

**USING NATIVE LANGUAGE IN ELT CLASSROOM:
A STUDY ON PERCEPTION**

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

**Submitted by
Santa Kumar Tamang**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2015

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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.

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Santa Kumar Tamang** has prepared this thesis entitled '**Using Native Language in ELT Classroom: A Study on Perception**' under my guidance and supervision.

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DEDICATION

Dedicated

To

My Parents

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Date: 2015

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ABSTRACT

This research work entitled '**Using Native Language in ELT Classroom: A Study on Perception**' has been carried out to find out the purpose of using native language in ELT classroom, its advantages and disadvantages and to dig out the perceptions of teachers and students of secondary level regarding the use of native language in ELT classroom. The researcher used purposive non-random sampling procedures to select twenty secondary level English language teachers and fifty students of grade nine and ten from Panchthar district. Two sets of questionnaire were used to gather the teachers' and students' perceptions. The data collected from the respondents were analyzed and interpreted to meet the objectives of the study. It was found that the students used their native language to ask questions and put their problems to their teachers. On the other hand, the teachers used it for cultural translation and for breaking the monotony of the students. Moreover, it was perceived that native language was used to find out the main idea of the text in shorter time but it hindered developing communicative competence in the target language on the part of learners.

This 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, significance of the study, delimitations of the study and operational definitions of the key terms. Second chapter deals with the review of related literatures and conceptual framework. Likewise, third chapter includes the methods and procedures of the study. It consists of population and the sample of the study, sampling procedures, tools for data collection, data collection procedures and data analysis and interpretation procedures. The fourth chapter deals with the results and discussions of the collected data. Similarly, the collected data were described, analyzed and interpreted descriptively. Finally, the last chapter deals with the summary, conclusion and interpretation on the basis of analyses and interpretation done.

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LIST OF ABBREVIATIONS USED IN THE STUDY

%	Percentage
&	And
EFL	English as a Foreign Language
e. g.	For example
ELT	English Language Teaching
EST	Elementary School Teacher
et al.	And others
etc.	Etcetera
FL	Foreign Language
L1	First language
L2	Second language
M. Ed	Master of Education
NL	Native Language
No	Number
P	Page
SST	Secondary School Teacher

CHAPTER - ONE

INTRODUCTION

1.1 Background

Language is a symbol which is used for communication. It is a means of sharing ideas, emotions, feelings, etc. Language is created by human beings and developed using it to fulfill our daily communication needs. Language is regarded as a voluntary vocal system of human communication. Because of language feature human beings are different than other living creatures. Pei (1957) writes "Language is a system of communication by sounds operating through the organs of speech and hearing among members of a given community using vocal symbol possessing arbitrary conventional meanings." Therefore, language plays very important role in the development of human civilization, expansion of knowledge, experience, education and mass media.

Human beings belong to the society. Each community has its own language. A person might have the knowledge of more than one language. Person with the knowledge of two languages is called bilingual and knowledge of more than two languages is called multilingual. The language which a person acquires at the very beginning is called first language or native language. A person feels easier to use his/her native language than other language that s/he has learnt after first language.

Thousands of languages are spoken throughout the world. English is international and global language. It is widely used as a link language. In most of the countries it is used as a medium of teaching and learning. Besides these, English language is taught as separate subject in the universities. In the context of Nepal, the English language is taught and learnt from grade one to twelve as a compulsory subject. Moreover, it is taught and learnt as special subject in the universities as well.

Nepal is multilingual, multiracial and multicultural country. According to the census report (2011) there are 123 languages spoken as mother tongue with Nepali as the largest (44.6%) followed by Maithili (11.7%) and Bhojpuri (6.0%). Similarly there are 125 ethnic groups. Maithili, Bhojpuri, Limbu, Newari, Tamang, etc. are some of the vernacular languages spoken throughout the country. Even these are non-standard languages interim constitution of Nepal 2063 has made provision to use for local official work. Nepali is standard and official language. It is used as a medium of education and link language for the people of different communities who don't know each other's tongue.

The English language is taught and learnt as a foreign language in Nepal. Mostly English is learnt in schools. Before learning English language, children acquire their own mother tongue which they belong to. Nepali is also second or third language for them. In this situation children feel difficulty to learn English language. Teachers are also bilingual or multilingual. They also have learnt English after their native language. Therefore, it is difficult to create English language environment in ELT classroom. Students don't understand all presentation given in English medium and all the teachers are also not competent to make the students understand in English.

1.2 Statement of the Problem

The use of native language in ELT classes has been debated for a long time. The use of native language is not a problem but the English language teachers are concerned about its appropriate use and when it is necessary to use. Should teachers use the students' first language in English language teaching classroom? There are many dilemmas whether to use the native language in English language classroom or not. Teachers are either for or against it. Those who are against it consider that the main reason is the risk of creating native language dependence and thus preventing students' effort to find the meaning from explanations or contexts. According to Ellis (1994) "several authors

maintain that L1 has no essential role to play in EFL and that too much L1 use might deprive learners of valuable input in the second language (L2).”

Some teachers who argue for using students’ native language in ELT classroom believe that the use of native language is helpful in explaining complex idea. It also helps students to easily learn new vocabulary and grammatical rule preventing the waste of time used in explaining and instructing the students. The idea of avoiding Nepali/Limbu language is too stressful for many students. However, it is teachers’ responsibility to create a comfortable class and help students feel confident and interact independently. What is the best way to teach second language? According to Brown (2000) “There are no instant recipes. No quick and easy method is guaranteed to provide success. Every learner is unique. Every teacher is unique and every context is unique.” (p. 14)

Most of the government schools have very low achievement in English and students are not able to perform according to the objectives of the curriculum. Therefore, use of native language in ELT classroom is being considered as a prerequisite to deliver their classes in government aided schools.

1.3 Objectives of the Study

The following were the objectives of the study.

- i. To find out the purpose of using native language in the ELT classroom.
- ii. To find out the advantages and disadvantages of using native language in ELT classroom and
- iii. To suggest some pedagogical implications.

1.4 Research Questions

The clear objectives need to be structured that lead the researcher to undertake the study systematically in order to carry out the research. Research questions should be designed according to the objectives of the research. This study has following research questions.

- i. In which situation do teachers/students use native language in ELT classroom?
- ii. For what purpose do they use native language in ELT classroom?
- iii. What advantages and disadvantages do they find in using native language in ELT classroom?
- iv. How frequently do they use native language in ELT classroom?
- v. Why do they think the native language should/should not be used in ELT classroom?

