | 33 | 16 | 53 | 1 | 3 |
| Using the first language helps clarify difficult concepts and instructions. | 1 | 3 | 5 | 17 | 11 | 37 | 12 | 40 | 1 | 3 |
| Using the first language helps express cultural identity in English. | | | 1 | 3 | 8 | 27 | 21 | 70 | | |
| Using a first language deepens | | | 1 | 3 | 8 | 27 | 18 | 60 | 3 | 10 |

| | | | | | | | | | | |
|--|---|---|----|----|----|----|----|----|---|----|
| understanding of cultural issues in English teaching. | | | | | | | | | | |
| Using the first language helps in building stronger teacher students' relationships. | | | 2 | 7 | 6 | 20 | 19 | 63 | 3 | 10 |
| Encouraging the first language makes learning more conducive and beneficial. | 1 | 3 | 10 | 33 | 10 | 33 | 9 | 30 | | |
| Balance between first language and English is crucial. | | | 2 | 7 | 8 | 27 | 15 | 50 | 5 | 17 |

Based on data collected from respondents using a five-point rating scale, the findings are summarized in short. 63% agreed that allowing students to use their first language in classroom activities boosts their self-esteem, with 13% neutral and 13% disagreeing; less than 10% strongly agreed. When discussing cultural identity through English, 40% agreed it could be expressed by using the first language, while 37% were neutral and 17% disagreed. However, regarding creating an inclusive environment, 53% agreed and 3% strongly agreed, while 33% were neutral and 10% disagreed. In the context of for classroom comfort, 70% agreed when the first language is encouraged, while 27% were neutral and 3% disagreed. Using the first language for deeper cultural understanding had 60% agreement, 10% strongly agreed, 27% neutral, and 3% strongly disagreed. Strengthening teacher-student relationships, 63% agreed, 10% strongly agreed, 20% neutral, and less than 7% disagreed. Similarly, the balance between first language and English was deemed crucial; 50% agreed, 17% strongly agreed, 27% were neutral, and 7% disagreed. And encouraging first language use for a conducive learning environment saw 30% agreeing, 33% neutral, and 3% strongly disagreeing. Looking obtained data, from the most of the statements found that the first language helps to motivate by using different teaching materials in classroom. And the ELT teachers should be creating the classroom environment students centered; take an opportunity for the new learning strategy.

Analysis of Teachers' Perception Interactional Use in First Language

In response to every statement there were five alternative options i.e. strongly disagree, disagree, neutral, agree and strongly agree. The obtained data are presented in Table 3.

Table 3. *Participant's Response on Interactional Use of First Language in ELT*

| Items | S.D. | | D. | | N. | | A | | S.D | |
|--|------|---|----|----|----|----|----|----|-----|----|
| | N. | % | N. | % | N. | % | N. | % | N. | % |
| To integrate both the first language and English in instruction. | | | | | 4 | 13 | 25 | 83 | 1 | 3 |
| | | | | | | | | | | |
| Pair or group work with materials eases English learning. | | | | | | | 7 | 23 | 23 | 77 |
| Multilingual dictionaries and interaction facilitate learning. | | | 1 | 3 | | | 23 | 77 | 6 | 20 |
| Self-study materials and workshops aid learning English. | | | 1 | 3 | 1 | 3 | 9 | 30 | 19 | 63 |
| Emphasis on inter-lingual practice helps in learning. | | | 4 | 13 | 5 | 17 | 18 | 60 | 3 | 10 |
| Discussion and interaction aid learning unfamiliar English linguistic units. | | | 2 | 7 | 3 | 10 | 16 | 53 | 9 | 30 |
| Using the first language helps maintain communication flow in English. | | | 5 | 17 | 14 | 47 | 10 | 33 | 1 | 3 |

