

CHAPTER-I

INTRODUCTON

1.1 Background of the study

Language is the medium to establish relationship and co-operation with one and another .Learning language is learning society. Language is the greatest accomplishment of human civilization. We can't think of any society, social behavior, academic or artistic activities without language.

Language is learnt for the purpose of communication as an international language. English has great communication function. English is regarded as the second language in Nepal where the teachers and students are using Nepali language as a link language. English is taught as a compulsory subject from grade one to bachelor level. But students feel difficult to learn English language, then teachers use Nepali as first language in the process of teaching and learning inside the classroom. It is a useful tool for students in their effort to achieve learning tasks. Nepali language enables students to negotiate and communicate successfully in English classroom. The foundation of English is made in primary level. Various studies show that English has been considered as difficult subject in Nepal and students' achievement in English is very poor. By keeping these things in teachers' mind, they are using Nepali in English classroom. It enhances the students to understand the classroom activities and teachers can easily provide different method according to the context and subject matter.

L₁ serves a supportive and facilitating role in the classroom. Liao (2006) has observed that when the TL is the only medium allowed in discussion, students remain silent due to their nervousness or lack of English component. In the same way Cook (2001) argue that L₁ should be used for grammar instruction because lower proficiency students posses little L₂ linguistic information, so L₁ provides a shortcut for constructing interaction between L₁ and L₂ knowledge in students' mind

In the world, people are connected to their cultures, values, beliefs and identities. They try to connect with their mother tongue that reflects the cultural identities. Similarly, Nepal is multicultural, multilingual country where Nepali language serves as the lingua-franca. In the same way, teachers and students use Nepali as the lingua-franca while teaching English.

Before going directly into investigating and analyzing students and teachers' opinions regarding the first language use, we will look at how the first language has been perceived and handled throughout history in English classroom setting. Teacher enters in the classroom with the teaching techniques that either encouraged or discouraged the use of first language in English classroom. As a student of English, I have experienced the phenomenon of holding Nepali as first language in the English classrooms by the teachers and students in English classrooms. The use of Nepali language in classroom has created some positive and negative effect. The positive aspects of using Nepali language in English classroom is that it enhances to the students to understand the text and teachers can easily provide different methods to the students to understand the context .On the other hand, it hinders to learn English language in the classroom and outside the classroom as well.

1.1.1 English as an International lingua Franca

English is no longer only the mother tongue of British and America people but it is the most widely used medium of international communication between the groups of people who do not know each other's language but English as a common language. In most of the countries, it is not only

Subject of study but used as the medium of education, language of mass media, business, legislative practices etc. in the non native land of English. It is because of the dominance of English in the world. Harmer (2008, p. 14-15) has presented the following factors which contributed to present status of English:

- a. Colonial history of Britain with English.

b. Economic dominance of America with English in the business.

Information exchange in a great deal of academic discourse around world in English trade and tourism carried on, around the world in popular culture like pop music in English.

Thus, English will no longer be the native language of English speaking countries only but the language of the world if it continue to use all over the world at the current rate. There will be no single English but world English. English will be a global language rather than a native language.

1.1.2 ELT in Nepal

Nepal cannot be detached from the influence of the English language. It is since 1910 B.S. English language activities started to flourish in our country and introduction of English language teaching and learning activities can be traced back to the Rana Prime Minister Jung Bahadur Rana after his one year long visit to Britain. But the teaching and learning of English was restricted within the boundaries of the Rana Rulers and it became the only the asset of the Rana and there was no access to the citizens of the country because it was thought to be the language of noble families. Bu this confinement did not exist for a long period of time and soon became open to the citizens with the foundation of Darbar High school in 1910B.S.After the establishment of Tri-Chandra Collage ;it was also included in the course in the campus level. Since then it has been taught as a compulsory subject from grade four to bachelor level in both public and private.

Realizing the importance of English language, the government of Nepal has school and higher level curricula as a compulsory subject. Specially, the NESP (2028:B.S) has brought revolutionary changes by planning curricula and textbooks with the provision of compulsory English of 100 full marks for each grade from primary to bachelor level. The grade wise objectives of English as subject were fixed. Now, the wave of communicative approach has brought a great change in the method and content of English subject focusing on

communicative skills. Thus, the curricula of English from primary level to bachelor levels have been changed or modified focusing on new approaches, methods and skills. The main objectives of the compulsory English from primary to bachelor levels have been roughly generalized to promote learners' communicative competence. Nowadays, in government schools since 2060, English are taught from grade one as a compulsory subject. But in the present ELT situation is not so satisfactory. Several essential inputs are missing in the school system. For example, curriculum content, trained teachers, effective methods, effective evaluation system etc.

1.1.3 Use of L₁ in L₂ Classroom

Nepali language can serve as a very useful cognitive tool for students in their effort to achieve learning task. It enables students to negotiate meaning and communicate successfully in L₂. It plays an important role in the facilitation of interaction between classroom participants as well as foreign language learning. Students use L₁ to improve their ability, to memorize words, idioms, Grammar and sentence structure. On the other hand L₁ is used as an effective strategy for reducing learning anxiety and increasing their motivation to learn English. It helps to facilitate L₂ classroom activities. Similarly, Gunn (2003) argues for the use of L₁ for adult students, particularly those with lower proficiency because if the L₁ is not used at all, task and activities must be kept simple to ensure that the instructions are understandable. Additionally, some teachers feel that code switching from second language to first language can be an effective for improving students proficiency in second language if L₁ is deliberately utilized in the classroom.

1.1.4 Bilingual Education

Bilingualism is the ability to communicate in two different languages. Bilingual education is the use of two different languages in classroom instruction. Bilingual education involves teaching academic content in two

languages, in native and secondary language with varying amount of each language used in accordance with the programme.

Bilingual acquisition is closely related are of second language learning. The children acquire two languages simultaneously and naturally in their early life. In this time learner develop nearly the same level of communicative competence in both languages. Baker (2011) defines bilingualism as the ability to speak one language fluently while speaking another language less fluently. He also defines it as the knowledge of more than one language. The beginning of bilingualism started with the development of the civil rights and people's call for equality in opportunities in education (Baker, 2011). Students had the chance to study the same subjects in school either in English or in their first languages. It was due to the increase in the number of Spanish-speaking population in the 1960s in Florida that some schools started what is now known as bilingual education (Keller & Van Hoof, 1982)

1.1.5 Importance of teaching English in Nepal

English is a major international language spoken all over the world .English is foreign language in Nepal. Foreign language is taught in all schools of Nepal .But there is gap between the student s of community schools and private schools of Nepal. Private schools give more priority to the English subject than community school. In Nepal most of the students fail in English subject in SLC examination.

The importance of English language learning in Nepal is increasing day by day. It is taught as compulsory subject in schools and different universities. In government schools since 2060, English are taught from grade one as a compulsory subject. The foundation of English is made in primary level. English is also accepted as a compulsory subject in the curricula of Nepal. English is important for developing country like Nepal to exploit opportunities in the course of development. Students go to other countries for further study where as they feel the need of English has become important source for

academic and communication purpose. More than rapid developments of science and technology and globalization have strong force in the developing country like Nepal. Kansakar (1998) writes, "since the importance of English in Nepal has assumed greater importance in view of the development needs of the country." (as cited in Sapkota and Shrestha 2012, p.77)

Regarding the importance of English language in Nepal, Sharma (2006), writes. The best evidence of Nepalese young generation passionate longing for English can be seen in the enrollment around two thousands students in MA in English and almost the same number of students in M.Ed. in English in the current session of 2006/7 at Tribhuvan University. In fact, The English language has created its unique culture empire, millions of people around the globe who use it either as native language (L_1) or second language (L_2) or as a foreign language (L_3) are respectable members of this empire. Nepal has joined the group under L_3 "English as foreign language" (as cited in Sapkota and Shrestha 2012, p.78).

Thus, the number and interest of the people to study the English language is increasing day by day.

1.1.6 Factors Effecting Language Learning

Different factors directly and indirectly influence the language learning process. Some of the important factors affecting that language learning are as follow.

i. Age

Age is one of the most responsible factors which affect the second language learning. First language is acquired only by the children but the children as well as the adult learn second language. The young learners are better than the adult to learn the second language. (Birdsong 1990, as cited in Susan M. Gas. Larry Selinker 2008, p. 405) defines "the CPH states that there is a limited developmental period during which it is possible to acquire a

language be it L₁ or L₂ to normal, native like levels. Once this window of opportunity is passed however the ability to learn language decline". Gass and Selinker (2009) writes that young children are more likely to attain native - like proficiency in a second language than are teenagers or adult.

ii. Environment

Environment is also factors affecting in language learning. Environment of the first language acquisition and second language learning is quite different. First language acquisition takes place natural and informal setting. Learners learn first language in informal setting without any lesson, classes, teachers and books. But in second language learning takes place in a formal classroom setting. Learners need books, teachers and others materials. The natural informal setting is quite appropriate for language learning than artificial and formal situation.

iii. Motivation

Motivation is viewed as a key factor in second language learning. A person's behaviors are guided by certain needs and interest which influence how he or she actually performs. It determines the person's desire to learn new language. The more and better motivation, the better the learning take place. "Motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal and if the goal is sufficiently attractive, we will be strongly motivated to do whatever necessary to reach that goal" (Harmer 2091). It encourages the learners to learn better. Gardener, 1985, p. 50 as cited in Susan M. Gass. Larry Selinker 2008, p. 426) "motivation involves four aspects; goal, effortful behavior, a desire to attain goal and attitude towards the activity in Question". Motivation is divided into two types: Extrinsic and intrinsic motivation.