1.5 Significance of the Study

In the government aided schools there is debate on whether mother tongue should be used in ELT classroom or not. This is not the controversy issue of Nepal only. Regarding this Timor (2012) writes:

The question whether the students' mother tongue (MT) should be used in English as a Foreign Language (EFL) classroom in Israel has been re-opened too controversy recently after many years in which the MT was discouraged in pedagogical grounds in the teaching of Foreign Language (FL). This situation exists in many other countries where EFL is taught, given the processes of globalization worldwide, e. g., German as the MT in EFL lessons in German schools or Thai as MT in EFL classroom in Thailand. (p. 7)

In this situation the findings of this study are expected to be beneficial to all those who are eagerly motivated towards teaching/learning English language. Specially, teachers are benefited to adopt the suggested pedagogical implications. In the same way, students will be benefited by getting appropriate guidance and exposure in the classroom. In the same way, this study will be

highly useful to the English language practitioners who want to undertake researches in the field of English language teaching. Moreover, this study will be highly significant for school supervisors, subject experts, syllabus designers, textbook writers, material producers and those who directly and indirectly associated to teaching and learning English language.

2.6 Delimitations of the Study

The scope of this study was limited on the following points:

- i. The study was based on the data collected from ten government aided schools of Panchthar district.
- ii. The study was limited to analyze the use of native language in ELT classroom.
- iii. The study population was the teachers and students of grade nine and ten.
- iv. Questionnaire was used as a tool of data collection.

1.7 Operational Definitions of the Key Terms

Native Language: Native language in the study stands for Nepali or Limbu language.

English Language: Second or foreign language for non-native speakers

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of the Theoretical Literature

Here are some theoretical views on the native language, foreign language and English language Teaching (ELT).

2.1.1 Native Language (NL)

Gass and Selinker (2009) define native language as "The first language that a child learns. It is also known as the primary language, mother tongue or the first language (L1)." Similarly, Rawal and Joshi (2011) writes; "It is also referred to as arterial language since a person's first language is a basis for sociolinguistics identity." First language, native language, primary language and mother tongue are used as synonymous terms. The main features of these all the terms share is that they are assumed to be languages which are acquired during early childhood. The acquisition normally begins before the age of about three years and they are learnt as a part of growing up among people who speak them. In this regard Narsimhan (1988) has listed the following features of child language acquisition.

- i. Children acquire language behavior by living and growing up in language community and by interacting intimately with the members of that community.
- ii. Language behavior is acquired in a relatively short time without any systematic tuition.
- iii. The acquired language behavior exhibits several well definable traits of the language community within which it is acquired.
- iv. The acquisition process goes through discernible developmental stages.

- v. At each developmental stage, language behavior exhibits two fundamental traits; (a) it is positive, and (b) it has a generalizing tendency.
- vi. A new born child, independently of the language background of his parents, acquires the language behavior of the community he lives with and grown in.

A child acquires a language that s/he hears around his/her growing environment. The child develops language behavior subconsciously in natural setting.

2.1.2 English as a Foreign Language (EFL)

English as it is international link language is considered as a foreign language in most of the country around the world. In the Nepal also, it is taught and learnt as a foreign language. Here the term foreign language refers to that language which the child learns after learning his/her mother tongue. It is also taken as second language or target language.

A child acquires first language subconsciously in natural setting during his childhood days. On the other hand second language is learnt after acquiring first language. It takes place in formal setting. Generally it is difficult to get mastery on second language. Therefore, while teaching and learning English language it needs more time and labor.

2.1.3 English Language Teaching (ELT)

Language teaching is a systematic and psychological process. Teaching and learning of the English language is considered mostly as a foreign language in the context of Nepal. The English language is a medium of international education, commerce, technology, mass media, trade and tourism, diplomatic relation and so on. According to Harmer (2003) "English language is the international language and plays key tool for any students to be successful in communication." (p. 18) Thus, English as a global language has a special role

in the particular context of the world where it is used. The main purpose of teaching English is to develop communicative competence in the learners and to make them able to communicate in more effective way in the English language.

The value of teaching and learning English has been growing up due to the rapid development of science and technology i.e. it is a means of communication. Teaching English is a professional activity that requires specialized knowledge which is acquired through training and experiences. All the discussions above prove that English is known as dominant language of the world.

At the very beginning, grammar-translation method had played dominant role to teach and learn second/foreign language. In this method first language was considered as a part of medium of instruction. But later due to the emergence of audio-lingual method followed by communicative approach the use of first language was almost totally eliminated. Much emphasis is given on the use of target language (TL). TL (English) must be the sole medium for communication and the use of native language should be prohibited. But sometimes it is inevitable to use L1 in the FL classroom; lesser or greater.

Weschler (2002) claims that "English only classroom is based in two fundamentally flawed arguments: first, the premature, outright reflection of the traditional 'grammar-translation' method and second, the false assumption that an 'English only' requirement is an essential element of more modern 'communicative methodologies'" And he has proposed a hybrid 'The Functional-Translation method' by combining the best of 'grammar-translation' method with the best of 'communicative' methods. Regarding the controversy of using L1 in the L2 classroom, Nation (2001) writes:

In some countries, English and the L1 are in competition with each other and the use of English increases at the expense of the L1. Teachers need to show respect to the learners' L1 and need to avoid doing things that

make the L1 seem inferior to English. At the same time, it is the English teachers' job to help learners develop their proficiency in English.

Therefore, a balanced approach is needed which sees a role for the L1 but also recognizes the importance of maximizing L2 use in the classroom.

Another prominent linguist Krashen, who advocated maximum exposure to the target language, forwarded the argument that L1 should not be used in the classroom. He stated that all the lessons or as much as possible should be in L2 and that there was a definite relationship between comprehensible input in L2 and proficiency. Crucially though this perhaps implied that time spent using L1 would only detract from learning. He ever suggested that exposure was not always successful in facilitating proficiency, was because learners had access to their L1 either in class or out of the class (Krashan, 1985 p.169).

Sharma (2007) on his writing "Spread of English: Globalization or imperialism?" reveals:

There are English-only schools which exclusively make use of English. Even the government aided schools are starting teaching of English from Grade one. Some parents force their kids to speak English at home and among their peers. What does it indicate? Of course, widespread use of English in Nepal is a part of globalization, and, therefore, we must welcome and acknowledge it without undue hesitation. English is not the property of English people or other native speaker of it ... we can speak English still maintaining and preserving our own mother tongues. The implication is that teaching of English and native language of the child (in our case indigenous languages of Nepal) will do justice to both the language policy will prove a stepping stone in the aspired and much

awaited new Nepal.

In conclusion, it can be said that the proper use of L1 in proper time and manner is beneficial and appropriate for the learners. Focus must be given in target language and L1 is necessary to facilitate the learners to learn TL. There must not be the circumstances which make the students feel TL is everything, if this happens they may seek the respect and value of L1 or totally neglect their mother tongue.

In the context of Nepal the English language is learnt and taught as a foreign language. In some of the country it is taken as second language where it is used as an official language. For example in India it is taken as second language. Similarly, in USA, UK, it is native language for most of the people.

In international context research is done very systematically. In those places they had enough resources for research and they use various tools for data collection. Similarly, they have good environment and proper materials for research. They are also economically sound which encourage to invest in research.