In the table given above related to cognitive, the response from the respondents have been briefly summarized. 13% neutral, 83% agreed and 3% strongly agreed on the point that teaching the first language and English together will help them to express their first language in English. However, as expressed in the first language, on the point that English learning becomes easier by using materials to express thoughts in English language or group work, neutral, 23% agreed and 77% in strongly agreed. 3% neutral, 77% agreed and 20% strongly agreed that learning can be facilitated by giving instructions on the use of multilingual dictionaries to resolve the situation that can be expressed in the first language but may be difficult to express in English. Similarly, another, 3% disagreed, 3% neutral, 30% agreed, and 63% strongly agreed that they eagerly participated in the learning of the English language and participated eagerly in the workshop after collecting the self-study materials related to the English language in relation to the first language. In next 13% in disagreement, 17% in neutral, 60% in agreement and 10% in strong agreement have expressed their opinion that if the first language curriculum is translated into English language and increased in inter-linguistic practice, it will help in the learning of English language. It is necessary for the teacher to have knowledge about multilingualism, because of which 7% disagree, 10% neutral, 53% agree and 30% strongly agree that learning becomes easier for linguistic units who do not understand English. In last one expressed 17% disagreed, 47% neutral, 33% agreed and 3% strongly agreed that it is useful to use the first language in order to avoid obstacles in the flow of communication in English.

This analysis provides an overview of the respondents' opinions and attitudes towards the use of first language in English language teaching. Overall, the above mentioned interpretation and analyses of the data from close-ended questions shows that teachers' have majority of positive response regarding the use of first language in English language class to enhance the cognition, interaction and affection of the teaching English class, ability as well as the learning achievements of the students.

Sociocultural Theory of Learning Variables Used in First Language

The analysis of the teacher perception on the use of first language in English Language classes. The data were taken by different subject teachers of community

schools in Laliurans Municipality. The provided data were divided in three different domains which are cognitive, affective and interactional. The provided data, which have described in average percent below.

Analysis of Cognitive Average Data First Language Use in ELT

The analysis of the teacher perception on the using of first language in English language classes the provided data are analyzed in descriptive, statistically rating scale. All the cognitive related based on the feedback given by respondents are presented in the table below in average percent. Which is presented in the table below:

Table 4.*Cognitive Average Percent of First Language Use in ELT*

| SN | SD % | D % | N % | A % | SA % |
|---------------|------|-------|-------|-----|------|
| 1 | 3 | 13 | 23 | 60 | 0 |
| 2 | 3 | 20 | 47 | 30 | 7 |
| 3 | 3 | 3 | 13 | 77 | 3 |
| 4 | 0 | 30 | 33 | 30 | 13 |
| 5 | 0 | 7 | 33 | 57 | 10 |
| 6 | 0 | 0 | 13 | 73 | 5 |
| 7 | 0 | 23 | 37 | 30 | 0 |
| Total percent | 1.28 | 13.71 | 28.43 | 51 | 5.43 |

Above mentioned data, the data was collected from thirty teachers based on seven items. The data was collected based on five themes and the average percentage was extracted and presented in tabular form. Thus, on the basis of all the subjects, respondents responded on average least 1. 28% strongly disagreed, 13.71% disagreed, 28.43% neutral, 51% extreme agreed and 5.43 strongly disagreed the opinion of first language use in ELT classroom. In view of the data obtained in this way, sufficient reference material and appropriate skills and strategies to achieve the greatest achievement in language learning. It can be concluded that it will be easy to teach English as a L2 or L3 language by giving enough practice opportunities and making the participants more active in the English language environment.

Language learning is an innate human quality. A child learns the language that it receives at birth. Students who are using the first language feel very difficult when learning English as a second or third language. Learning English as a second or third language is a very challenging situation if there is not enough environment to learn English as a (L2) language. In this context, it seems that many methods and procedures should be adopted considering the situation where it is very uncomfortable to gain proficiency in the use of the English language taught in schools. After gradually coming in contact with the English language, they will acquire a level of communication skills in each other's language. This will also lead to the development of a culture of respect and acceptance of one language to another language. In this way, it is necessary to create and collect various teaching materials to make teaching English as a L2 language simple, easy and effective. Language teaching means the teaching of skills related to the understanding and expression of the native language. So what are the problems in teaching English as a second language? What is the influence between the (L1) and the English language? What can I do to make learning English as a second language easier? Based on this problem, I tried to collect some data by including various subjects and make a list of it.

