

**THE USE OF MOTHER TONGUE IN TEACHING
ENGLISH AT PRIMARY LEVEL**

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

**Submitted By
Dikila Sherpa**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2016**

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Date of Approval of Thesis

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DECLARATION

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

Date: 27-03-2016

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This is to certify that Mrs. Dikila Sherpa has prepared this thesis entitled **The Use of Mother Tongue in Teaching English at Primary Level** under my guidance and supervision.

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DEDICATION

**Dedicated
To
My Parents whose
illiteracy and honesty
always mockingly inspired
me to get to where I am today**

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ABSTRACT

This research work entitled **The Use of Mother Tongue in Teaching English at Primary Level** is an attempt to find out the role of using mother tongue for teaching English. This research also attempts to study the advantages and disadvantages of using mother tongue in teaching English. The researcher collected the data by distributing the questionnaires to altogether 20 parents and 20 teachers from six different primary schools of Taplejung district. The samples of this data were selected through purposive non- random sampling. Two sets of questionnaires were used to gather the data. The obtained data have been analyzed in order to meet the objectives of the study. The major finding shows that the role of mother tongue in teaching English at primary level is vital. The teachers used the mother tongue for cultural translation and breaking the monotony of the students in the classroom. Moreover, it has been perceived that mother tongue is used to find out the main idea of the text in shorter time but it hinders to develop communicative competence in the target language on the part of learners and students become habituated to learn only through mother tongue even in the great level (i.e. grade 6- 10).

This thesis consists of five chapters. The first chapter is introduction of the study. The introduction consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definition of the key terms. The chapter two deals the review of theoretical literature that consists of review of theoretical and empirical literature including conceptual framework. Likewise, the third chapter of this study consists of the methods and procedures of the study. The design of the study, population and sample, sampling procedure, data collection tools, data collection procedures also included in chapter three. Similarly, the fourth chapter includes the product of the analysis and interpretation of the data. Furthermore, chapter five includes conclusions and recommendations made based on the findings. Finally, the references and the appendixes, which are necessary for the validation of the research, have also presented.

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LIST OF ABBREVIATIONS USED IN THE STUDY

%	Percentage
&	And
C LTM	Communicative Language Teaching Method
CTM	Communicative Teaching Method
e. g.	For Example
EFL	English as a Foreign Language
ELT	English Language Teaching
Et al.	And Others
Etc.	Etcetera
FL	Foreign Language
L1	First Language
L2	Second Language
M. Ed	Master of Education
MT	Mother Tongue
NL	Native Language
No.	Number
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Chapter- One

INTRODUCTION

1.1 Background of the Study

The present research “The Use of Mother Tongue in Teaching English at Primary Level” centralizes on the role of using mother tongue (MT) while teaching English at primary level in monolingual school. It is easy to teach English through English medium in an urban area or private school. However, in Nepal, the majority of the people from rural area belong to the monolingual community who speak only one language i.e. their mother tongue. Therefore, the children of that community do not speak Nepali as well as English language.

Language is the system of communication in speech and writing that is used by the people of a particular country or area. Language is an instrument of communication to share thoughts, emotions, and ideas. Defining language, Sapir (1921,p. 2) says, “Language refers to the primarily human and non instinctive methods of communicating ideas, emotions and desires by means of a system of voluntary produced symbols.” In this way, language is taken as the unique possession of human being that most conveniently used and it bounded human being to a bund. Therefore, language is the prior means of communication.

English language is an international and global language. It is found to be the most important and prominent one which is widely used as a link language. In the context of Nepal, English subject is included in the curriculum of grade one to twelve as a compulsory subject. Moreover, it is taught as an elementary or major subject in the universities as well. Nepal is a multi- cultural, multi-lingual and multi- racial country. According to the census report – (2011), 123 languages are spoken as mother tongue. Similarly, there are 125 ethnic groups.

Sherpa, Limbu, Rai, Bhojpuri, Maithili, etc are some of the vernacular languages spoken throughout the country. The constitution of Nepal (2072) has made provision to use the mother language as the official business, as provided by the provincial law. Because of the existence of the many indigenous languages, Nepali language is taken as the second language by most of the indigenous groups of people. Even though, Nepali language is the national language, many indigenous groups use their own mother tongue, which become the sole language to communicate between them.