In our Nepalese context, we don't find such a good environment and enough sources of data. Similarly, researcher doesn't invest proper amount of money. Wide variety of data collection tools are not used and area of study, sample is taken in little amount. Therefore, the research carried out in international context is different from Nepalese context.

2.2 Review of the Empirical Literature

Different research works are carried out under the department of English education to find out problem and challenges found in ELT and to suggest some solutions for them. Among various researches carried out in the field of ELT, here are some previous researches and articles related with my study.

Khanal (2004) carried out a research on "A Study in the use of Nepali Language in English Classroom". The main objective of her study was to

compare the use of Nepali in the English classroom between the school of rural and urban areas. She used both sources of data collection. Student and teachers of four public secondary schools were primary sources and books, journals and research articles as a secondary source in order to elicit the required data. The students of grade ten and the teachers teaching English in the same grade in the selected schools were the population taken for the study. Observation checklist and questionnaire were tools for collecting data. Her finding was the English teachers frequently use Nepali to give instruction and suggest the students. The teachers of rural areas use more Nepali than the teachers teaching in urban areas.

Malla (2007) carried out a research in “A Study on the use of Nepali Language in the English Classroom.” His main objective was to find out the role of L1 in the FL classroom. His primary sources of the research were students studying in secondary level and teachers who had been teaching English subject in the same level. He had used books, journals, articles, research reports, etc. He had collected the data for the study from 100 students, 30 teachers using judgmental sampling procedure and 10 school headmasters were selected through randomly. This study was carried out in of Kaski district. He also has used three sets of questionnaire and a checklist to record the data from observation of the English classes. From the study he found out that majority of the students i. e. 63% opined the compulsion of Nepali in the English classroom.

Similarly, Mandal (2008) carried out a research on “English or Maithili: Effective Medium of Instruction in Teaching English.” His main objective of research was to find out which medium of instruction, English or Maithili is more effective in teaching English at grade five. He had used the students of grade five studying in K. A. secondary school, Rajbiraj of Saptari district for the study as a population. Different books, journals, magazines, articles, thesis, reports and other materials were used as secondary sources of data collection. A set of test items which consisted of 12 test items was used as a tool of data

collection. It was experimental research. The researcher had divided the students of grade five in to two groups and taught through separate medium; Maithili and English. In conclusion he found that teaching English at grade five in the Terai region through Maithili medium is significantly more effective than teaching it through English medium.

Next related study was carried out by Ghimire (2010) on the “Role of using Nepali in the English classroom”. His objective of the study was to find out when and how much the teachers use Nepali in English classroom. His research was based on a field study. Both primary and secondary sources were utilized to collect the data. Primary sources were students who were learning English language, English language teachers and headmasters who were responsible to those classes. In the same way, books, journals, articles, published and unpublished research works were used as secondary sources of data collection. He had used random sampling procedure to select the schools, teachers, students and headmasters for sample population. He had found out that the majority of the students i. e. eighty percent opined the teacher should use Nepali to define the new terms.

In the same way, Khati (2011), studied on “When and Why of Mother Tongue use in English classroom”. This study tried to answer the questions how frequently and on what occasions do the teachers at secondary level use mother tongue? To obtain responses to aforementioned questions three classrooms of English teachers teaching at secondary level were observed. From the observation it was found that teachers used mother tongue (Nepali) to give instructions, to made difficult concepts clear, to explain new words, etc. Teachers said that students’ inhibition in speaking had seemed to be a major reason for using Nepali language in English classroom. Their next view was L1 is already equipped in their (students’) mind, they find easy and comfort in using Nepali. Majority of students agreed that they use Nepali because they cannot pronounce many words in English even if they are familiar with the meaning of words; additionally, they stated that their friends usually laugh at

them while they are speaking English

Thapa (2012) conducted a research on “Teachers’ perceptions towards using English as a medium of instructions in community schools”. His objective was to find out teachers’ perception towards using English as a medium of instruction in community schools and to suggest some pedagogical implications. He had collected the primary data of his study from teachers and headmasters of five community schools of Tanahaun and Lamjung districts. He collected secondary data from books, journals, research studies, internet information related to the topic. Questionnaire was major tool for data collection. Beside this, the interview was also conducted to collect the data. After analization and interpretation of data he found that out of total, seventy percent teachers opine that English is the medium of instruction. The government should start the English medium in all the community schools but there should be appropriate training for teachers. Seventy-five percent teachers feel difficult to teach in English medium but they are obliged or forced to teach in such medium, which does not become easy to them. It was found that no single teacher has got training to teach his/her subjects in English medium. Mostly those teachers who took their degree with majoring English in university level feel easy to teach in English but others feel difficulty to teach their subjects in English.

Timor (2012) conducted a research on the “Use of Mother Tongue in Teaching a Foreign Language”. The goal of research was to examine the English teachers’ attitudes and ways of implementing the MT in EFL teaching in elementary and secondary schools in Israel. The participants in this study were 112 randomly selected EFL teachers in Israel, sixty elementary school teachers (EST), and fifty two secondary school teachers (SST). All were speakers of Hebrew and had more than five years of teaching experience. Findings of the study were brought up on arguments for MT use in EFL teaching and arguments against MT use in EFL teaching. The main reason behind arguments for given by teachers was MT helps them to explain complicated issues. Only

13% of SST was against the use of the MT in teaching EFL. When asked why, teachers responded with the following argument; “If I make core efforts to prepare teaching aids, students can understand me without using the MT.”

Next related study was carried out on “Using of the first Language in English Classroom as a way of Scaffolding for both the Students and Teachers to learn and Teach English” by Shadi Afzal (2013). The main aim of his research was to find out the attitudes of the students and teachers towards using Persian language in EFL classroom. He had randomly selected 100 students studying intermediate level and 10 teachers were teaching in the same level. He had collected the data through classroom observations, interview and questionnaire. This study showed that limited and judicious use of the mother tongue in the English classroom does not reduce students’ exposure to English, but rather can assist in the teaching and learning process.