Analysis of Affective Average Data First Language Use in ELT

The analysis of the teacher perception on the using of first language in English language classes the provided data are analyzed in descriptive, statistically rating scale. All the affective related based on the feedback given by respondents are

presented in the table below in average percent. Which is presented in the table below:

Table 5. *Affective Average Percent of First Language Use in ELT*

| SN | SD % | D % | N % | A % | SA % |
|---------------|------|-------|-------|-------|------|
| 1 | 0 | 13 | 13 | 63 | 10 |
| 2 | 0 | 10 | 33 | 53 | 3 |
| 3 | 3 | 17 | 37 | 40 | 3 |
| 4 | 0 | 3 | 27 | 70 | 0 |
| 5 | 0 | 3 | 27 | 60 | 10 |
| 6 | 0 | 7 | 20 | 63 | 10 |
| 7 | 3 | 33 | 33 | 30 | 0 |
| 8 | 0 | 7 | 27 | 50 | 17 |
| Total percent | 0.75 | 11.63 | 27.13 | 53.63 | 6.63 |

Nepal is a multi-ethnic, multilingual country. Ethnic, linguistic and cultural diversity is characteristic of Nepal. In this context, teaching English as a second language in school classrooms is a complex process. In this situation, what methods can be adopted to teach students English as a second language, and how can efficiency be achieved in the field of obstacles? Some points were prepared and the opinions of 30 subject teachers were collected based on those points. In this way, looking at the data of the overall opinions, what is clear from the results obtained in the eight points is that when we look at the points prepared during the data collection, the maximum 53.63% expressed agreement, 6.63% strongly disagreed, whether 11.63% in disagreed, 27.13% neutral and the least 0.75% expressed the opinion of strong disagreement, so the points prepared during the research are felt to be relevant. It can be done. Overall, it can be said that learning will be effective and teaching English as a second language will be effective only if the teacher can make the classroom inclusive through various strategies and maintain harmony in the relationship between the students while teaching the English language.

Analysis of Interactional Average Data First Language Use in ELT

The analysis of the teacher perception on the using of first language in English language classes. The data are analyzed in descriptive, statistically rating scale. All the interaction related domains so the respondents were given the data analyze through the whole average percent which is presented in the table below:

Table 6. *Interactional Average Percent of First Language Use in ELT*

| SN | SD % | D % | N % | A % | SA % |
|---------------|------|------|-------|-------|-------|
| 1 | 0 | 0 | 13 | 83 | 3 |
| 2 | 0 | 0 | 0 | 23 | 77 |
| 3 | 0 | 3 | 0 | 77 | 20 |
| 4 | 0 | 3 | 3 | 30 | 63 |
| 5 | 0 | 13 | 17 | 60 | 10 |
| 6 | 0 | 7 | 10 | 53 | 30 |
| 7 | 0 | 17 | 47 | 33 | 3 |
| Total percent | 0 | 6.14 | 12.86 | 51.29 | 29.42 |

In the presented table, 30 English teachers were selected based on seven categories. While collecting the data based on five themes in that subject, the average percentage was extracted and presented in tabular form. According to the data obtained in this way, if we look at the points adopted during the research and the concepts obtained from it, 0% strongly disagree, 6.14% disagree, 12.86 % in neutral, 51.29% agree and 29.42% strongly agreement. Analyzing the above-mentioned data it is clear that the first language helps students to interact and enhance of speaking incurese of English Language learning in English Language class. Using both the first language and the English language while visualizing the above data help them to express their knowledge in English . In English language teaching by emphasizing on pairs or group work through various educatonal materials, it will be easier for them to learn and help in discussion and interaction in English Language. It is important for English teachers to have knowledge about the multilingualism because it helps to explian the local language used by students during the discussion from the English

Language. Similarly, in order to increase the knowledge of the students about the English language, the teachers got the opinion that the learning will be easier by collecting the self-study materials.

Looking at the three average tables given above, it is possible to use different materials in the classroom to teach English language, to teach the students through various activities and games. It was found that if the English teacher teaches by paying attention and respecting their linguistic background, using reference materials and encouraging them to interact in the English language, English teaching can be effective and the first language can be used as necessary in classroom.

Chapter. 5 Major Findings, Conclusion and Implications

This chapter, I have presented the findings, discussions, conclusions and recommendations of the study. I discussed them with the existing literature and their elaboration, in details in terms of the exiting literature available and related to the topic of my research study. In addition, findings were organized in to the statistical which emerged from the interpretation of the obtained by respondents. I addressed all the research questions under each of the were statistically organized interpreted in terms of the fact data obtained by respondents in order to fulfill the objectives of a study.

Findings

Cognitive Analysis Data First Language in ELT

The study found that the 51 percent of the respondents agreed on using first language in ELT classroom whereas 1.21 percent of them disagreed on restriction of L1 in ELT classroom. In this regards, the majority of the respondents were positive to use first language in ELT classroom in order that they can feel easy to interact in the L1 ELT classroom. Therefore, the fewest respondents disagreed on using L1. In fact, L1 must not be restricted in target language classroom. Instead of, L1 require English teacher to use it in ELT class.