As the importance of English language grows in the present day world, English subject is taught as a compulsory subject from pre- school level to bachelor level along with the Nepali language. In the context of Nepal, the demand of English language is increasing day by day. Nowadays, several community schools made provision to use English as a medium of instruction to teach other subjects except Nepali subject. However, there are several challenges for teaching English through only English medium due to the different kinds of mother tongue especially in the parts of rural area. The students of Sherpa community schools of that part do not speak Nepali as well as English language at primary level. Therefore, the teachers are compelled to use their mother language (sometime Nepali and sometime Sherpa) for teaching English and other subjects too.

Generally, the terms ‘first language’, ‘mother language’ and ‘native language’ are considered as L1 which means the language to which a child is exposed to for the first time and gets mastery on that i.e. which the child learns for the first time. According to the Gass and Selinker (2008, p.7), “The native language refers to the first language that a child learns. It is also known as the primary language, the mother tongue, or the L1 (first language).” On the contrary, the terms second language, foreign language and target language are used as L2, which refers to the language that the child learns after learning his mother tongue or first language or native language. In this regard, Gass and Selinker (2008, p.7) write, “Second language refers to another language which

learns by the learner after learning his/her first language.” The role of both L1 and L2 is inevitable in people’s life but the main issue of discussion is whether use of mother tongue in teaching English classroom is effective or not? Using mother tongue in the English classroom is facilitative or not? It is discussed as to whether the mother tongue hinders or facilitates while learning English. The general belief is that the child must be exposed to the target language to make him/ her learn target language perfectly. In this context, Cook (2008, p. 3) writes, “The pioneers of new language teaching such as Hennerly Sweet and Otto Jespersen emphasized the spoken language and the naturalness of language learning and insisted on the importance of using the second language in the classroom rather than the first.” There is a saying ‘greater the exposure, greater the learning’ but it is not easy to apply especially in the rural area where students speak only one language i.e. their mother tongue. Furthermore, here come the psychological, cultural, socio- economic factors in the FL classroom. There have been many theoretical arguments both for and against the use of mother tongue in the English classroom.

1.2 Statement of the Problem

English is an international language, a lingua franca widely used across the world. In Nepal, English is used as a foreign language for the purpose of reading and writing and to be able to communicate with English speakers. Learners often feel difficulty in learning the English language. We find teachers teaching English at lower and secondary level saying that they were facing problem in teaching English because students could not learn even the Basic English up to the level that they were supposed to learn in the primary level. The main cause behind this problem is that students do not speak other languages except their mother tongue especially in the rural area in monolingual society and school. Therefore, teachers are often using the mother language while teaching English. So far, it has become important to study the role of mother tongue at primary level in monolingual school. This is the main reason why the researcher selected this topic and she decided to find

out the role of using mother tongue at primary level. This study is an attempt to find out the advantages and disadvantages of using mother tongue in ELT classroom.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To find out the role of using mother tongue (Sherpa language) in teaching English at primary level in the community schools,
- ii. To find out the advantages and disadvantages of using mother tongue (Sherpa language) in teaching English,
- iii. To suggest some recommendations.

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 research study were oriented to find out the answer of the following questions:

- i. Do the teachers use learners' mother tongue (Sherpa language) in their ELT classrooms?
- ii. Is it adequate to use mother tongue (Sherpa language) in teaching English at primary level?
- iii. To what context, are the student facilitate using their mother tongue (Sherpa language) while teaching English?
- iv. What are the parents' attitudes towards the use of mother tongue in ELT classrooms?

1.5 Significance of the Study

The major issue regarding the language teaching is whether the use of mother tongue is necessary or not for teaching second language. Scholars are still debating on this topic. Some scholar says, using mother tongue facilitates in second language learning and other says it hinders. Nowadays, in the community schools, there is debate on whether mother tongue should be used in ELT classroom or not. This is not the controversial issues of Nepal only. In this situation, the findings of the study are expected to be beneficial to all those who are eagerly motivated towards teaching/ learning English language. Specially, teachers are beneficial to adopt some pedagogical implications because the present study has explored the role of using mother tongue in teaching English at primary level. The findings and suggestions derived from this study can be useful and beneficial for students, teachers, course designers, school administration, textbook writers and policy makers to get clear picture about the use of mother tongue at primary level in ELT classroom and to think of improvement in the field of language teaching. Furthermore, it helps the teachers who are teaching English at monolingual schools in rural area. Moreover, this study is significant to all those who are directly and indirectly involved in field of language teaching and learning.