2.3 Implications of the Review for the Study

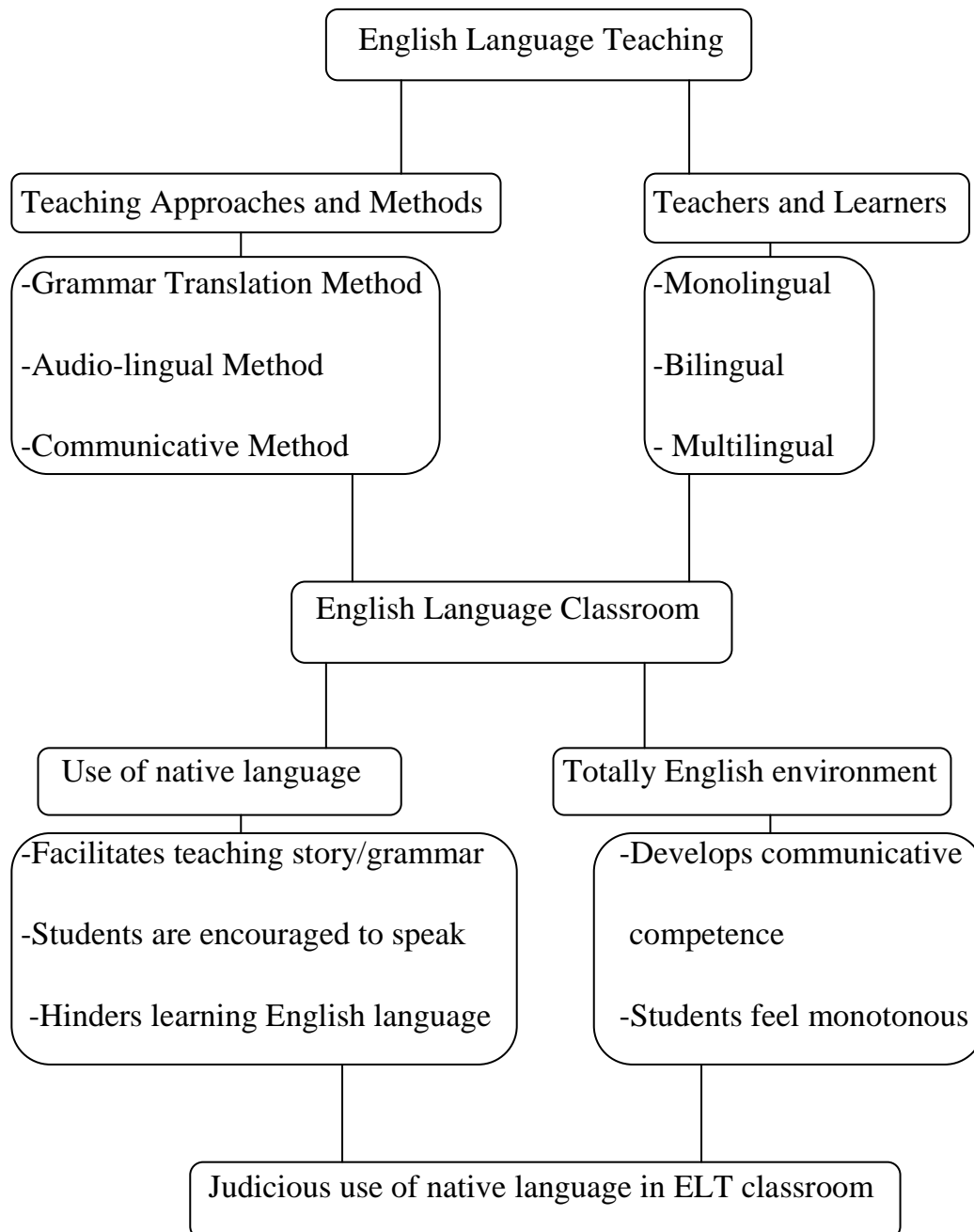
Related literature review helped me to understand the topic more clearly. It has crucial importance for the research study. It helped me to get insight about theory and trends and provided a clear path to move further research. It provided theoretical backup. It also helped me to establish the link between the related studies and develop critical thinking about the findings and methodology. It shows the validity of my entire methodology that can be adopted. It also provided insights about the systematic way to interpret the data and draw the valid conclusions.

This study helps me to understand how much native language can be used in English language teaching classroom and find out the advantages and disadvantages of using native language in ELT classroom. This research has got clear roadmap from the reviewed literature. Although, no researches are carried out in the same topic but have some related studies that facilitate to draw more contextual and valid findings.

Reviewed literature helped me to analyze the problem critically. As a novice researcher I had lots of confusion but these review helped me to clear my way and purpose. Reviewed literatures assisted me to organize the cohesion and coherence of contents in the report. It helped me to scrutinize my findings and suggested implications. It assisted me to study the problems systematically and logically.

2.4 Conceptual framework

The study on ‘Using Native Language in ELT Classroom: A Study on Perception’ in community based schools was based on the following conceptual framework.



CHAPTER -THREE

METHODS AND PROCEDURES OF THE STUDY

The present work aimed at conducting a field study in the use of native (Nepali/Limbu) language in English language teaching classroom in secondary level. The research is mainly descriptive. The theoretical part of the study was based upon the relevant books, journals from the library study i. e. secondary sources, whereas the practical basis is found through a carefully carried out survey and close analysis of data gathered i. e. through primary sources.

3.1 Design of the Study

Design of the study is a plan, structure and strategies of investigation. It helps to collect and analyze the data and find the solutions to the research problems. It is the plan or framework to complete the program of the study. Survey research is a descriptive type of research which studies large and small population. Survey research is most commonly used method of investigation in educational research. Nunan (2010) writes “surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics surveys of community attitudes, opinions, and practices on many subjects, from current voting intentions to eating habits, appear in the popular press with monotonous regularity”. According to Cohen and Manion (1985), “surveys are the most commonly used descriptive method in educational research, and may vary in scope from large-scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of a survey is generally to obtain a snapshot of conditions, attitudes, and /or events at a single point in time.” In survey research, on the other hand, the researcher doesn’t “do” anything to the objects or subjects of research, except observe them or ask them to provide data. The research consists of collecting data in things or people as they are, without trying to alter anything. A survey researcher might want to know about teachers’ honest attitudes toward their school, principles, unaltered by the act of asking. The

more intrusive a survey, the lower the chances that it will accurately reflect real conditions (Jaeger 1988:307 cited in Nunan (2010). Survey research can be conducted through the following steps.

- | | |
|--|---|
| Step1: Define objectives | - What do we want to find out? |
| Step2: Identify target population | - Who do we want to know about? |
| Step3: Literature reviews | -What have others said/discovered about the issue? |
| Step 4: Determine sample | -How many subjects should we survey and how will we identify these? |
| Step 5: Identify survey instruments | -How will the data be collected: Questionnaire/interview? |
| Step 6: Design survey procedure | - How will the data collection actually be carried out? |
| Step 7: Identify analytical procedures | - How will the data be assembled and analyzed? |
| Step 8: Determine reporting procedure | -How will results be written up and presented? |

Similarly, Cohen, et al. (2010:209) has given the following processes of survey research.

- i. Define the objectives
- ii. Decide the type of survey required
- iii. Formulate research questions or hypothesis (if appropriate)
- iv. Decide the issues on which to focus
- v. Decide the information that is needed to address the issues

- vi. Decide the sampling required
- vii. Decide the instrumentation and the metrics required
- viii. Generate the data collection instruments
- ix. Decide how the data will be collected (e. g. postal, survey, interviews)
- x. Pilot the instruments and refine them
- xi. Train the interviews (if appropriate)
- xii. Collect the data
- xiii. Analyze the data
- xiv. Report the results

In conclusion, we can say that survey research is one of the most important research uses in educational investigation. It especially concerned with attitudes and behavior of the people about certain issues, problems and situation. The findings of survey research are applicable to the whole group. An educational survey addresses the educational problems and generalizes its findings on the basis of representative sample of a specified target population so the researcher plans to use survey research in his research design.