Analysis of Affective Average Data First Language use in ELT

I interpreted accordingly to affective data in terms of L1 use in ELT that 53.63 percent of the respondents agreed on using L1 in ELT while 0.75 percent of them expressed opinions of strong disagreement in terms of affective feelings.

Analysis of Interactional Average Data First Language use in ELT

The study find that 51.29 percent agreed on the interaction in L2 classes while 0 percent of them strongly disagreed on interaction in target language.

Conclusion

The findings of the study come to conclusion that the teachers' perception on the use of L1 in ELT classes in terms of cognitive, affective and interactional opinion of using first language in ELT classroom was collected and analyzed statistically. It is concluded that the majority of the respondents agreed on using first language in ELT classes; most of English teachers prefer to use first language throughout Nepal. It was concluded that the students should be made to participate in various extra-curricular activities in addition to their studies, and should be given the necessary opinions and advice, so that they can move forward with self-confidence in their personality development. Generally speaking, after identifying the linguistic background of the students, their learning level, it was concluded that the teaching will be sustainable and effective when the English language teacher teaches through many teaching methods and techniques.

Implications of the Study

The corollary of what has so far been said above is various implications of the study. Some of them are as follows.

Policy Related Implication

Based on those findings and conclusion the following policy related recommendations could be made:

- The government should give both teacher and students freedom to use L1 in ELT classroom.
- L1 must not be banned in to classroom in ELT.
- L1 must be regarded as the dominant language.
- Encourage activities such as translation exercises, bilingual glossaries, and L1 discussions to clarify complex concepts.
- Provide training for teachers on how to effectively use L1 to aid instruction without over-relying on it.

Practice Related Implication

Considering the above-mentioned data, there are some recommendations related to English language teaching. If it is not possible to express in English language in the classroom, it is necessary to use different strategies and new skills when learning English as a second language. While teaching English language, the teacher should teach by using a lot of educational materials. Through the use of educational materials, the teacher should provide support according to the needs while gaining knowledge of the things specified by the English subject. Any kind of by talents can be learn. Nowadays, teaching is also being done in English language in various schools, which has helped in English education. It is being taught in schools as a compulsory subject to improve the English language. During the course of English teaching, students are trying to develop their vocabulary by making them use dictionaries and to gain proficiency in the use of English. Various activities have been conducted through repeated practice and repetition to make English teaching objective. Thus, in order to make English learning effective, the first language is sometimes used in the context of teaching, teaching is done through appropriate strategies and teaching skills, and after repeated learning exercises, English teaching is practiced to make English teaching effective.

Further Related Research

During English language teaching, it is not so easy to teach students with different linguistic backgrounds and different intellectual abilities in classroom. Teaching English as a second language is a big challenge for English subject teachers. Considering this situation, it is inevitable for the subject teacher to conduct research and research and adopt appropriate methods and strategies. There may be various topics of research related to English language teaching in the classroom. Opportunities and challenges of teaching English as a second language in the classroom and research on the topic, the effect of the first language on English language teaching and the use of dictionaries, methods of English teaching in sociolinguistic diversity, the study of activities to be adopted when teaching grammar in linguistically diverse classrooms and to find the cause of errors in language skills

the English language study and research can be done on topics such as study analysis related to the use of materials in teaching.

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Appendix I

Questionnaire for the Teachers

Dear Sir/Madam,

This questionnaire is a research tool prepared for gathering information for my research entitled “**Teachers’ Perceptions on Use of First Language in ELT Classes**”. Here, first language refers to any language of the learners language which it got from the childhood. The study is under the supervision of Dr. Uma Nath Sharma , associate professor of Mahendra Ratna Campus Tahachal, Kathmandu . Your co-operation in completion of the questionnaire will be of great value to me. I will appreciate your personal opinion. Please feel free to put your responses required by the questionnaire. I assure that your responses will be exclusively used only for the research study, and the information you provide will remain confidential.

Teachers’ Perceptions on Using First Language ELT Classes

Teacher’s Name:

Teaching level:

School’s Name:

Qualification:

Teaching experience in terms of year:

Please choose any one of the following alternatives to support your views using the tick (√) marks.