1.6 Delimitations of the Study

This thesis was limited within different criteria. It was limited to Taplejung district only. The sample size of this thesis was limited within twenty parents and twenty teachers in total. The researcher selected the school from six Sherpa communities only. Similarly, the researcher selected the students of grade two only for completing this research study.

1.7 Operational Definition of the Key Terms

Community: Community in this study refers to all the people who live in a particular area.

Foreign language: Foreign language in this study refers to the learning of a nonnative language in the environment of one's native language.

Monolingual: Monolingual in this study refers to speaking or using only one language.

Mother Tongue: Mother tongue in this study stands for Sherpa language.

Primary level: Primary level in this study refers to the level from grade one to level grade five.

Second language: Second language in this study refers to Nepali language or English language.

Target language: Target language in this study refers to the language being learned i.e. English language.

Chapter- Two

REVIEW OF THEORETICAL LITERATURE

Review of theoretical literature provides an insight to the researcher related to a number of aspects that have a direct or indirect bearing in the research topic. It serves as a basis for developing a theoretical framework, which helps to investigate the problem that researcher, wishes to do.

2.1 Role of Language

Language is an arbitrary system of articulated sounds made by human being for communication and expression for communication, which is the unique gift that sets human being. The Encyclopedia Britannica (2005) defines language as “a system of conventional, spoken or written symbols of means which human being as members of a social group and participants in its culture, communication.” Regarding the definition of language, Varsheny (2001, p.1) says, “Language is complex human phenomenon; all attempt to define it has proved inadequate. In nutshell, language is an ‘organized noise’ used in actual social situation”. Similarly, Wardhaugh (1998, p.1) says, “Language is what the members of a particular society speak.” Communication is important to run our life effectively and easily. When there is a language, communication become automatically easy and effective. We form our whole life, our individual and social identities through language. Language is the unique phenomenon about human beings. As Cook (2008, p.3) said, “The one thing in which we are especially superior to beasts is that we speak.”

The importance of language can be further put that some people are able to do some or all of the above issues in more than one language. Knowing another language may mean: getting a job; a chance to get educated; the ability to take a fuller part in the life of one’s own country or the opportunity to emigrate to another; an expansion of one’s literary and cultural horizons; the expression of one’s political opinions or religious beliefs; the chance to talk to people on a

foreign holiday. A second language affects people's carriers and possible features, their lives and their very identities. Every language is equally important. It has own significance according to the situation and purposes. Besides this fact, the influenced of English language is increasing day by day. Recently, many public schools decided to teach all the subjects except Nepali through English medium. However, at the part of rural area, it is quite difficult to apply, especially in the primary level of monolingual schools. Therefore, the teachers often use their mother tongue (sometime Nepali, sometime Sherpa, sometime Limbu as well) for teaching English. The role of mother language is existed even today in the field of teaching language. Regarding the role of mother tongue, Kavaliauskiene (2009, p.4) has conducted a research and found out that all the learners customarily rely on their mother tongue in learning English. Likewise, Schweers (1999, p.7) has also conducted a research into this issue and found out that a high percentage (88.7%) of the participants felt that mother tongue should be used in their English classes.

2.2 Mother Tongue (Native Language, First Language)

The mother tongue refers to the language a person has learned from birth. Sometime the term mother tongue is used for the language that a person learned as a child at home. The terms mother tongue, native language and first language are taken as synonymously. It refers to a child's first language, the language learned in the home from older family members. Gass and selinker (2008, p.7) define mother tongue as "The first language that a child learns. It is also known as the primary language, mother tongue, or the L1 (first language)."

Similarly, Rawal and Joshi (2011) write, "It is also referred to as arterial language since a persons' first language is a basis for sociolinguistic identity." First language, native language, primary language and mother tongue are used as synonymous terms. The main features of these all the terms share so that they assumed to be mother language, 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, Narshimhan (1988) has listed the following features of child language acquisition.

- i. A Child acquires language behavior by living and growing up in language community and by interacting intimately with the member 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 with which it is acquired.
- iv. The acquisition process goes through discernible developmental stage.
- v. At each developmental stage language behavior exhibits two fundamental traits, (a) it is positive and (b) it has a generalizing tendency.
- vi. A newborn child, independency of the language background of his parents, acquires the language behavior of the community he/she lives with and grown in.