3.2 Population and Sample

There were 79 government aided secondary schools. Among them, ten community based secondary schools' grade nine and ten students of Panchthar district were the population of my study. Similarly, twenty English language teachers and fifty students were the sample of this study.

3.3 Sampling Procedure

I used purposive non-random sampling procedure to select ten schools, twenty English language teachers and fifty students of secondary level. I selected the schools from both rural and urban area of the Panchthar district. I also went different parts of the district to meet the teachers and students.

3.4 Data Collection Tools

I used two sets of questionnaire to collect the data. One set of questionnaire was for students and the next was for teachers. On the first set of questionnaire for teacher there were ten open-ended questions and for students there were ten close-ended and one open-ended question to elicit the opinions of the teachers and students.

3.5 Data Collection Procedure

After preparing the questionnaire I visited the selected schools and established the rapport with the headmasters and clarified the purpose of visiting them. I met the English language teachers and handed over the questionnaires. After that he developed the rapport with the students, clarified the purpose and non-randomly selected the required number of students. I distributed questionnaires, explained briefly what they were supposed to do and assisted the students in case of difficulty to understand the questions. At last I collected the questionnaire, thanked the students and left the classes. In the same way I collected the questionnaire from the English language teachers and thanked them.

3.6 Data analysis and Interpretation Procedures

I made use of simple statistical tools to interpret and analyze the data systematically. Moreover, data were analyzed, interpreted and presented in the different tables as it is survey research.

CHAPTER - FOUR

RESULTS AND DISCUSSIONS

This chapter shows the various purposes and reasons as to why the native language was used by the teachers and students, in English language classroom in secondary level of Panchthar district. The reasons and factors behind using the native language and its effects are dug up by means of the opinions of the students and teachers. This chapter deals with analysis of the responses from students, holistic analysis of close ended questions' response, item wise analysis of questions' response and analysis of responses of teacher.

4.1 Results

Results of the research are as follow:

- i. Teachers were found to use native language in ELT classroom to break the monotony of the students.
- ii. They used it to explain the cultural terms and to teach grammatical items.
- iii. Students use native language to express their problem, ask questions.
- iv. Using native language took short time to find out the main idea of the text.
- v. It was found out that using native language decreases the target language exposure and hinders to learn target language.

4.2 Discussions

Results of the research are discussed in the following sub headings

4.2.1 Analysis of the Responses from Students

Students are the main factors to concern while conducting research works on teaching and learning. They are the most reliable and valid source for any classroom research. No matter whether the studies are on teaching

methodologies or learning strategies, the findings are beneficial and fruitful for the students. Since the impact of the study directly goes on the students, the most focal respondents of the study were students as they were the most reliable and valid sources for this study.

4.2.1.1 Holistic Analysis of the Responses of Students

There were two sets of questionnaire, one for students and another for teachers. For students there were 10 close ended questions and one open ended question. Here is a holistic analysis of only close-ended questions responses. The given table shows the analysis of the responses of students.

Table No. 1

Students' Responses for Open-ended Questions

SN	Questionnaire	Respondents	%
1	Frequency of using native language		
	a. Not at all	0	0
	b. Occasionally	5	10
	c. Sometimes	42	83
	d. Very often	3	7
2	Reason behind using native language		
	a. Teacher is not competent enough in the English language	5	10
	b. It is easy for him/her to explain in native language	6	12
	c. It is used to make us understand	39	78
	d. Teacher enjoys using the native language in the classroom	0	0
3	Appropriateness of using native language		
	a. To practice the use of some phrases and expressions	10	20

	b. To explain difficult concept	22	44
	c. To introduce new materials	3	6
	d. To help us feel more comfortable and confident	15	30
4	Nature of words that demands the use of native language		
	a. Concrete	5	10
	b. Abstract	10	20
	c. Literary	25	50
	d. Technical	20	40
5	Necessity of native language in ELT		
	a. It helps me to understand new vocabulary item	4	8
	b. It helps me to understand abstract concept better	37	75
	c. It makes me feel more comfortable and less stressed	3	5
	d. I feel less lost	6	12
6	Purpose of using native language in ELT		
	a. To ask questions	4	8
	b. To give answer	3	6
	c. If I don't know the answer	18	36
	d. To explain own problem	25	50
7	Result, if their teacher always uses native language in ELT classroom		
	a. It helps in learning the English language	13	25
	b. It hinders in learning the English language	37	75
8	How often students think native language should be used in ELT classroom		
	a. Very rarely	10	20
	b. Very often	4	8
	c. When the situation demands	36	72
9	Why native language in ELT classroom		
	a. To give meaning	18	35
	b. To have discussion	7	14

	c. To explain new structure	10	20
	d. To encourage us to speak	25	50
10	Native language facilitates or it has negative impact in ELT classroom		
	a. It hinders	13	25
	b. It helps	10	20
	c. It has situational effects	27	55

The table shows the whole analysis of responses given by students for the questions. There were 10 close ended questions and one open ended question. According to the table it can be said that native language is necessary for all the students. Complete English language environment in the classroom makes them monotonous. Although it develops English language competence there might be difficult situation during class. At that time use of native language makes them comfortable and their concept clear. Concerning about the frequency of using native language majority of the students i.e. 83% viewed that they use their native language very often in the ELT classroom. Similarly, for the question what is the reason behind using native language, 78% students stated that it is used to make them understand. In the same way 44% said that native language is appropriate to use to explain the difficult concept. Most of the students viewed that literary words demand the use of native language to explain. For the question why it is necessary to use native language in ELT classroom, 75% students viewed that it is necessary because it helps them to understand abstract concept. Next question was about the purpose of using native language in ELT classroom, here majority of the students viewed they use it to explain their own problem. Similarly, almost students said that if the teacher always uses native language it hinders in learning the English language. In the same way 72% students viewed that native language should be used when the situation demands in ELT classroom. 50% students said that their teachers use native language to encourage them to speak. As a response of the last question does native language facilitates or hinders in ELT classroom, 55% stated that it has situational effects.

4.2.1.2 Item wise Analysis of Close-ended Questions

In the first set of questionnaire for students, there were eleven questions altogether. Among them beginning ten were close-ended and the last one was open-ended. Analysis of each item is discussed in this topic.

A. Frequency of Using Native Language in ELT Classroom by the Teacher

Learning English for Nepalese students is not an easy task. Most of the students said that it was a tough job to learn English. In the context of learning, L2 experts said that greater the exposure the greater the learning. The following table shows the response of students about how often does the teacher use native language in ELT classroom.