Here,

SD= Strongly Disagree

D=Disagree,

N= Neutral,

A= Agree

SA= Strongly Agree,

Cognitive use

| SN | Statements | SD | D | N | A | SA |
|----|--|----|---|---|---|----|
| 1 | Allowing students to use their first language in the classroom clarifies their understanding and retention of English language content. विद्यार्थीहरूलाई कक्षाकोठामा आफ्नो पहिलो भाषा प्रयोग गर्न दिनुले तिनीहरूको अंग्रेजी भाषाको बुझाइ र अवधारणालाई मद्दत गर्छ । | | | | | |
| 2 | Incorporating students' first language in the classroom can enhance their understanding of English concepts. कक्षाकोठामा विद्यार्थीहरूको पहिलो भाषा समावेश गर्नाले तिनीहरूको अङ्ग्रेजी अवधारणाहरूको बुझाइ बढाउन सक्छ। | | | | | |
| 3 | Integrating the first language into English language teaching helps students feel more confident and less anxious about participating in class activities. अंग्रेजी भाषा शिक्षणमा पहिलो भाषालाई एकीकृत गर्नाले विद्यार्थीहरूलाई कक्षा गतिविधिहरूमा भाग लिने बारे थप आत्मविश्वास र कम चिन्तित महसुस गर्न मद्दत गर्दछ। | | | | | |
| 4 | Using the first language as a resource in the classroom is beneficial for students' vocabulary development in English. कक्षाकोठामा पहिलो भाषालाई स्रोतको रूपमा प्रयोग गर्नु विद्यार्थीहरूको अंग्रेजीमा शब्दावली विकासको लागि लाभदायक हुन्छ। | | | | | |
| 5 | Using the first language can facilitate a deeper understanding of culturally specific topics in English language teaching. पहिलो भाषाको प्रयोगले अङ्ग्रेजी भाषा शिक्षणमा सांस्कृतिक रूपमा विशिष्ट विषयहरूको गहिरो बुझाइलाई सहज बनाउन सक्छ। | | | | | |
| 6 | Especially when introducing new skills or strategies the L1 supports to learners in understanding and completing tasks. विशेष गरी नयाँ सीप वा रणनीतिहरू प्रस्तुत गर्दा पहिलो भाषाले कार्यहरू बुझ्न र पूरा गर्न सिकारूहरूलाई समर्थन गर्दछ। | | | | | |
| 7 | Explanations of grammatical rules and structures to help students acquire linguistic knowledge in the classroom. व्याकरणिय नियम र संरचनाहरूको व्याख्याले कक्षाकोठामा विद्यार्थीहरूलाई भाषिक ज्ञान हासिल गराउन मद्दत गर्छ। | | | | | |

Affective Use

| SN | Statements | SD | D | N | A | SA |
|----|---|----|---|---|---|----|
| 1 | <p>Allowing students to use their first language can boost their confidence in participating actively in discussions.</p> <p>विद्यार्थीहरूलाई उनीहरूको पहिलो भाषा प्रयोग गर्न अनुमति दिँदा छलफलहरूमा सक्रिय रूपमा भाग लिन उनीहरूको आत्मविश्वास बढ्न सक्छ।</p> | | | | | |
| 2 | <p>Encouraging students to use their first language during discussions promotes a deeper exchange of ideas and fosters a more inclusive learning environment.</p> <p>विद्यार्थीहरूलाई छलफलको क्रममा उनीहरूको पहिलो भाषा प्रयोग गर्न प्रोत्साहनले विचारहरूको गहिरो आदानप्रदानलाई उत्साह र थप समावेशी सिकाइ वातावरणलाई जोड दिन्छ।</p> | | | | | |
| 3 | <p>The use of students' first language in the English language teaching classroom helps clarify difficult concepts and instructions. अंग्रेजी भाषा सिकाउने कक्षाकोठामा विद्यार्थीहरूको पहिलो भाषाको प्रयोगले कठिन अवधारणा र निर्देशनहरूलाई स्पष्ट गर्न मद्दत गर्छ।</p> | | | | | |
| 4 | <p>Students can express ideas about their cultural identity through the English language while encouraging their first language. विद्यार्थीहरूलाई उनीहरूको पहिलो भाषाको प्रोत्साहित गर्दै अंग्रेजी भाषाको माध्यमबाट उनीहरूको सांस्कृतिक पहिचान बारेमा विचारहरू अभिव्यक्त गर्न सक्छन्।</p> | | | | | |
| 5 | <p>Utilizing students' first language fosters an environment of inclusive within the classroom. विद्यार्थीहरूको पहिलो भाषाको प्रयोगले कक्षाकोठाभित्र समावेशी वातावरण बनाउँछ।</p> | | | | | |
| 6 | <p>Using the first language helps in building stronger teacher students' relationships. पहिलो भाषाको प्रयोगले शिक्षक विद्यार्थीहरूको सम्बन्ध बलियो बनाउन मद्दत गर्छ।</p> | | | | | |