The child acquires a language that s\he hears around her\ his growing environment. The child learns their first language in natural setting without any tutorial sources.

2.3 Importance of English

English has various peculiar statuses such as an international language because of its worldwide coverage. The English language is often called a link language because it is used to communicate with people who are of different language backgrounds. It has gained different names such as 'World Englishes' (Jenkins 2006, p. 195) or 'Global English' Graddol (2006, p.106) (as cited in Harmer, 2007). It is the language of both 'native' and 'non-native speakers' alike. As English is the most dominant language in almost all areas, e.g. mass media, trade, international diplomacy etc, it is the language of world

marketing, science and technology, politics, medicine, economic and so on. Cook (2008, p. 2) further says that it should be remembered that the English language is often in a unique situation, being the language that can be used almost anywhere on the globe between people who are non-native speakers. Regarding the usage of English language, Crystal (1997, p.360) says, “English is used as an official or semi- official language in over 60 countries and has a prominent place in all six continents. It is the main language of books, newspaper, airports and air traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sport, international competitions, pop music and advertising, etc.” English is the world’s common language. For developing and emerging economics, there is enormous demand and need for English in public education system to boost stability, employability and prosperity.

English is taught as a foreign language in Nepal. With reference to school level (that is, grades I to XII), almost half of the schools are English medium ones. In such schools, all the subjects except Nepali are taught in English. Even in government owned public schools too, English is used as a core means of instruction. A person having good knowledge of English is regarded as a prestigious and will be known everywhere. English language has a vital role in the field of politics, business, education, trade, mass and media and so on. English seems vital need in every field and respect. English is used everywhere, there is no such area where English is not used. Therefore, realizing this fact, English is taught as a compulsory subject from grade one to master level in Nepal. English language is necessary to keep our existence easily because without English, our existence becomes difficult. Learning English has been necessary for us not only to use for our interest but also to survive purposefully.

The impact of globalization and economic development has made English that the language of opportunity and a vital means of improving an individual’s prospects for well- paid employment. Countries with low proficiency in

English have uniformly low levels of exports per capita. A focus on improved language skills, integrating English into the curriculum from the primary or even pre- schools years, helps attract foreign investment, further increasing the need for English speakers; and a strong export sector in services helps create a middle class, strengthening spending and growing the national economy. In developed and developing countries alike, for the investor, the academic, the civil servant, the teacher, the performer, the politician, the secretary, the diplomat, the activist, the schoolchild, English creates opportunities otherwise impossible. Therefore, it has gained the worldwide recognition as an international language.

2.4 Role of Mother Tongue (Sherpa Language) in ELT Classroom

The issue of including or excluding the learners' mother tongue or first language (L1) in teaching and learning English as a foreign language (FFL) has been the subject of ongoing discussion and controversy for a long time. Communicative Language Teaching (CLT) and methodology have always extolled the well-known "English Only" approach. The very famous L1 interference, language transfer and among others held response for many of the students' mistakes in the process of learning a foreign language. The question of whether or not to allow, or even to promote, the use of the students' L1 in the language classroom remains a contentious issue. A number of studies have been conducted, which either support or oppose the use of L1 in the EFL class. The general assumption that has prevailed for sometime is that English ought to be learned through English, not by the use of L1, which has to be completely banished from the classroom. The most vocal opponent of the mother tongue use in the classroom is Stephan Krashen (1981) and his 'Comprehensible Input' hypothesis. Harmer (2001, p.47) stated that the use of L1 in the foreign language classroom started to be viewed as uncommunicative, boring, pointless and irrelevant.

Nowadays, in some extent the emphasis is given on the use of mother tongue for ELT. Cook (2008, p. 3) argues that using mother in certain context can be created authentic users of L1. Likewise, Kavaliauskiene (2009, p.7) says:

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

Similarly, Mustafa (2008, p.138 as cited in Brown 2009, p.68) claims that first language can be a facilitating factor and not just an interesting factor. He also argued that starting with the L1 provides a sense of security and validate the learners' lived experiences allowing them to express themselves. In the same way, Schweers (1999, p.7) conducted a study with EFL students and their 19 teachers in a Spanish context to investigate their attitudes toward using L1 in the L2 classroom. He found that 88.7% of Spanish students studying English wanted L1 used in the class because they believe it facilitates learning. Students also designed up to 39% of class time to be spent in L1. Likewise, Khati (2011, p.45) writes in his study, "More than half of the students think L1 should be used to explain grammar points, difficult concepts or ideas and to practice the use of some phrases and expressions."