a. Extrinsic motivation

It comes from outside the classroom. Furthermore, the external factors like getting prize, getting good marks in the exam, getting better job, praise or appreciation by the teachers. It is also divided into two types: integrative and instrumental motivation. The first refers to the learners to learn language to integrate target language, culture or community and second refers to the desire of learners to learn language to pass exam, get better job, prestige status etc.

b. Intrinsic motivation

A kind of motivation that is generated by what happen in the classroom i. e classroom management, teaching methods, or methodology used by the teachers or teachers' personality , success and weakness of the students depend upon intrinsic motivation.

iv. Attitude

Attitude is one of the most important factors in language learning. According to Wilkins (1972, p .184) attitudes are likely to be closely related to the reasons for learning. Generally speaking it refers to the way of thinking or behaving towards something. Without positive attitude, we can hardly expect learning to take place. In showing an attitude an individual expresses her own feeling and ideas about a psychological object. Attitude is purely subjective environmental and changeable. Pupil's attitude towards a subject is changeable by providing suitable experience

v. Feedback

Feedback is the information which provides the learner's report on the result of behavior. A learner is reinforced of every step of success and every step of failure by parents, teachers, adults etc. while acquiring the L₁ and learning L₂. The teacher may reward or punish his learners. The feedback may positive and negative. Reward and praise are positive feedback which motivates the learners to learn more. But punishment is negative feedback which de-motivates them.

So, feedback may encourage and discourage the learners to learn language and learning also affected by the kind of feedback.

1.2 Statement of the problem

English is considered as a foreign language in Nepal. Teaching English language is difficult for the students of public schools in the context of Nepal. The teachers use their mother tongue to teach English because students don't understand properly. Using Nepali language in English classroom has created the problems in English learning process. The skills and knowledge of the students are still remaining poor in the performance of the English language. Teachers are supposed to use English in the English classroom. However, there are complains that they are also using Nepali in the English classroom. The main problem of the statement is that English should be taught in the English according to the curriculum but students aren't able to understand the subject matter in English.

Curriculum and policy have suggested the teachers to use English as a medium of instruction. I have heard government schools' teachers and students are using Nepali language too much while teaching and learning in their classroom. Kabita (2004)'s finding has shown that teachers frequently use of Nepali language in their classroom.

In the context mentioned above, I have an intent desire to understand the real situation of the classroom. So, my problem of this study is to know the use of Nepali in the English classroom through the teachers and the students.

1.3 Objectives of the study

The study had the following objectives:

1. To explore the use of Nepali language in English classroom.
2. To find out the perceived purpose of the Nepali language use in English classroom.

3. To find out the attitude of teachers and students towards the use of Nepali language in English classroom.
4. To suggest some pedagogical implications.

1.4 Research questions

This research guided by the following research questions.

1. What are the reasons behind using Nepali language in English classroom?
2. How much do the teachers and students use Nepali language in English classroom?
3. What do students think about the use of Nepali in English classroom?
4. What are the main purposes of using Nepali language in English classroom?

1.5 Significance of the study

This research looked at non- native English students and teachers' view on the use of Nepali language in their English classroom. This research will help other researchers to know the use of Nepali language in English classroom. For what purposes the teachers and students use it and how often they use Nepali language. This research will help following areas:

1. The findings of the study will provide feedback for the teachers and learners who are teaching and learning English as a foreign language.
2. This study will be useful to all those who are directly and indirectly involved in teaching and learning such as curriculum designers, textbook writers, materials designers, programme evaluators as well as other users of English.
3. This research work will be helpful for those researchers who will be interested in this area.

1.6 Delimitations of the study:

The following were the delimitation of the study:

1. The study was limited to lower secondary level of government school.
2. Data were collected from five schools of Morang district only.
3. Data collection tools were questionnaire and classroom observation guidelines.
4. The population of the study was also limited to the students of lower secondary level and five teachers who were teaching English in those schools.

1.7 Definitions of the terms used

Mother tongue:	First language acquired by the child
Survey:	To examine with reference to condition, situation
Techniques:	Practical ability in some given field or method of achieving something.
Questionnaire:	A set of questions
Perceive:	To see or understand
Explore:	To examine or investigate something systematically
Attitude:	Way of thinking or behaving
Perspectives:	View
Lingua-franca:	Language used for communicating between the people of different areas in which several languages are spoken.
Concern:	To take interest
Facilitate:	To make easy or easier
Reveal:	Display
Authority:	Power
Conduct:	To lead, to help

CHAPTER -TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK OF THE STUDY

2.1 Review of Theoretical literature

Research studies have shown the advantages of using L_1 as a bridge to learn L_2 . It helps the teachers and students as well. Similarly, the use of Nepali language in English classroom has created the some negative and positive effect. It enhances the students to understand the classroom activities and teachers can easily provide different methods according to the context .One the other hand, it hinders to learn the language in comfortable way.

The use of Nepali language or first language in the English classroom is debatable. Krashan (1989) claim that the improper use of the first language in the classroom can indeed hinders the acquisition of English. He disagrees especially with the use of concurrent translation in the English classroom. According to Richard and Rodgers (1998) the students' native language is widely used in Grammar Translation method. The students 'native language is the medium of instruction. It is used to explain new items and to enable comparison to be made between foreign language and students' native language.

Harmer (2003) claims that there are two understandable reasons why the students revert to their own language instead of using English in the English classroom. One has to do with natural and sociological reason and another has to do with pedagogical reason with the type of classroom task and linguistic behavior. Kang' (2008) case study of Korean EFL teacher showed that the teacher used L_1 for pedagogical reasons such as explanting grammar, organizing tasks and implementing test.

L_1 is not only an efficient learning tool but also a useful teaching learning method if pedagogical activities are well designed. Teachers use L_1 to link

knowledge that students have learned about the foreign language such as its vocabulary, sentence structure and cultural aspects. Students use L₁ to improve their ability to memorize words, idioms, grammar and sentence structure. They use L₁ as an effective strategy for reducing leaning anxiety and increasing their motivation to learn English.

In the context of Nepal, English is a foreign language. It is taught all the schools of Nepal. Learners feel difficult to learn English language due to their different languages such as Limbo, Tharu etc. If English is being taken as a foreign language, the L₁ should be used as little as possible. The L₁ can be used to explain certain grammatical usages but the use of English is paramount.

In my view it is easier for foreign learners, especially for absolute beginners to study English through their native language explanation of English pronunciation, grammar and vocab. for easier, better and quicker understanding.

2.2 Review of Empirical Literature

Some of the researchers or scholars have reviewed the use of Nepali language in English class. Their studies have shown different findings. I have reviewed some studies in this field which are mentioned below;

Schweers (1999) has carried out a study on the use of L₁ in the English classroom in Spanish context .His research findings have shown that using Spanish language has led to positive attitudes while teaching and learning English language. This study has also shown that it encourages the students to learn more English. It is not directly related to the Nepalese context due to the diversities of Languages.

Tang (2000) has carried out a study on the use of L₁ in the English classroom in Chinese context. His findings have shown that limited and judicious use of the mother tongue doesn't reduce student's exposure to English but it rather can assist in the teaching and learning processes whereas my findings have

shown that using Nepali language in English classroom has created some positive and negative effects.

Cook's (2001) has carried a research *using the First Language in the Classroom*. In his paper, Cook discussed the different arguments that were in favor of using first language in class. He argued against the common belief that second language acquisition should be treated like first language acquisition in the sense that no other languages should interfere with the acquisition of this second language. Cook pointed out that language learners differ in that they are more mature and more able to make connections and analyze language use. Therefore, the technique they use is different from the techniques they used when learning their first language which might also include applying their first language to help them learn the second language

Khanal (2004) has carried out 'A study on the use of the Nepali language in English classroom'. She mainly concerned the use of Nepali in English class. Her findings have shown that the use of Nepali language in classroom is to define some new vocabularies. The poor background of the students and teachers are responsible factor using Nepali. This study has shown that the more experienced and more aged teacher use Nepali frequently than the less experienced and young one. She has used quantities research methodology and recorded all the classroom activities by recorder whereas I used mixed method to analyze the data. My research tools were questionnaire and classroom observation form.

Poudel (2005) has carried out 'A study on code switching in T.U premises'. The main objective of this research was to find out the frequency of code switching. In his study he concluded that Nepali and English words occurred in the different of code –switching entail that greatest and least numbers of words of both languages occur according to the situation, mode of the speaker and their performance level. His finding has also shown that due to code-switching words, group of words occur in a different order from the usual in English. His main objective was to find out the frequency of code switching

whereas my objective was to find out the use of Nepali language in English classroom by the teachers' and students' opinion.

Pokhrel (2005) conducted a research entitled 'code mixing in friend's club. The main objective of this research was that the context in which code mixing takes places. His findings have shown that among four major word classes, noun and adjectives were found to have been mixed more frequently than verb and adverbs. This study also shows that the words related to day to day communication were found to have higher frequency of occurrence.

Koucka (2007) conducted a study on the use of the mother tongue in ELT classroom. She looked at the numbers of times and reasons why trainee teachers used the first language in English classroom. She found that some of the trainee teachers overused the first language in their classroom while teaching English. The teachers used the first language in different situations in the classroom from introducing the objective of the lesson to evaluating and giving feedback that indicated the first language was need in the classroom.