Table No. 2

Frequency of Using Native Language

Responses	Respondents	%
not at all	0	0
Occasionally	5	10
Sometimes	42	83
very often	3	7

The above table shows that 83% students opined that their teachers use native language sometimes. Similarly, 10% students viewed that English language teachers use native language occasionally. And 7% students stated that the teachers use native language very often. The table also shows that there is no one student who stated their teacher doesn't use native language in ELT classroom.

B. The Reason Behind Using Native Language in ELT Classroom by the Teacher

Here is the students' personal opinion to know the reasons of using native language in ELT classroom.

Table No. 3

Reason Behind Using Native Language

Responses	Respondents	%
S/he is not competent enough in the English language	5	10
It is easy for him/her to explain in native language	6	12
It is used to make us understand	39	78
S/he enjoys using the native language in the classroom	0	0

The table shows that 78% students opined their teacher uses native language to make them understand in ELT classroom. In the same way 12% stated that it is easy for teachers to explain in native language. Out of 50 students 10% viewed that teacher uses native language because they are not enough competent in English language.

C. Appropriateness of Using Native Language in ELT Classroom

This question was designed to find out the opinion on the appropriateness of using native language in ELT classroom. The responses provided by students are as follows.

Table No. 4

Appropriateness of Using Native Language

Responses	Respondents	%
To practice the use of some phrases and expressions	10	20
To explain difficult concept or ideas	22	44
To introduce new materials	3	6
To help us feel more comfortable and confident	15	30

The above table shows that the majority of the students i. e. 44% opined that it is appropriate to use native language to explain difficult concept or ideas. Whereas 30% of the students said native language should be used to make them feel more comfortable and confident. Similarly, 20% opined it is appropriate to practice the use of some phrases and expressions, only 6% viewed to introduce new materials.

D. Nature of Words Demanding the use of the Native Language

This question finds the nature of vocabulary which demands native language to explain them.

Table No. 5

Nature of Words Demanding Native Language

Responses	Respondents	%
Concrete	5	10
Abstract	10	20
Literary	25	50
Technical	20	20

The table makes clear that 50% students want to use native language to explain literary words, 20% for technical, next 20% for abstract and 10% students want for concrete words.

E. Necessity of Native Language in ELT Classroom.

This question digs up the view of the students why it is necessary to use native language in ELT classroom.

Table No. 6

Necessity of Native Language

Responses	Respondents	%
it helps me to understand new vocabulary item better	4	8
it helps me to understand abstract concept better	37	75
it makes me feel more comfortable and less stressed	3	5
I feel less lost	6	12

The above table makes clear that 75% students opine that using native language helps them to understand difficult concept better, 12% feel less lost, 8% understand new vocabulary item better and 5% feel more comfortable and less stressed.

F. Purpose of Using Native Language in ELT Classroom

This question has searched the purpose of using native language in ELT classroom.

Table No. 7

Purpose of Using Native Language

Responses	Respondents	%
to ask questions	4	8
to give answer	3	6
if I don't know the answer	18	36
to explain own problem	25	50

Here 50% students viewed that they use native language to explain their own problem, 36% use it if they don't know the answer, 8% use it to ask questions

and 6% use it to give answer of the question.

G. Use of Native Language by Teachers and their Results

Here are the opinions regarding what happens if teachers always use native language in ELT classroom.

Table No. 8

Result, While Using Native Language

Responses	Respondents	%
it helps in learning the English language	13	25
it hinders in learning the English language	37	75

On the table, 75% students viewed that if their teacher always uses native language in ELT classroom it hinders in learning English language where as 25% viewed it helps in learning the English language.

H. How Often do Students Think Native Language should be Used in ELT Classroom?

Here are students' thoughts on using native language in ELT classroom.

Table No. 9

Thinking of Using Native Language

Responses	Respondents	%
very rarely	10	20
very often	4	8
when the situation demands	36	72

The table shows that 72% students stated native language should be used when the situation demands. Similarly, 20% said it should be used very rarely and 8% wanted to say it should be used very often.

I. Native Language in ELT Classroom

Different students think differently, here are students' responses why do they use native language in ELT classroom.

Table No. 10

Native Language in ELT Classroom

Responses	Respondent	%
to give meaning	18	35
to have discussion	7	14
to explain new structure	10	20
to encourage us to speak	25	50

The table clarifies that 50% students need native language to be encouraged to speak in the classroom, 35% need it to give meaning of unfamiliar words or phrases. Similarly 20% need to explain new structures and other 13% need it to have discussion.

J. Native Language Facilitates or it has Negative Impact in ELT Classroom

This question was designed to find out the effects of using native language in ELT classroom.

Table No.11

Effects of Using Native Language

Responses	Respondents	%
it hinders	13	25
it helps	10	20
it has situational effects	27	55

The table shows that 55% students viewed that native language has situational

effects in ELT classroom. Next 25% students think that it hinders in learning English language and remaining 20% says it helps in teaching learning process.

4.2.1.3 Analysis of Open-ended Questions

This open-ended question was asked to the students to find out the opinion of the students regarding the use of native language in ELT classroom. Students were free to give their opinion according to their experiences and feelings.

As a response of the question 20 students opined that native language can be used occasionally according to the situation in ELT classroom. Similarly, 15 students stated that using native language most of the time of the teaching hour is not appropriate and other 12 students viewed that it is necessary to make understand ambiguous ideas. In the same way 10 students said that use of native language hinders learning English language but totally English environment also makes them monotonous. Therefore native language is necessary according to the context of teaching and learning. Nature of subject matter also requires the native language in ELT classroom.

Conclusion

The overall table of analysis shows that students think it is not appropriate to use native language in ELT classroom but they wanted native to be used. The study urged that the students preferred to use native no matter it was greater or lesser. They believed that native language was a little supportive to learn the English language. Majority of the students strongly opined that native language should be used sometimes in the ELT classroom. Though the students did not like the use of native language in the ELT classroom they couldn't totally ignore the use of native language. Use of native language in ELT classroom was almost inevitable.

4.2.2 Analysis of the Responses from Teachers

Teachers are the guides, facilitators, instructors, supporters, motivators and moreover they are the models for students. The way the teachers present the items make the learners learn instantly or prevents from learning. Teachers have the significant role to make students learn properly. In this subtopic, responses from teachers are analyzed. I had asked 10 open-ended questions to collect the opinion of the teachers regarding the use of native language in ELT classroom. Teachers were free to share and express their opinion. Different teachers had expressed their views differently according to their experience. Question wise analysis of the responses is discussed here.

4.2.2.1 Situation of Using Native Language in ELT Classroom

For this question, out of total teachers 10 teachers opined that they use native language in ELT classroom when students become unable to understand the contextual meaning of the text. Next 6 teachers stated that they use it to break the monotonous situation of English language class. Similarly, 2 teachers viewed that they use it to explain difficult concept. Other 2 teachers stated that they use native language while teaching grammatical item.