Regarding the role of mother tongue, Kavari (2014, p.3) writes, "Mother tongue saves great deal of time, helps clarify the meanings of difficult words, prevents the misunderstanding of the meaning of new words, provides a sense of security and confidence and specifically, it helps learners to bringing the learners' cultural background knowledge in to the class." L1 can also be beneficial to maintain communication in the classroom. The students can express themselves in their own mother tongue. As Wharton (2007, p.12)

described L1 as a ‘time saving device...’ we can use mother tongue in teaching English for various purposes like translation, teaching different vocabulary items, interacting with students, etc.

However, the role of teacher cannot be underestimated in the teaching learning activities. As they have important role to teach English without using their mother tongue, they are found to have difficulty in its application due to reasons such as the availability of sufficient resources, learners’ readiness and the core reason is monolingual society. Furthermore, it can be said that the proper use of mother tongue in proper time and manner is beneficial and appropriate for the learners. Even the use of mother tongue is necessary to facilitate the learners to learn TL; the focus must be given on target language. It is almost obligatory to use mother tongue for teaching English language on primary level. The use of mother tongue can be minimized and use of English language can be maximized according to the level grows. All the learners need a support of mother tongue in English classes, but the amount of the mother language needed depends on students’ proficiency in English.

2.6 Review of Empirical Literature

Most of the research work has already done related to the role of mother tongue and medium of instruction in the department of English education. Each research work requires the knowledge of previous background to obtain the target objectives and to validate the study. Here, this section is an attempt to review the related studies, articles and reports. For the completion of this research proposal, I have taken the following research as the related literature.

Malla (2007) carried out a research on “A Study on the Use of Nepali Language in the English classroom.” His main objective of the study was to find out the role of L1 in the FL classrooms. His primary sources of the research were student studying in secondary level and teachers who had been teaching English subject in the same level. He had used books, journal, articles, research reports, etc as secondary sources. He had collected the data for the study from 100 students, 30 teachers using judge mental sampling

procedure and 10 school headmasters were selected through random sampling. This study was carried out in 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 the study 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 schools of Saptari district for the study as a population. He had used different books, journals, magazines, articles, thesis, reports and other materials as secondary sources of data collection. A set of test items that considered of 12 test items were used as a tool of data collection. He had conducted an experimental research for completing his research study. Finally, he had concluded that teaching English at grade five in the Terai region through Maithili is significantly more effective than teaching it through English medium.

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

Likewise, Thapa (2010) conducted a research on “Teachers Perceptions towards using English as a Medium of Instruction in Community Schools.” His objectives of the study were to find out teachers’ perceptions towards using English as 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 Tanuhun and Lamjung districts. He used different kinds of books, journals, research studies, internet information related to the topic as the secondary sources.

Questionnaire was major tool for data collection. Besides this, the interview was also used to collect the data. Finally, he had concluded that out of total, 70% teachers opine that English is medium of instruction. The government schools 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. He found that no single teacher has got training to teach his/ her subject in English medium.

In the similar way, Ghimire (2010) carried out the research study on the “Role of Using Nepali in the English Classrooms.” 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 the 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 headmaster 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 that the majority of the students i.e. 80% opined that the teacher should use Nepali to define the new terms and difficult words.