Petrakl (2009) looked at the teacher's attitude towards the use of the first language in a Korean school in Vietnam. The researchers used observation, interview and questionnaires to collect the data. They found that native English speaking teachers though that using the first language is sometimes useful while Korean speaking teachers found it to be often useful. The study showed that the Korean –speaking teachers used first language in class more than English speaking teachers did. These results supported the view that English speaking teachers tend to us the first language less than non native English teachers do. Teachers and students in this study agreed that the basic use of the first language in English class is to explain the meaning of new words and explanation them.

Ash (2015) Conducted research entitled students' attitude towards the use of mother tongue in ELT classroom. This thesis attempts to find out the students attitude towards the use of mother tongue in ELT classroom. His research

findings have shown that using Nepali in English classroom has situational effect. The only positive effect of it is that it facilitates understanding and accelerates in the speed of teaching and learning. This research has also shown that the students' mother tongue has an important role to play in foreign language instruction and can be a useful instrument in the communicative foreign language classroom. His study mainly concerned the students' first language such as Limbu, Maithili and Tharu. He used quantitative research methodology whereas my study concerned the use of Nepali language in English classroom. I used mixed method to analyze the data.

Bhattarai (2016) conducted research entitled 'Students and teachers perspective on the use of Nepali language in English classroom '. This thesis attempts to find out the students and teachers view towards the use of Nepali language in English classroom. Her research findings have shown that uses o f Nepali have on English language learning both negative and positive impacts. This study has also shown that teachers use Nepali due to the students' abilities and their non habits.

2.3 Implications of the review for the study

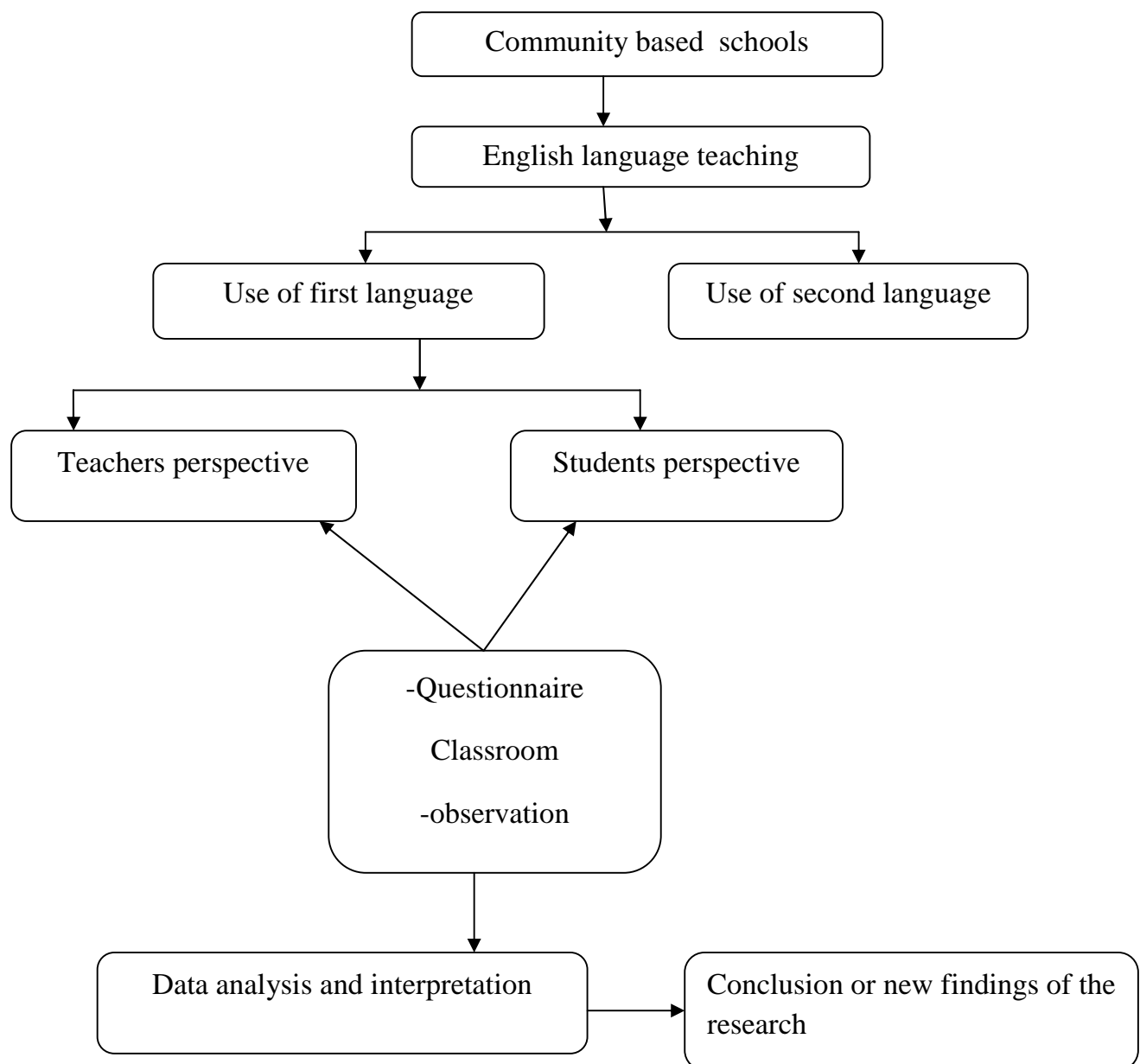
Reviewing the related literature is the central and most important task for researcher in any research. It helps to bring the clarity and focus on research problem, improve methodology and contextualize the findings. Literature review should give a theoretical basis for the research and helps to determine the nature of own research. Kumar (2009, p.30) states a literature review has a number of implications:

- a. It provides a theoretical background to the study.
- b. It helps to refine the research methodology.
- c. Through the literature review the research is able to show how his /her findings have contributed to the existing body of knowledge in his/her Profession.

d. It enables the researcher to contextualize his/her findings.

I have reviewed many researches related to my study such as A study on the use of the Nepali language in English classroom in secondary level, code switching in TU premises, use of L₁ in the English classroom in Chinese context, Students and teachers perspective on the use of Nepali language in English classroom, code mixing in friend's club, use of mother tongue in ELT classroom. I found different researches in above mentioned topics. Those researches have shown different findings according to the topics but I didn't find any research in this topic, use of Nepali language in English classroom. So I have selected this topic and see how often the teachers and students use Nepali language in English classroom.

2.4 Theoretical/Conceptual framework



Students' first language is important for the teachers and students as well. In the study the first language is Nepali and the second language is English. Researcher main topic was the 'use of Nepali language in English classroom'. She had planned to visit the community based schools and built the rapport with the teachers and students. Researcher collected various attitudes and perspectives of the teachers and students towards the use of Nepali language in English classroom. The major tools for collecting the data from selected

schools were the questionnaire and classroom observation guideline/ form. In the process of data collection, the informants were requested to express their opinion as freely as possible. The data are presented in figure and diagram by giving various titles. Then, I analyzed and interpreted the data based on objectives.

CHAPTER-THREE

METHODS AND PROCEDURE OF THE STUDY

In order to accomplish the objectives of this study, I adopted the following methodology.

3.1 Design and method of the study

I followed a survey research. Survey search is a type of research which tries to study the large and small population by selecting and studying samples in order to get the research purpose. I have used descriptive method to find the use of Nepali language in English classroom. I have used mix method study, namely qualitative and quantitative method.

I followed descriptive method to find out the use of Nepali language in English class room of government schools in lower secondary levels. The purpose of this research was to gather data related to the lower secondary level English teachers and students. With the help of the descriptive method the researcher collected in depth percentage of teachers and students on the use of Nepali in ELT classroom.

3.2 Population, Sample and Sampling Strategy

3.2.1 Population

Students and teachers teaching English at lower secondary level of community schools are the population of this study.

3.2.2 Sample

I selected ten students and five teachers who are teaching English at lower secondary level

3.2.3 Sampling strategy/Method

In a single research I cannot include all the population. So, I selected a sample to represent the whole population. I selected random as well as purposive

sampling procedure to select the schools and the sample. Then I want to convince the informants for taking information,

3.3 Study area/field

I selected five lower secondary level government schools of Morang district. I observed the classes of teachers while teaching.

3.3.1 Sources of Data

In the process of this study the researcher, data were collected from both primary and secondary sources.

3.3.2 Primary Data

The primary sources of data were drawn from the informants who were teachers and students using the tools questionnaire and classroom observation form.

3.3.3 Secondary Data

The secondary sources of data for the study were materials: books (Second Language Acquisition and English Language Teaching Method) dictionary, journal diary and previous thesis: Khanal (2004); Poudel (2005); Cook (2001) and Tang (2000).

3.4 Data collection tools and techniques

The major research tools for collecting the data from selected schools were the questionnaires and classroom observation guidelines. They are presented in appendix 1, 2 and 3.

3.5 Data collection procedure

The researcher followed the following procedure for data collection:

- i. First of all, researcher visited the field (Koshiharaincha and Belbari municipalities, Morang) Then, I built the rapport with the teachers and students.
- ii. Then, I selected randomly in the beginning and then purposively.
- iii. After gaining consent permission to collect the data in their schools, I observed English classes when they are teaching.

- Iv. I observed all the activities of students and teachers during the English classes by means of observation guidelines and diary.
- V. I distributed questionnaires to the teachers and students and requested them to answer the questions on time.
- vi. Finally, I analyzed and interpreted the data and showed the findings.

3.6 Data Analysis and Interpretation

I used descriptive method to analyze and interpret the collected data. In the process of data collection, the informants were requested to express their opinion as freely as possible. The data derived are presented in the word block, diagram and figures by giving different titles and interpreted to get the meaning of the data. On the other hand data are analyzed by dividing various titles according to the teacher' and students' questionnaire based on objectives. Based on the analysis and interpretation the conclusion has been drawn.