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| 7 | <p>Encouraging the use of the first language can make the classroom learning environment conducive and beneficial. पहिलो भाषाको प्रयोगलाई प्रोत्साहन दिनाले कक्षाकोठाको सिकाइ वातावरण अनुकूल र लाभदायक बन्न सक्छ।</p> | | | | | |
| 8 | <p>Striking a balance between using the first language and English language is essential for effective language learning. प्रभावकारी भाषा सिकाइको लागि पहिलो भाषा र अंग्रेजी भाषाको प्रयोग बीच सन्तुलन कायम गर्नु आवश्यक छ।</p> | | | | | |

Interactional use

| SN | Statements | SD | D | N | A | SA |
|----|--|----|---|---|---|----|
| 1 | Teaching the first language and English language together will help to express things in English language. पहिलो भाषा र अङ्ग्रेजी भाषालाई संगसंगै सिकाउदै लैजादा आफ्नो पहिलो भाषामा जानेका कुरा अङ्ग्रेजीमा व्यक्त गर्न सहयोग पुग्छ। | | | | | |
| 2 | Enhancing English learning becomes more accessible when we prioritize collaborative activities such as pair or group work, utilizing materials to articulate ideas in English, much like how one would express ideas in their first language. पहिलो भाषामा विचार व्यक्त गरेझैं अङ्ग्रेजी भाषामा विचार व्यक्त गराउन सामाग्रीको प्रयोग मार्फत जोडी या समुह कार्यमा जोड दिँदा अङ्ग्रेजी सिकाई सहज बन्छ। | | | | | |
| 3 | Learning can be facilitated by giving instruction on the use of a multilingual dictionary to solve situations that can be expressed in the first language but may be difficult to express in English. पहिलो भाषामा बताउन सक्ने तर अङ्ग्रेजीमा व्यक्त गर्न कठिनाई हुन सक्ने अवस्थालाई निराकरण गर्न बहुभाषी शब्दकोषको प्रयोग सम्बन्धि निर्देशन दिई आपसी अन्तर्क्रिया गराएमा सिकाई सहज बन्न सक्छ। | | | | | |
| 4 | By collecting the self-study materials related to the English language and doing the seminar workshop, it can be easier to participate in the learning of the English language. पहिलो भाषाको सापेक्षतामा रही अङ्ग्रेजी भाषासंग सम्बन्धित स्व- अध्ययन सामाग्रीहरु संकलन गरी कार्यशाला गर्दा अङ्ग्रेजी भाषाको सिकाइमा उत्सुकतापूर्वक सहभागी भई सिकाइमा सहजता हुन सक्छ। | | | | | |
| 5 | Translating the first language curriculum in to English and emphasizing inter-lingual practice will help in English language learning. पहिलो भाषाका पाठ्यवस्तुलाई अङ्ग्रेजी भाषामा अनुवाद गरी अन्तरभाषिक अभ्यासमा जोड दिँदा अङ्ग्रेजी भाषाको सिकाइमा टेवा पुग्छ। | | | | | |
| 6 | It is important for the teacher to have knowledge about multilingualism, so that the linguistic units that are not understood in English can be taught easily through | | | | | |

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| | discussion and interaction. शिक्षकमा बहुभाषिकता सम्बन्धि ज्ञान हुनु जरुरी छ, जस्तै गर्दा अङ्ग्रेजीमा नबुझेका भाषिक एकाइहरूलाई छलफल अन्तरक्रियाका माध्यमबाट सिकाई सहज बन्न सक्छ। | | | | | |
| 7 | Using the first language is helpful to avoid interrupting the flow of communication in English. अङ्ग्रेजीमा सञ्चारको प्रवाहमा अवरोध हुनबाट जोगिनको लागि पहिलो भाषा प्रयोग गर्नु उपयोगी हुन्छ। | | | | | |