2.7 Implications of the Review for the Study

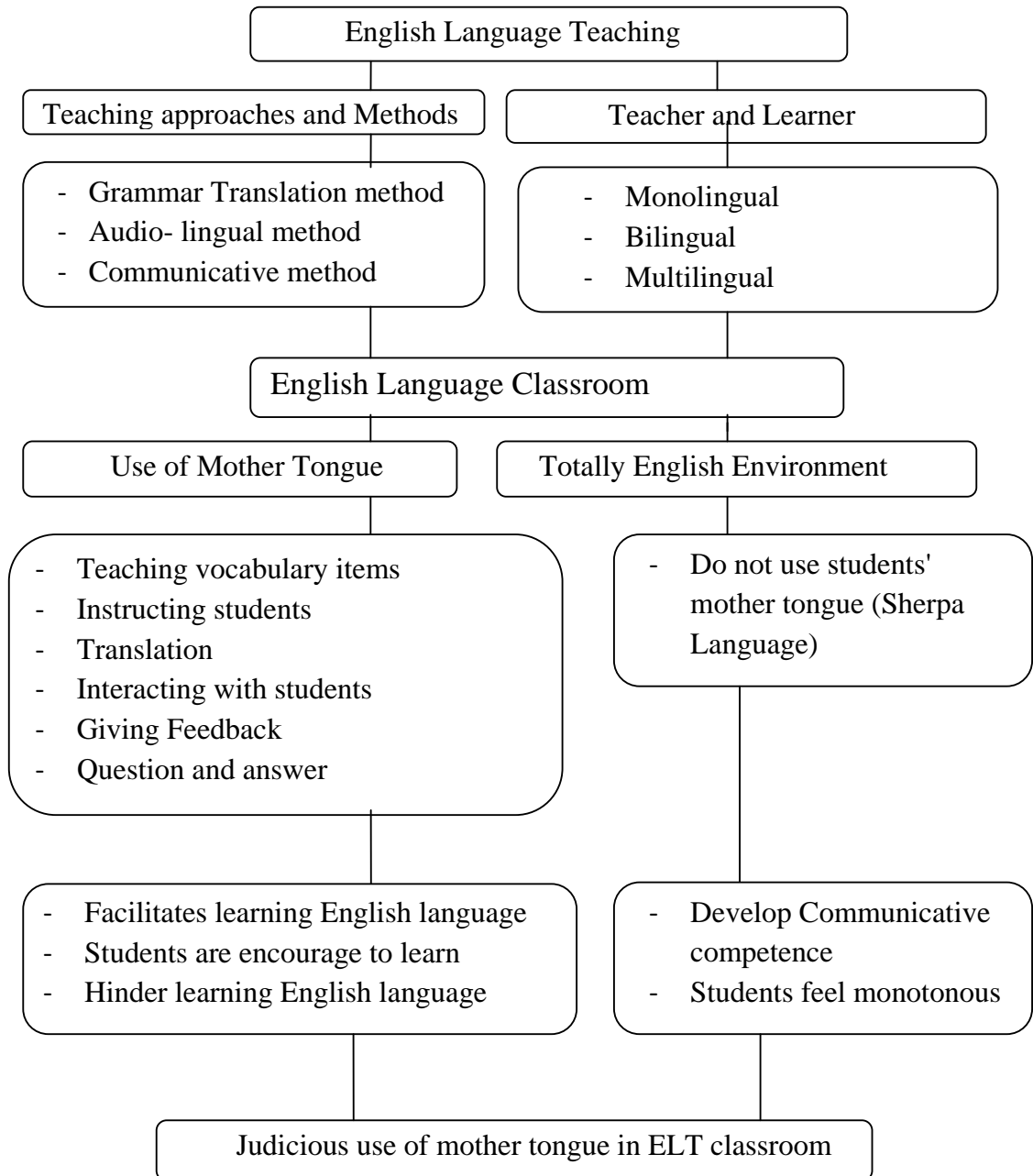
Related literature review helped me to understand the topic more clearly. It has crucial importance for the research study. It helped me to get insight about theory and trends and provided a clear path to move further research. It provided theoretical back up. It also helped me to establish the link between 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. 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.

The reviewed study is to some extent similar to the proposed study. The study of Malla (2007) had attempted to find out the role of mother tongue in the English language classrooms. Similarly, Mandal (2008) had carried out the research work to find out which medium of instruction: English or Maithili is more effective in teaching English. In the same way, Karna (2010) had conducted the research to find out the perception of the teacher and students towards the use of mother tongue in English classroom. Likewise, Thapa (2010) had conducted his research study to find out teachers perception towards using English as medium of instruction in community schools. Moreover, Ghimire (2010) carried out the research study to find out when and how much the teachers use Nepali in English classrooms. These all literatures provide me many ideas for completing this research study.

Even though, I have used those literatures for my study, I was not fully depending on them. I have analyzed the role of Mother tongue (Sherpa) language for ELT in Sherpa community school. Therefore, the proposed study is the first study in the department of English education.

2.8 Conceptual Framework

The conceptual framework stems from the theoretical framework that becomes the basis of the study. My research study entitled “The Use of Mother Tongue in teaching English at Primary Level” was based on the following conceptual framework.