CHAPTER - FOUR

ANALYSIS AND INTERPRETATION OF RESULT

Concerning the use of Nepali language in the English classroom, the researcher interviewed both teachers and students and observed the classes in practice. She attempted to draw information based on the interviewed guidelines and observation form. The information derived by the tools are presented and discussed in this chapter.

4.1 Use of Nepali in the classroom

In the context of Nepal, English is a foreign language. It is taught all in the schools of Nepal. Learners feel difficult to learn English language due to their mother tongues. They learn English language after their first language. In the classroom, both teachers and students use Nepali language in English classroom because it helps the learners to understand the classroom activities and teachers can easily provide different ideas and concept according to the learners' interests.

4.1.1 Use of Nepali language in the classroom based on the

Teachers' opinion

Concerning the use of Nepali language in the English classroom, the researcher used questionnaire to collect information from the teachers. The questionnaire contained eight questions and they were given to five English teachers in total from sampled schools of Morang district. These five English teachers gave their personal opinions towards using Nepali language in the English classroom. The attitude of English teachers which can be presented in the following sub- headings.

a. Suitability of Nepali language in English classroom

The teacher informants of this study suggested the suitability principle for the use of L1 in the L2 classroom. English teachers gave their personal

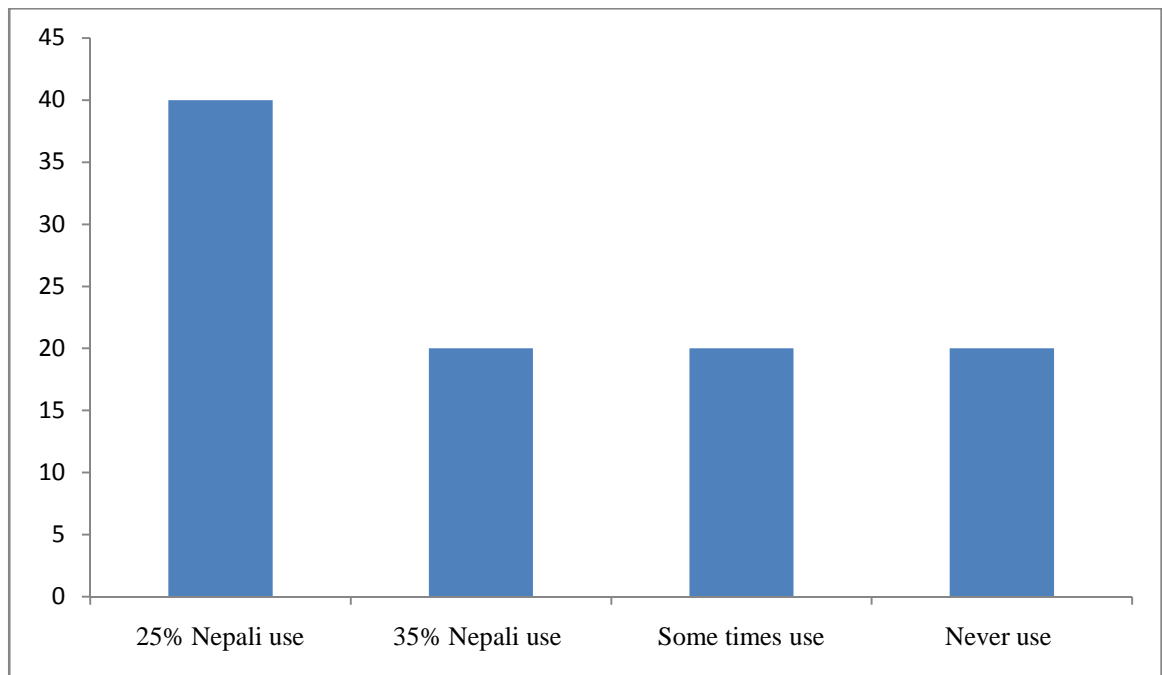
opinions towards the suitability of Nepali language. Four English teachers agreed about the suitability of Nepali language. One of the informants said that Nepali language is too much suitable in the classroom due to the students' mother tongue. By the study, it is informed that teachers used Nepali language to explain new vocabulary, complex grammar structure and proverbs. Some English teachers used grammar translation method when their students felt difficult. According to the English teachers, the main causes of using Nepali language in English classroom are students' problems, mother tongue influences. They used Nepali language when students asked to say in Nepali. One of the informants gave her personal opinion regarding the suitability of Nepali language which can be shown here. *There is a suitable environment to use Nepali language in the English classroom. Students prefer to speak in Nepali language. They feel shy to speak in English. Sometimes, teachers use grammar translation method when students feel difficult.* However, one of the informants totally disagreed with the ideas of suitability of Nepali language in English classroom. He said that Nepali language isn't suitable in the English classroom because it hinders in learning. Students become lazy and decrease their reading habits too. Additionally, English is better learnt through using English only.

While analyzing this topic, most of the English teachers said that Nepali is suitable in the English classroom because it connects the learners' previous knowledge and it makes clear about the subject matter too.

b. Use of Nepali in English classroom

Teachers and students used Nepali language in the classroom. The following figure shows the use of Nepali language in English classroom.

Figure no: 1 Use of Nepali language

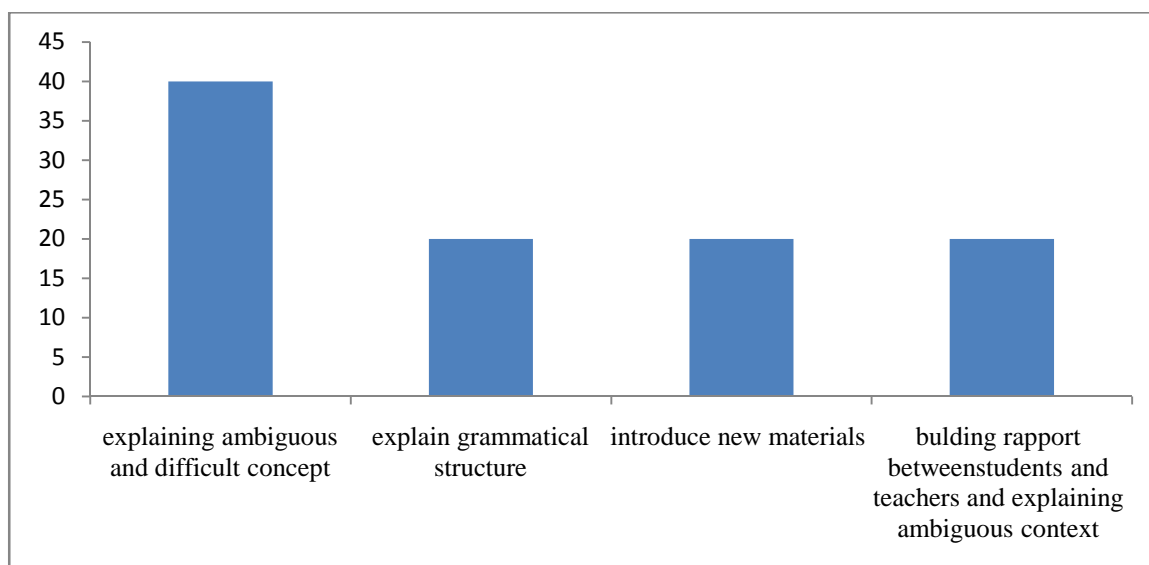


Source: Field data, 2073

The above figure shows that 40% English teachers said 25 percent Nepali language should be used. 20% teachers said 35 percent Nepali should be used. 20% teachers said sometimes use and others 20% teachers said never should be used Nepali language in English classroom.

c. Situation of using Nepali in the English classroom

Students and teachers used Nepali language for various situations such as to explain grammar structure, to introduce new materials and define new concept. The following figure shows the situation of using Nepali language.

Figure no: 2 Situation of using Nepali

Source: Field data, 2073

The above figure shows that 40% informants said they used Nepali language in English classroom to explain ambiguous and difficult concept. 20% informants said that they used the Nepali language in English classroom to explain grammatical structures. 20% informants said that they used Nepali language in English classroom to introduce the new materials and others 20% informants used Nepali language for classroom management, building rapport between teachers and students and explaining ambiguous and difficult concept.

d. Teachers' opinions towards the use of Nepali language in English classroom

All the English teachers gave their personal opinions in various ways regarding the use of Nepali language in the English classroom. They said that according to the context, Nepali language is necessary in the English classroom. Nepali language hinders to learn English language though they may follow different techniques for teaching English. They claimed that teachers only used Nepali language in English classroom to make learners clear. They were from various family backgrounds even they preferred to speak their mother tongue. Due to the mother tongue influence students felt difficult to speak English and then

teachers used Nepali in the English classroom. On the other hand few teachers said that Nepali must not be spoken in English classroom. They claimed that teachers needed enough knowledge, skills and concept to teach English according to the situation of the classroom. Teachers must have positive thoughts and strong desire about the medium of instruction.

Similarly, some of the informants said that Nepali language in the English classroom helps to understand new vocabulary items, grammatical structure and difficult concept to the students. One of the informants said that *according to the context, it is necessary to use in English classroom. Nepali language hinders to learn English. Though we may follow different techniques for teaching English even we have to use Nepali to make learn learners clear.* Nepali language in English classroom helps the students to understand difficult concept and vocabulary items too. Additionally, most of the English teachers used Nepali language in English classroom to motivate learners, to scold them and to inform the notice.

e. Purpose of using Nepali in the English classroom

Lower secondary curriculum has suggested that teaching should be medium of instruction though English teachers used Nepali language for the various purposes. They used Nepali when the students felt difficult to understand and grasp the meaning of difficult vocabularies, idioms, proverbs.