4.2.2.2 Purpose of Using Native Language in ELT Classroom

This question was asked to dig up the purpose of using native language in ELT classroom. Here, 12 teachers stated that they use native language for the purpose of translation in ELT classroom. In the same way, 6 teachers said that they use it to parallel study in terms of teaching grammar and next 2 teachers stated that they use native language to make the demand of the question clear. Other 2 teachers opined that they use native language to teach vocabulary item and to tell the structure and examples of grammar.

4.2.2.3 Advantages and Disadvantages of Using Native Language in ELT Classroom.

Regarding this question 8 teachers opined that the advantages of using native language in ELT classroom are, it takes short time to find out the main idea of the text and students become clear about the text in their own language.

Similarly, they could understand and express the gist easily. 5 teachers viewed that using native language fulfills the concept of inclusive education. Next 4 teachers said that students contextualize English subject matter in their own way. Other 5 teachers said that one of the advantages of using native language in ELT classroom is students become interested in the subject matter.

On the other hand, regarding the disadvantages of using native language in ELT classroom, 6 teachers stated that students become poor in English language competence. Similarly, 7 teachers said that target language exposure decreases and pass percentage also gets down. In the same way 5 teachers said that students couldn't improve their four language skills, i. e. listening, speaking, reading and writing. Other 4 teachers stated that using native language forces the students to think everything in native language and it also hinders in learning target language. There were two teachers who opined that using native language stops to reach the goal of English language teaching.

4.2.2.4 Frequency of Using Native Language in ELT Classroom

For this question, 8 teachers responded they use native language almost in the ELT classroom. Similarly, 6 teachers use it sometimes, 4 teachers use it rarely and other 5 teachers use it 50% of teaching hour.

4.2.2.5 Whether Native Language should/should not be used in ELT Classroom

As a respond of the above question 12 teachers said native language should not be used in ELT classroom because it hinders the originality of English language. Similarly, 10 teachers stated that use of native language reduces the target language exposure and learning. Whereas 4 teachers stated that native language is used in difficult situation according to the context.

4.2.2.6 Condition, if not Using Native Language in ELT Classroom

On this question 12 teachers viewed that if they don't use native language in ELT classroom gradually it becomes complete ELT class. Similarly, 10 teachers viewed that students feel difficult to understand the gist of the lesson. In the same way 8 teachers said that students feel monotonous. Other 2 teachers opined that if they don't use native language in ELT classroom the aim of language teaching becomes incomplete.

4.2.2.7 Native Language Facilitates or Hinder in ELT Classroom

On this question teachers had viewed both types of responses. 12 teachers viewed that using native language in ELT classroom facilitates to teach story and 8 teachers stated that it hinders to teach dialogue. Similarly, 10 teachers opined that use of native language almost hinder in teaching and learning English language.

4.2.2.8 Factors that Contribute to use Native Language in ELT Classroom

Here 8 teachers responded that factors that contribute to use native language in ELT classroom are community where school is located and bilingual learners. Similarly, 4 teachers said that nature of subject matters is also cause to use native language. In the same way 6 teachers opined that lack of resourceful

materials and unfamiliar concept contribute to use native language in ELT classroom. Other 5 teachers stated that weak pre-knowledge of students on subject matter also contribute to use native language in ELT classroom.

4.2.2.9 Result, if Teachers use Native Language Frequently in ELT Classroom

Out of total teachers 8 teachers stated that if they use native language frequently in the ELT classroom students learn duplicated knowledge, skills and attitude. 6 teachers said that competence is increased but performance is lost. In the same way 8 teachers stated that if they use native language frequently in ELT classroom learners become unable to express their ideas in English language and other 4 teachers said that teaching learning wouldn't be more effective.

4.2.2.10 Conditions to be used Native Language

While responding to this question 11 teachers opined that cultural terms requires native language to translate the terms. In other words cultural translation is one of the conditions to use native language in ELT classroom. 6 teachers stated that they use it for the clarification of vague subject matter. Other 5 teachers said that they use native language to motivate learners and to provide the meaning of the difficult words of the essay, poem, story etc.

Conclusion

Teachers are the guides, facilitators and friend for the students. The learners follow the way the teachers show to them. In case of learning language it depends up on the teacher on which way to mould the students. Whatever the teacher does, so do the students. If there is totally English environment the students prefer the same. The overall picture of the study shows that native language should not be necessarily used in the ELT classroom. But using native language to some degree or in a little amount is appropriate. The study shows that using native language is fruitful to explain difficult concepts in the

English classroom. The respondents didn't prefer to use native quite often and in every situation but as per the students' difficulty using native language very rarely is of course beneficiary.

CHAPTER- FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

This chapter summarizes the study on the basis of the data analysis and interpretation done in the chapter four. Similarly, conclusion of the study is derived. And finally, implication of the study is suggested for the pedagogical implication in the last section of the chapter.

5.1 Summary

This study entitled Using Native Language in ELT Classroom: A Study on perception was carried out to find out the purpose of using native language and advantages and disadvantages of using native language in ELT classroom. Perceptions were collected from secondary level students and teachers who teach in secondary level of Panchthar district.

The whole study has been summarized in the five chapters. The first chapter consists of background of the study, statement of the problem and the objectives for conducting research were introduced, research questions that were to be answered, significance of the study, delimitations of the study and operational definitions of the key terms which are used in the entire report etc.

Second chapter contains the review of both theoretical and empirical literature. I broadened my knowledge related to my topic studying various theories such as different views on using native language in EFL/ESL classroom, its advantages, disadvantages, purposes, how L1 and L2 are learnt, etc.

Furthermore, I studied different studies carried under the department of English Education related to my study. How these reviews are implied in this research has been presented on the basis of the review of related literature. Finally I developed conceptual framework to conduct this study.

The methods and procedures of the study were described in the third chapter. Moreover, the way of sampling and brief account of the total population is also

presented in this chapter. The data were collected through the purposive non-random sampling procedures. To carry out the study 50 students and 20 teachers were taken from 10 schools.

Collected data are presented, analyzed and interpreted in the fourth chapter. The first part of this chapter deals with the result of the study and the second section is the overall discussion to the study.

Summary, conclusion and implication are included under the fifth chapter. In addition to these in summary section chapter wise summarization are included and in the conclusion, major finding implications of the study are presented for the policy level, practice level and further research.

5.2 Conclusion

The study was aimed at finding out the purposes, advantages, disadvantages and to find out the perception of teachers and students towards using native language in ELT classroom. I selected ten government aided secondary schools of Panchthar district. Secondary level English language learners and teachers who learn/teach in the same level as an English subject teacher were the population of the study. The researcher prepared two sets of questionnaire, each for the students and for the teachers to elicit their perception.