Chapter- Three

METHODS AND PROCEDURES OF THE STUDY

3.1 Methods and Procedures of the Study

This chapter mainly concerned with the analysis and interpretation of carefully collected data from primary sources to fulfill the given objectives. The data were analyzed using table followed by description to make the study more objective and clear.

This present work has attempted to conduct the survey research in the use of mother language (Sherpa language) in English language teaching at primary level in community school. The research was mainly descriptive. The theoretical part of the study were based upon the relevant books, journals from the library study, different related literatures i.e. secondary sources whereas the practical basis were brought through a carefully carried out survey research and close analysis of data gathered through primary sources.

3.2 Design of the Study

Design of the study is a plan, structure and strategies of investigation. It helps to collect and analysis the data and finds the solutions to the research problems. It is a framework to complete the program of the study. There are different designs of conducting research. A research design is a fixed set of procedure of conducting a research. The most common research designs used in applied linguistics are experimental, quasi- experimental, survey, ethnographic, correlation research, etc.

The researcher has conducted survey research to achieve the objectives of the study. Survey research is most commonly used method of investigation in educational research. According to Kerlinger (1985, p.22), “Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population discover the relative

incidence, distribution and inter relationship of social and psychological variables.”

Similarly, Hutson, (1990, as cited in Ojha and Bhandari 2013, p.203) writes, “Survey research is the method of collecting information by asking a set of pre- formulated questions in a pre- determined sequence in a structured questionnaire to a sample of individual so as to be representative of a defined population.” In the same way, Cohen and Manion (2010, p. 44) write, “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 of time.”

Survey research has usually carried out in natural setting. Data in survey design are collected through questionnaires, interviews, test scores, attendance, rates, results of public examinations, attitudes, scales, etc. Survey research can be exploratory, descriptive or analytical. It is useful for gathering information on attitudes and preferences, beliefs and predictions, behavior and experience of both past and present. According to Nunan (1978, p. 57), “The main purpose of survey research is to obtain a snapshot of conditions, attitudes and events at a single point of time.” Survey methodology seeks to identify principles about the design, collection, processing and analysis of surveys in relation to the cost and quality of surveys estimates. It focuses on improving quality within cost constraints. There are several ways of administering a survey. According to Cohen and Manion (2010, p.87), survey research has following procedures or steps:

- i. Define the objectives.
- ii. Decide the type of survey required.
- iii. Formulate research question 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 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 is most commonly used descriptive method in educational research. It is especially concerned with the attitudes and behaviors of the people about certain issues, problems and situations. The findings of this survey research are useful to whole groups. An educational survey addresses the problems and generalizes its findings based on representative sample of specified target population.

3.3 Population and Sample

The findings of the study were generalized to the six community schools of Taplejung district. Therefore, all the Sherpa community schools of Taplejung district were the total population of this study and six Sherpa community schools of primary level were selected as the sample of this research. The total sample size of the study was consisted of twenty teachers and twenty parents from the Sherpa community schools.

3.4 Sampling Procedure

The whole population is very difficult to use while collecting the data. Since, this study is limited to different criteria. A small group of people which can be represented the whole population were selected. The researcher used

purposive non- random sampling method for selecting six Sherpa community schools whereas the sample population were twenty teachers including twenty parents.

3.5 Data Collection Tools

The tools for collecting data for this research study were questionnaires. The researcher used two sets of questionnaires to collect the data. One set of questionnaire was for the teachers and another one was for the parents.

3.6 Data Collection Procedure

The researcher followed the following procedures for completing this research study:

- i. First, the researcher prepared the set of questionnaires for parents and teachers.
- ii. After that, the researcher visited the field and build rapport with the authoritative persons.
- iii. Then, the researcher distributed the questionnaire to the related people.
- iv. After that the researcher collected the questionnaires thanking them, the informants and schools authorities for their cooperation.
- v. Finally, the researcher systematically analyzed the obtained data, derived the conclusions and suggested some recommendations.

3.7 Data Analysis and Interpretation Procedure

The systematically collected data has analyzed, interpreted and presented qualitatively and descriptively with the help of tables followed by illustrations, as it is a survey research.