English teachers used Nepali language in the English classroom to facilitate the learners, to motivate the learners, to provide meaning of the difficult words. Most of the English teachers used Nepali language in English classroom to give difficult concept and make clear those concepts. Most of the English teachers used Nepali language to scold the students, to crack jokes and inform the notice. English teachers used Nepali to make clear about the literary genres and to give instruction. Most of the English teachers used Nepali to explain new events, to explain electronically tools and to discuss about modern technology

too. They also used Nepali to present complex grammar structure and illustrate about it. They also used Nepali language to give feedback for the students.

While analyzing this topic, most of the English teachers used Nepali language in the English classroom to give instructions, to suggest the students to learn more effectively. Similarly, the English teachers used Nepali to define some new words. Some of them also used Nepali to crack jokes in English classroom.

f. Teacher's attitude of using Nepali on the language skills and aspects

Language aspects and skills are the main part of English language. When researcher observed the natural classes of the English teachers, they used too much Nepali language while teaching reading and speaking skills. On the other hand they used Nepali on the vocabulary, language function and Grammar too.

Researcher asked one interview question to the informants. Interview question was that 'in your opinion, do the nature of skills and aspects require the use of Nepali? If yes which language skills and aspects require the use of Nepali?'

For the above mentioned question some of the informants said that the nature of language skills and aspects of language don't require the use of Nepali.

Whenever it is necessary teachers can use Nepali language. One of the informants gave his personal opinion regarding the language skills and aspects in the following way.

"Language skills and aspects don't require the use of Nepali in English classroom. Teachers use Nepali language while teaching skills and aspects according to the context. Learners prefer to use Nepali language while teaching Grammar, language function, reading and speaking skill".

All the informants said that reading and speaking required the use of Nepali language. On the other hand some of the informants said that vocabulary and grammar required the use of Nepali language but one of the informants said

that language function required the use of Nepali language in the English classroom.

While analyzing the topic, language skills and aspects both required the Nepali language in the English classroom according to the context and subject matter.

g. Teachers' attitudes on the students 'like' to use Nepali in the classroom

English teachers used students centered techniques while teaching English subject. Teachers tried to use only English language but students demanded Nepali language in each and every situation. Researcher had several questions. She asked one interview question to the teachers. The question was that do your students like to use Nepali language in the English classroom? If yes, why do they prefer Nepali?

For the above mentioned question some of the informants said that students like to use Nepali language in the classroom because they are poor in English. They felt easy for speaking in Nepali language. They could share everything to their friends if they spoke in Nepali. One of the informants said that students asked to use Nepali in the English classroom. They felt difficult and hesitation to use English language in the classroom. All students have habit of using Nepali. He said that students didn't have English environment even home and school. Then they preferred Nepali to understand and draw a clear concept in difficulties. One of the informants said that students didn't have sufficient knowledge about vocabulary and they shared their feelings, thoughts and views. by using Nepali language.

While analyzing the topic all the students like to use Nepali language in the English classroom for various reasons such as students' habit, hesitation and poor in English language. Students felt easy and comfortable by using Nepali language in English classroom.

h. Teacher suggestions for improving the situation of English language teaching

English language teaching is not an easy task for the teachers due to some factors which are related to the teachers, students, schools, environment, policy making and curriculum designing too. Curriculum has suggested that teaching should be medium of instruction. But in the real field researcher got many more problems to teach English language.

English teachers gave their valuable suggestions for improving the current situation of English language teaching which can be shown in the following points.

- a. The teachers should use students centered techniques.
- b. The teachers should create English environment in the classroom.
- c. Government should prepare such curriculum which may play vital for improving the situation of the English language teaching such as communicative curriculum and practical behaviors curriculum.
- d. The teachers should be positive and helpful.
- e. The teachers should use teaching aids while teaching English.
- f. The head teacher, parents, and all the teaching staffs should create English Environment in school.
- g. Teacher training programme should be provided by the government.
- h. Some specialized subjects should be published in English medium via. Math, Science, Computer.
- i. English teachers should manage everything whatever is needed to improve.
- j. The teachers should have clear vision and plan to improve the situation then should go through according to the plan.
- k. Teachers should be more creative and critical researchers.
- l. Classroom should be well facilitated.
- m. Medium of teaching learning activities should be in English from pre-primary level.

n. Improving teachers and finally school's performance.

4.1.2 Use of Nepali in the classroom based on the students' opinions

The tool used to collect information from the students was questionnaire. The questionnaire contained thirteen questions. Among them seven questions were open ended and other six questions were close ended. These questions were administered to ten students in total from selected schools of Morang district. These ten students gave their personal opinions towards using Nepali language in the English classroom. The attitude of community based students which can be presented in the following sub- topic

a. Students' opinion towards the use of Nepali language in the English classroom

Students gave their personal opinions regarding the use of Nepali language in the English classroom. They used Nepali language in the English classroom to help them to understand the literary genres, vocabulary, language function and Grammar too. Teachers used Nepali language when the students felt difficult to grasp the meaning of words. Students used Nepali language in the classroom to make clear about the subject matters while teaching and learning English subject. One of the informants gave his personal opinion regarding the use of Nepali language in the English classroom which can be shown here." *In our classroom we use Nepali language because we can understand it very much. We can do homework and class work by using Nepali language otherwise, we don't understand. We can read and understand new things by using Nepali and English language. It gives new vocabularies' knowledge and grammar structure".*

Students became happy when the teacher used Nepali language in the context. Some of the students said that teachers used Nepali language in the classroom due to the students' factors.

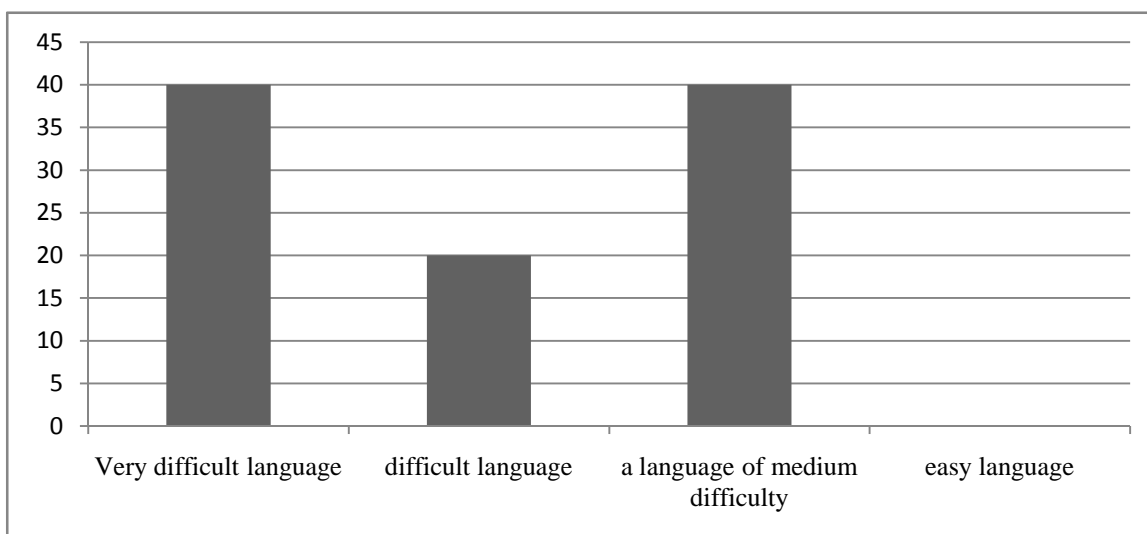
Some of the students said that Nepali language makes clear while asking questions and giving the answers of those questions. Students didn't understand all the things in English language then they preferred to use Nepali language. They used Nepali even daily used words. They thought that Nepali language facilitates in learning English language in the classroom.

Students were from different family background even they prepared to speak their mother tongue. Due to the mother tongue influence students felt difficult to use English in the classroom. Students demanded Nepali language even in simple context. Students remained silent when teacher only used English language in the classroom, then teachers used it. Few students claimed that teachers used Nepali language in the classroom while giving situation, composing dialogue and making clear about grammatical structure. At that time students can easily understand from the teacher.

While analyzing the topic most of students said that it is suitable in the English classroom to understand the subject matters, some new things and asking questions. Teachers and students used Nepali language to explain complex structure and difficult vocabulary too.

b. Students feeling about English Language

Government schools' students felt English language is difficult due to their mother tongue. The following figure shows the students' feeling about English language.