Having analyzed and interpreted the data collected with the help of questionnaire, the researcher came up with the following findings.

- i. The analysis and interpretation of the data shows that the teachers primarily use the native language to break the monotony and make students clear about subject matter in ELT classroom.
- ii. The teachers think that it is necessary to use native language in the ELT classroom to explain difficult concepts or ideas, to practice the use of same phrases and expressions and to present complex grammar points. It is useful in the ELT classroom because it aids comprehension greatly. It is more effective as well as less time consuming.

- iii. In the same way, it is useful mainly to give the concept of the items in question and sometimes to get the meaning across to the students and to introduce new materials as well.
- iv. Similarly, the students use native language in ELT classroom to explain their own problem and if they don't know the answer. Some students also use native language to ask questions and to give answers.
- v. Learners' weaknesses and their poor background are responsible factors for using the native language in ELT classroom.
- vi. For a few students it helps in learning the English language by developing understanding, this, using native language in ELT classroom, in effect, is counterproductive.
- vii. The study also shows that using native language in ELT classroom has situational effects. The positive effect of it is that it facilitates understanding and accelerates in the speed of teaching and learning. But the goal of learning a language does not just understand the language. Foreign language teaching aims to develop communicative competence in target language on the part of the learners. Therefore, if the teachers use native language in ELT classroom, it hinders in learning English language because the learners are deprived of the contextual use of the target language due to the interference of the native language.

5.3 Implication of the Study

On the basis of the findings I have found out the main implications of the study in the different levels as below.

5.3.1 Policy level

Policy is a line of argument rationalizing the course of action of government. Furthermore, it is the plan pursued by a government. In the context of Nepal, many policies are made without adequate study and immediately after formulating policies they should be changed. In this context the study is done on Using Native Language in ELT classroom: A Study on Perception. Teachers

and students perceptions who are teaching and learning English language would be highly helpful for the policy makers. The major implications in this level are:

- i. It will be helpful for curriculum designers to determine the methods and techniques of teaching English language. To teach English language Audio-lingual method, communicative methods are encouraged.
- ii. It will help to select the type of manpower to teach English language according to the stake-holders perception. On the basis of the community bilingual teacher with sound communicative competence in English language is required.
- iii. It will be effective for book writers, syllabus designers and other stakeholder agencies like, department of Education, Teachers Service Commission and Ministry of Education to design various educational plans and to implement them. For example, book writers can include text and exercises based on functional language. Teachers Service Commission can select the suitable teacher for the school.

5.3.2 Practice level

The implementation of the research studies in day to day life is categorized under practice level. The studies analyzed in the research are directly related to the practical field of ELT. Therefore this study and its findings will be very helpful for the stake holder of ELT. The practitioners of ELT are: teachers, text book writers, material producers, etc. The major implications of the study in this level are:

- i. The teachers who are involved in teaching in different schools and colleges will get the idea how much native language is necessary in ELT classroom.
- ii. Teachers and students who are teaching and learning English can get idea about what happens if they use native language frequently in ELT classroom and know the result of not using native language in the class.

- iii. It will be highly useful for educational stakeholders, how much native language should be used or should not be used in ELT classroom in their practical field.

5.3.3 Further Research

The present study would be highly directive for further research. Moreover, the present study will be helpful for those who want to carry out further research in the similar area. It will be secondary sources for them as well. They can study about the methods of data analysis, design of the study and for empirical literature.

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Appendix-I

Survey Questionnaire for Teachers

Dear Sir/Madam,

This questionnaire aims at finding out your opinion towards using native language in ELT classroom. Please answer the following questions. Your answer will be used for research purpose only.

School:

Please read the following questions and feel free to write the answer as you think.

1. In which situation do you use native (Nepali/Limbu) language in ELT classroom?

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2. For what purpose do you use native (Nepali/Limbu) language in ELT classroom?

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3. What advantages and disadvantages do you find using native (Nepali/Limbu) language in ELT classroom?

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.....

4. How frequently do you use native (Nepali/Limbu) language in ELT classroom?

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.....

5. Why do you think the native (Nepali/Limbu) language should be used in ELT classroom?

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6. What happens if you don't use native (Nepali/Limbu) language in ELT classroom?

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.....

7. Does the use of native (Nepali/Limbu) language facilitate/hinder in teaching and learning? Give some justifiable points.

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8. What factors contribute to use native (Nepali/Limbu) language?

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9. What happens if you use native (Nepali/Limbu) language frequently in ELT classroom?

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10. What are the conditions of using naive (Nepali/Limbu) language in ELT classroom?

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Appendix- II

Survey Questionnaire for Students

Dear students,

This questionnaire aims at finding out your opinion towards using native language in ELT classroom. Your answer will be used for research purpose only.

School:

Read the following questions and tick the best answer. If necessary, tick more than one answer in a question.

1. How often does your teacher use the native (Nepali/Limbu) language in English language classroom?
 - a. not at all
 - b. occasionally
 - c. sometimes
 - d. very often

2. Why do you think s/he uses the native (Nepali/Limbu) language in English language classroom?
 - a. S/he is not competent enough in the English language
 - b. It is easy for him/her to explain in the native language
 - c. It is used to make us understand
 - d. S/he enjoys using the native language in the classroom

3. When do you think it is appropriate to use native (Nepali/Limbu) language in English language classroom?
 - a. To practice the use of some phrases and expressions
 - b. To explain difficult concept or ideas
 - c. To introduce new materials
 - d. To help us feel more comfortable and confident

4. What kind of words demands the use of the native (Nepali/Limbu) language?
 - a. concrete
 - b. abstract
 - c. literary
 - d. technical

5. Why do you think the use of native (Nepali/Limbu) language is necessary in the English classroom?
 - a. It helps me to understand new vocabulary items better
 - b. It helps me to understand difficult concept better
 - c. It makes me feel more comfortable and less stressed
 - d. I feel less lost

6. For what purpose do you use the native (Nepali/Limbu) language in English language classroom?
 - a. To ask questions
 - b. To give answer
 - c. If I don't know the answer
 - d. To explain own problem

7. What happens if the teacher always uses the native (Nepali/Limbu) language in English language classroom?

- a. It helps in learning the English language
- b. It helps in learning the native language
- c. It hinders in learning the native language
- d. It hinders in learning the English language

8. How often do you think native (Nepali/Limbu) language should be used in the English language classroom?

- a. never
- b. very rarely
- c. very often
- d. When the situation demands

9. Why is the use of native (Nepali/Limbu) language in English classroom necessary?

- a. To give meaning
- b. To have discussion
- c. To explain new structure
- d. To encourage us t speak

10. Does the use of the native (Nepali/Limbu) language in English classroom facilitates in learning or does it have negative impacts?

- a. It hinders
- b. It helps
- c. It has situational effects
- d. It has no effect at all

11. Write a paragraph giving your opinion regarding the use of native language in English language classrooms?

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