Figure no: 3 Students feeling

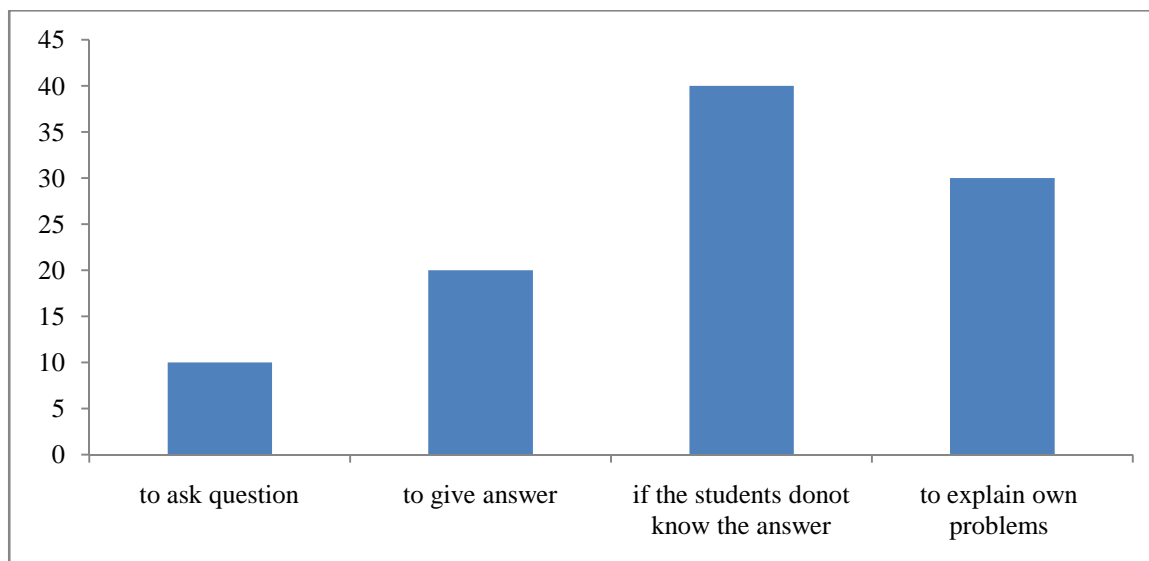
Source: Field data, 2073

The above figure shows that 40% informants said they felt English language is very difficult. 20% informants said that they felt English language is difficult and 40% informants said that they felt English language is a medium of difficulty. Nobody said that English is an easy language.

c. Students attitudes on the purpose of Using Nepali Language

Students used Nepali language in various purposes such as to ask question, to give answer and to explain new vocabulary items. Different Purposes of using Nepali language in the classroom which can be presented in the figure.

Figure no: 4 purpose of Using Nepali language

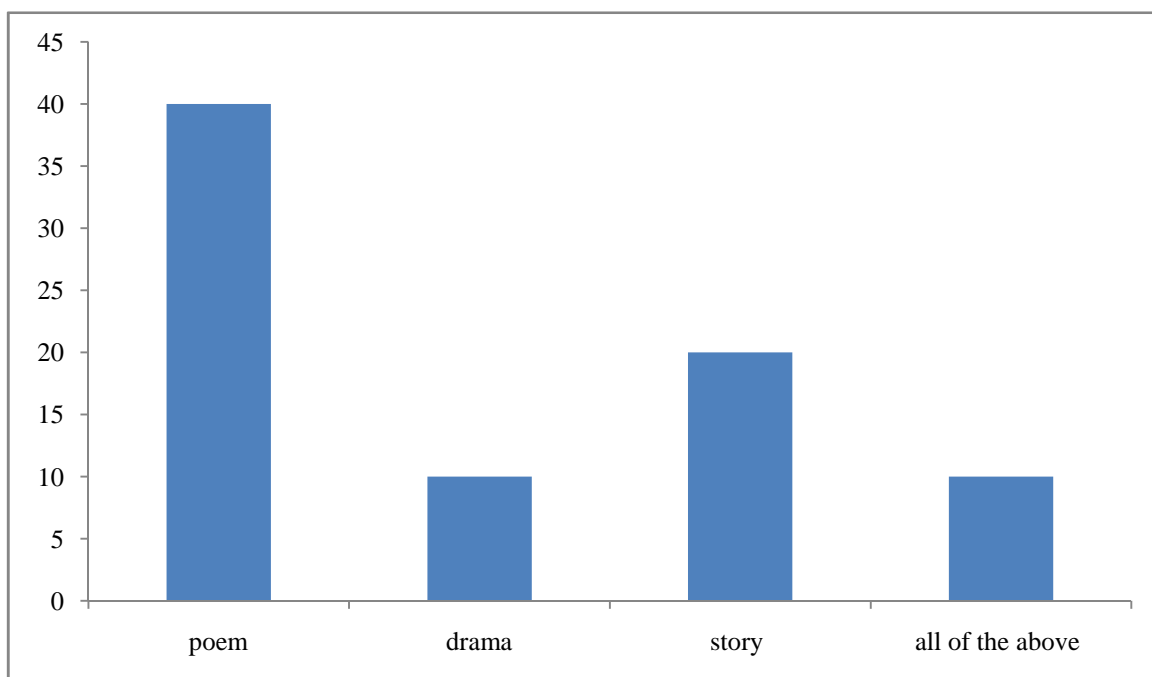


Source: Field data, 2073

The above figure shows that 10% informants said they used Nepali language in English classroom to ask questions. 20% informants said that they used Nepali language in English classroom to give answer. 40% informants said that if they don't know answer then they use Nepali language in English classroom. However, 30% informants said that they used Nepali language in English classroom to explain own problems.

d. Students attitudes on comprehension text of using Nepali language

Different types of comprehension texts are included in the lower secondary curriculum such as poem, story, essay etc. The teachers and students used Nepali language while teaching above mentioned literary genres.

Figure no: 5 Students attitudes on comprehension

Source: Field data, 2073

The above figure shows that 40% informants said they used Nepali language to read, understand and make clear concept of poem. 10% informants said that they used Nepali while teaching drama and 20% informants said that they used Nepali while teaching story. 20% informants said that they used Nepali while teaching essay and 10% informants said that they used Nepali language while teaching poem, drama, story and essay in English classroom

e. Demand of Nepali language by the students

English is considered as a foreign language In Nepal. Students learn English language after their first language. In community based schools there is only one English subject and other all subjects are Nepali medium. Students feel English is very difficult language while learning. When Researcher observed the English class, at that time all students demanded a lot of Nepali language by the teachers. Students asked to use Nepali language to make clear about subject matters. Students expected all things in Nepali. Some of the students said that they used Nepali language while teaching poems, stories, dramas

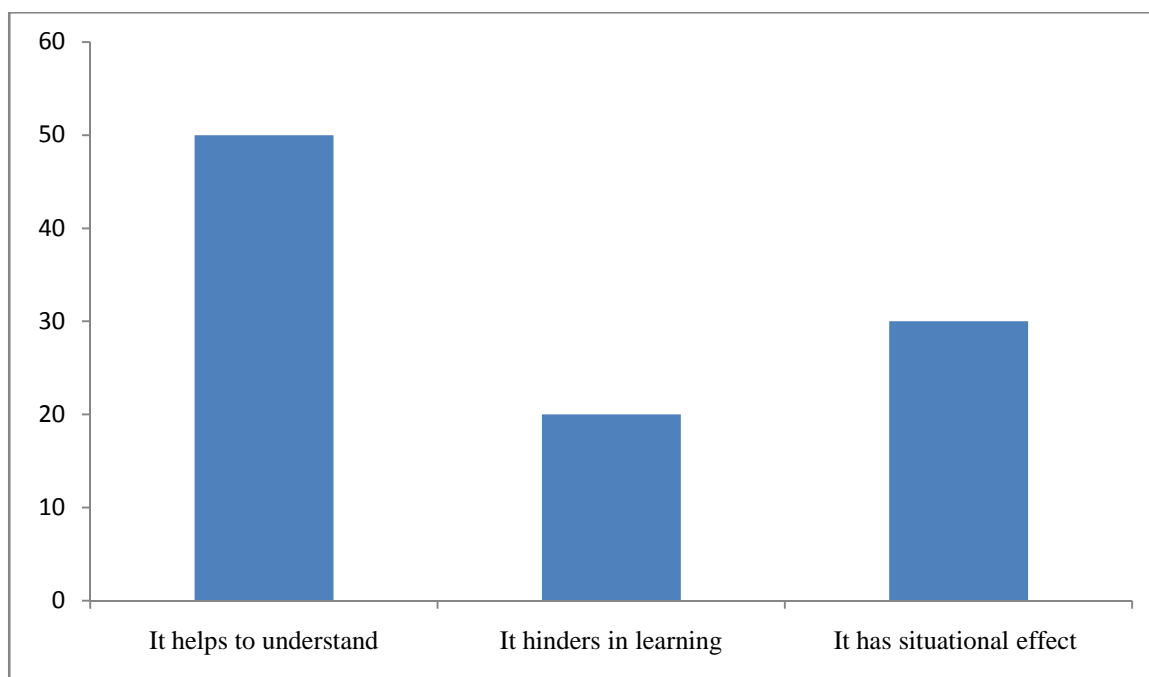
Grammar, vocabulary, language functions and daily used words. Students became happy when the teachers used Nepali language in all contexts. Some of the students claimed that they only demanded Nepali language when they felt difficult and uneasy to understand in English such as to ask questions, to give the meaning of difficult words. Few students said that they used Nepali language when new things came in the context. They used Nepali while telling jokes, proverbs, and other difficult words. One of the students said that they used Nepali language even in the simple contexts. Researcher asked one interview question to the students. The question was that how much do the students demand the use of Nepali language by the teacher?

For the above mentioned question some of students said that students demanded a lot of Nepali language by the teachers. Students need too much Nepali language in all type of literary genres. Students demand Nepali language when the new things came in the context .Students said that if the teachers agree, students will demand all things in English language.

While analyzing this topic, most of the students used Nepali language in English classroom. All literary genres, language skills, aspects demanded the Nepali language. Students used Nepali language while telling jokes, proverbs and other current subject matter.

f. Students attitude on the Impact of using Nepali Language in English classroom

Nepali language not only hinders to learn English but also helps to learn English in the classroom. The following figure shows the students attitude on the impact of using Nepali language.

Figure no: 6 Impact of Nepali language

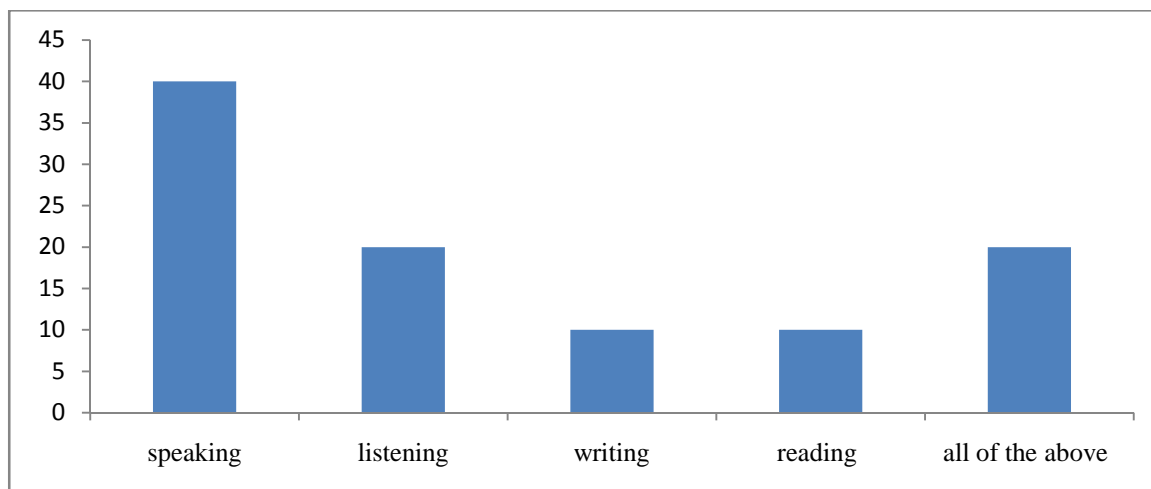
Source: Field data, 2073

The above figure shows that 50% informants said Nepali language in English classroom helps to understand in learning. 20% informants said that it hinders in learning and 30% informants said that using Nepali language in English classroom has situational effect in learning English.

g. Students attitudes towards the use of L₁ for Specific skills.

Students preferred to use Nepali language while teaching reading, listening, speaking and writing skills but most of the students demanded Nepali while teaching speaking skill. The following figure shows the students attitudes towards the use of Nepali for language skills.

Figure no: 7 Students' attitudes towards language skills



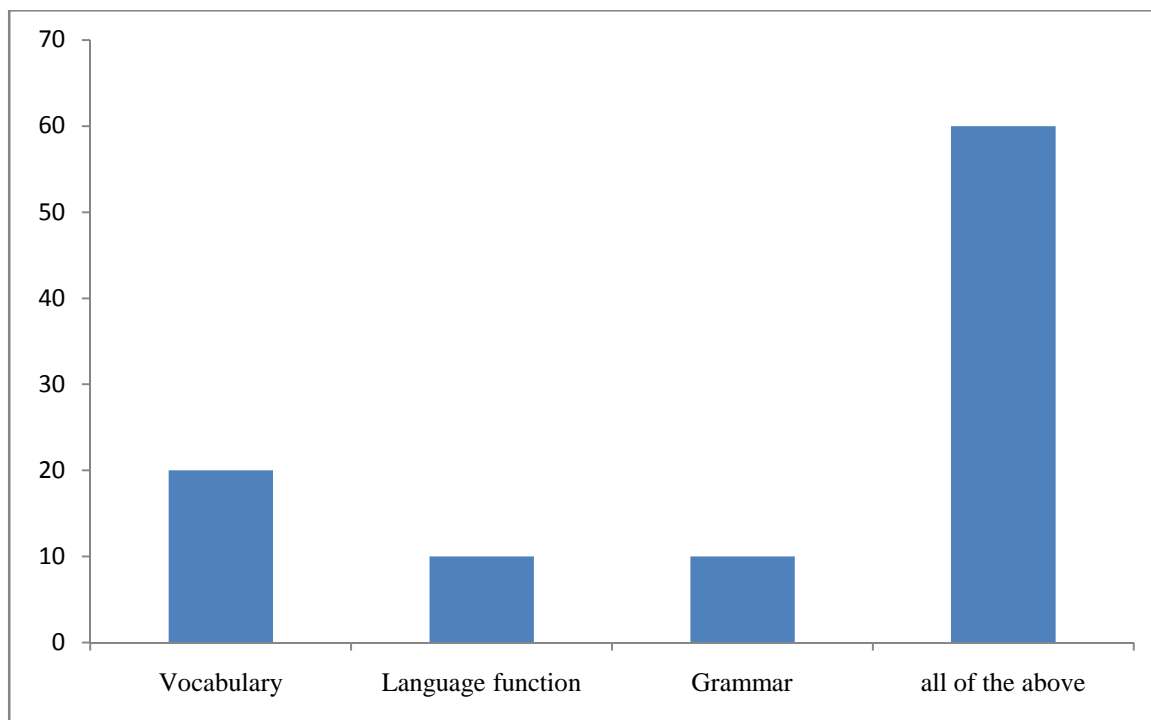
Source: field data, 2073

The above figure shows that 40% informants said speaking skill required the use of the Nepali language and 20% informants said that listening skills required the Nepali language. 10% informants said that writing skill required the use of the Nepali language and other 10% informants said that reading required the use of the Nepali language. However, 20% informants said that all of the above speaking reading, listening and writing required the use of Nepali language in English classroom.

h. Students' attitudes towards the use of L₁ for specific Aspect of Language.

Vocabulary, language function, pronunciation and grammar are the main parts of aspect of language. Students demanded Nepali language in each and every condition. The following figure shows the students attitudes towards Nepali for specific aspect of language.

Figure no: 8 Students' attitudes towards language aspect



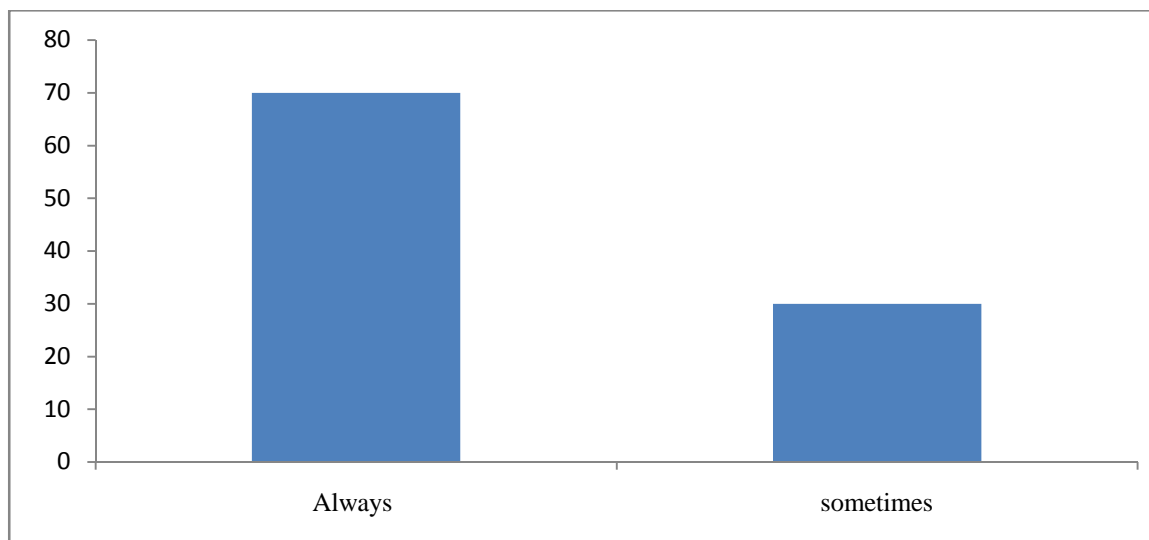
Source: Field data, 2073

The above figure shows that 20% informants said that vocabulary required the use of the Nepali language and 10% informants said that language function required the use of the Nepali language. 10% informants said that grammar required the use of the Nepali language. However, 60% informants said that all of the vocabulary. Grammar and language function required the use of Nepali language in English classroom.

i. Students' perspective on the use of Nepali language

Using Nepali language in English classroom is always good for the community based schools. Students always demand Nepali language while teaching English Subject. Students' perspectives can be presented in the following figure.

Figure no: 9 Students' perspective



Source: Field data, 2073

The above figure shows that 70% informants said that using Nepali language in English classroom is always good for them in community schools. On the other hand 40% informants said that using Nepali language in English classroom is sometimes good for them in community based school in Nepalese context

Perspective Regarding the Use of Nepali in English classroom of Students Participants

The students' participants of community school said that using Nepali language in English classrooms have both mixed positive and negative impacts. The positive thing is that it makes them easy to understood difficult concept, subject matter, vocabulary and negative thing is that the learning capacity of English language get hampered. In community based school only one period or subject is English so they have not lost time to practice English that's why they are poor in English.

4.1.3 Analysis of Data on the basis of classroom observation

The third tool use for the research was observation. The researcher used classroom observation guideline and observed the English class of the teacher

while they taught. The researcher filled the classroom observation guideline by observing the class. All the pre teaching, while teaching and post teaching activities were observed. Class observation showed that most of the English teachers used Nepali in pre-teaching stage. They asked jokes, story, talking about modern technology i. e face book in Nepali language. Teacher tried to speak in English but students preferred to use Nepali language while teaching. All teachers asked questions in English language but some of the students didn't understand even question and then teachers asked in Nepali language. Researcher observation showed that most of the English teachers used Nepali and Nepali language while teaching poem but few English teachers used only English while teaching poem. Likewise, most of the English teachers used Nepali and English language while discussing the grammatical structure but few teachers used English language.

Classroom observation showed that majority of the teachers used Nepali language while teaching literary genre but some English teachers used English while teaching literary genre. Most of the English teachers used Nepali language while teaching vocabulary.

4.1.4 Analysis of the data from the observation guideline form

Activities	Day1		day 2	
	English users(no. of teachers)	Nepali users (no. of teachers)	English users (no. of teachers)	Nepali users(no. of teachers)
Before presentation	1	4	2	3
Taking attendance	5		5	
Motivation students	5		4	1
Writing the topic	5		5	
During the presentation	5		5	
Introducing the topics	5		5	
Illustrating	1	4	2	3
Defining new vocab. Items		5		5
Introducing structure	2	3	2	3
Explaining complex grammar points		5		5
During practice	3	2	1	4
Giving instruction	3	2	2	3
Giving suggestion	1	4	2	3
Having discussion	3	2	5	
Carrying out group	4	1	3	2
Work and pair work	2	3	3	2
Checking for comprehension	5		5	
Praising students	3	2	1	4
During evaluation	5		5	
Giving feedback	2	3	2	3
Giving homework	5		5	

Observation guideline showed that majority of the English teachers used Nepali language before presentation in English classroom but few teachers used English in before presentation. All the teachers used English language while taking attendance. Most of the teachers used English language while motivating students but few teachers used Nepali too while motivating the students. All the teachers used English language while writing topic. All the English teachers used English language during the presentation and introducing the topic. Majority of the teacher participants used Nepali language while illustrating and explaining about something but some teachers used English while illustrating and explaining something. All the teachers used Nepali while defining new vocabulary items. Some English teachers used Nepali language while introducing new grammatical structure and other teachers used English language. All the teachers used Nepali language while explaining new grammar points. Majority of the English teachers used Nepali language during practice exercise doing time in the English classroom .Some of the English teachers used English language during practice. Minority of the English teachers used Nepali language during giving instruction to the student and other all teachers used English language giving instruction to the student. Most of the English teachers used Nepali language while giving suggestion but some teachers used English language to the students. Majority of the teachers used English while having discussion. Most of the English teachers used English language while carrying out group discussion some teachers used Nepali also. All the teachers used English language while checking comprehension. Majority of the teachers used Nepali language while praising students in the English classroom. All the teachers used English language while during evaluation. Majority of the teachers used Nepali language while giving feedback and only minority teachers used English language. All the English teachers used English language while giving homework in the classroom.

4.2 Summary /Discussion of findings

This study revealed many teachers and students' view of using Nepali language in the English classroom in Nepalese context. The findings have shown that there are many positive and negative impacts towards using Nepali language in English teaching and learning. Some of them were supportive and other were opposing of Nepali language while teaching and learning process in the classroom. This study has shown that both teachers and students need Nepali language in English classroom in Nepalese context.

After the analysis and interpretation of the collected data the researcher conducted the following findings.

1. Teachers use Nepali language in English classroom to give instructions and to give suggestions the students to learn more effectively.
2. Similarly the teachers use Nepali language to define some new words. Some of them also use Nepali to crack jokes in the English classroom.
3. Both students and teachers need of the using Nepali language in the English classroom.
4. Teachers use Nepali language in English classroom to facilitate the learners, to motivate the students, to scold them and to inform the notice.
5. Students use Nepali language in English classroom for checking meaning and understanding difficult concept.
6. Students feel English language is a difficult language.
7. Most of the students' mother tongue is Nepali so they feel easy to understand difficult concept in Nepali language.
8. Teachers use Nepali language due to students' ability and their habit.
9. Students use Nepali language in English classroom to explain their problems.

10. Learners' weakness and their poor background are responsible factors for using Nepali language in the English classroom.
11. Teachers use too much Nepali language while defining the new vocabularies.
12. Teachers only use English language while writing topic and introducing the topic.
13. Teachers only use English language while taking attendance and giving homework but they use Nepali and English in other activities.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Nepali language serves as a lingua Franca among different multilingual speakers of Nepal as a result many students share Nepali language inside the classroom though they are from different linguistic background. In the context of Nepal maximum use of Nepali can be observed in government schools.

The results of the current study have a numbers of implications in various fields. Teachers may be able to use the result and reduce the amount of the Nepali language used in English classroom. The results may also help teachers to understand the attitude of the students towards Nepali language use and help them to discuss their students. Students may also know the better understanding of why they are using our first language as a Nepali language in English classes. The results could help them to make better decisions regarding whether or not to use the Nepali language in English classroom. The results may help teachers to modify their teaching techniques and to help their students in English learning process. At last both teachers and students can reduce the amount of Nepali language in English classroom.

5.2 Recommendations

On the basis of findings obtained from the analysis and interpretation of the collected data, the following recommendations for pedagogical implications have been derived.

5.2.1 Policy Related Recommendation

a. Students and teachers both demand Nepali language. By analyzing this

Fact, policy maker should prepare the programme according to the demand of the teachers and students.

- a. Policy makers and curriculum designers should analyze the needs and interest of the learners.
- b. Textbook writers also should write the books or prepare the materials as the learners' linguistic, social, psychological and economical condition.
- c. Governments should prepare such curriculum which may play vital for improving the situation of the English language teaching such as focused on communicative curriculum and practical behaviors curriculum.
- d. Syllabus and curriculum should be changed according to the need of new generation.

5.2.2 Practice related Recommendation

- a. From primary level students should got more time to learn English subject.
- b. Teachers should bear the first responsibility for it.
- c. Teachers along with the authority and concerned sectors should pay attention in the field of English teaching process.
- d. Find out the learners' background
- e. Teachers should encourage the students to speak more English language in the classroom without hesitation and fear.
- f. Teachers should be focused in English language while they were taught English subject.
- g. Students are to be classified according to their interest and desire.
- h. Teachers should use teachers' guide for effective teaching in the classroom.

5.5.3 Recommendation for The Further Research

The results of the current study offer a wide variety of research in the areas of Nepali language in English classroom. English language teaching is really challenging task for the teachers. There are various reasons of the use of Nepali

language in English classroom. This study has suggested that there is full connection between these factors, reasons and amount of Nepali language used. Therefore, this study opens the door for detailed study for the further research. Future researchers can take this study as guideline who wants to carry out research in the similar field.

REFERENCE

- Bhattarai, T. (2016). *Students and teachers perspective on the of Nepali language in English classroom*. Thesis of M .Ed. TU, Kirtipur
- Cook, V. (2001). *Using the first language in the classroom* Canadian Modern Language Review, 57(3), 402-423
- Gunn, M.(2003) *Opportunity for literacy*. Pre- literate learners in the AMEP.In G. Wigglesworth(Ed), *the Kaleidoscope of adult Second language learning: learners, teachers and researcher Perspectives* (p. 251-273). Sydney.
- Gass,M. Susan\$ Selinker, L(2009).*Second Language Acquisition*. New York: London
- Khanal, K. (2004) . *A study on the use of the Nepali language in English Classroom*. Thesis of M. Ed. TU, Kirtipur.
- Kang, D. M.(2008). *The Classroom language use of a Korean elementary school EFL teaching*. 36, 214-226
- Koucka, A. (2007). *The Role of Mother Tongue in English language Teaching*. Unpublished Master's thesis. University of Pardubice, Czech Republic
- Krashen, S.(1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon.
- Kumar, R. (2005). *Research methodology: a step by step guide for beginners*. Australia: pears on Education
- Lia , p. (2006) .*ELT learners' beliefs about and strategy use of translation in English*. RELC, 37(2), 191-215
- Pokhrel, D.(2005). *Code Mixing in friends' club*. Thesis of M. Ed. TU, Kirtipur.
- Poudel, p.(2005). *A study on code switching in TU premises*. Thesis of M.Ed. TU, Kirtipur.
- Sah, Amit (2015). *Students' attitude towards the use of mother tongue in*

- ELT classroom*. Thesis of M. Ed. TU, Kirtipur
- Sapir, E. (1921). *Language*. New York: Harcourt Brace.
- Schweers, C. W. Jr. (1999). *Using L1 in the L2 classroom*. *English Teaching Forum* .37(2)6-9.
- Shapkota, A & Shrestha, R. (2012). *Direction in Applied Linguistic*
Kathmandu: Sunlight Publication.
- Sharma, B. (2010). *Second language acquisition*. Kathmandu:
Sunlight Publication
- Tang, J. (2002). *Using L1 in the L2 classroom*. *English teaching Forum*,
40 (1), 36-40.
- .

APPENDICES - 3

Classroom observation guidelines

Activities	Day1		day 2	
	English users	Nepali users	English users	Nepali users
Before presentation	1	4	2	3
Taking attendance	5		5	
Motivation students	5		4	1
Writing the topic	5		5	
During the presentation	5		5	
Introducing the topics	5		5	
Illustrating	1	4	2	3
Defining new vocab. Items		5		5
Introducing structure	2	3	2	3
Explaining complex grammar points		5		5
During practice	3	2	1	4
Giving instruction	3	2	2	3
Giving suggestion	1	4	2	3
Having discussion	3	2	5	
Carrying out group	4	1	3	2
Work and pair work	2	3	3	2
Checking for comprehension	5		5	
Praising students	3	2	1	4
During evaluation	5		5	
Giving feedback	2	3	2	3
Giving homework	5		5	