Chapter- Four

ANALYSIS AND INTERPRETATION OF THE RESULT

In this chapter, the researcher has presented the whole analysis and interpretation of data that were collected from the sample. This chapter shows the roles of using mother tongue (Sherpa language) in teaching English at primary level in Sherpa community schools of Taplejung district. This study also held with a view to find out the advantages and disadvantages of using mother tongue in teaching English. To make this research effective and meaningful, the obtained data has been analyzed and interpreted systematically and presented with the help of tables followed by description. For this study, the open- ended and closed- ended questionnaires have been designed as the tool to elicit the data.

4.1 Analysis of the Responses of Teachers

Teachers are the guide, facilitators, instructors, supporters, motivators and they are the models of the 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 sub topic, responses from the teachers have been analyzed. The researcher were asked 10 close-ended questions and 10 open- ended questions to collect the opinion of the teachers regarding the use of mother tongue in ELT classroom. Different teachers had expressed their view differently according to their experiences. The responses of close- ended questions and open- ended questions have been analyzed separately.

4.1.1 Analysis of the Close- Ended Questions

The researcher had asked 10 close- ended questions to the teachers regarding the use of mother tongue, the number wise analysis of the data are given below:

4.1.1.1 Preferences of Using Mother Tongue in ELT Classrooms

This question was designed to find out why teachers prefer to use mother tongue while teaching English. According to the result, fifty-five percent teachers prefer to use mother tongue for teaching difficult vocabulary items. Similarly, ten percent teachers stated that students of that community schools do not speak other languages that is why they are compelled to use MT even if they do not prefer to use mother tongue in English classroom. In the same way, twenty- percent teachers do not prefer to use mother tongue in English because they think that it hinders learning English and students become habituated to learn only through mother tongue. Moreover, rest of the teacher prefers to use mother tongue because they feel easy to teach English through mother tongue.

4.1.1.2 Frequency of Using Mother Tongue in ELT Classrooms

This question was designed to find out that how frequently the English teacher uses mother tongue in ELT Classroom:

Table 1
Frequency of Using Mother Tongue in ELT Classrooms

Responses	Respondents	Percentage (%)
i. Frequently	14	70
ii. When topic demands	4	20
iii. Rarely	2	10
iv. Never	0	0

The above table shows that seventy percent teachers frequently use mother tongue in ELT classroom. Similarly, twenty percent teachers use mother tongue according to the demand of the topic. In addition, ten percent the teachers used mother tongue rarely. The table also shows that there is no one

who never use mother tongue in ELT classroom. That means almost all the teachers use the mother tongue for teaching English.

4.1.1.3 Reason behind Using Mother Tongue in ELT Classrooms

Majority of the English teachers in community school prefer to use mother tongue while teaching English. It happens especially at government-aided schools in rural area. The following table shows the reason behind using mother tongue in ELT classroom:

Table 2
Reason behind Using Mother Tongue in ELT Classrooms

Responses	Respondent	Percentage (%)
i. Students do not understand other language	9	45
ii. Students feel easy when it is use	5	25
iii. It helps to teach target language	4	20
iv. It took short time to provide the main idea	2	10

The above table shows that forty percent of teachers use the mother tongue because the students do not understand other language. Similarly, twenty percent teachers use it because they think that students feel easy when the mother tongue is use for teaching English. Likewise, twenty percent teachers thought that mother tongue helps to teach target language. In addition, ten percent teachers use mother tongue because it took short time to provide the main idea.

4.1.1.4 Role of Mother Tongue in ELT Classrooms

This question was prepared to find out either the mother tongue plays role for teaching English effectively or not. The following table shows the response of all the twenty teachers:

Table 3
Role of Mother Tongue in ELT Classrooms

Responses	Respondents	Percentage (%)
i. Yes, it always play role.	11	55
ii. Yes, it would play role in specific context.	9	45
iii. No, it does not play any role for teaching English	0	0

The above table shows that fifty- five percent of the teachers thought that mother tongue always play vital role in English classroom. On the other hand, forty- five percent teachers viewed that mother tongue would play role in specific context. However, there was no teacher who opined that mother tongue does not play role while teaching English. It means, using mother tongue is beneficial at primary level.

4.1.1.5 Appropriateness of Using Mother Tongue in ELT Classrooms

This question was designed to find out the appropriateness of the using mother tongue in ELT classroom. The responses given by teachers are as follows:

Table 4
Appropriateness of Using Mother Tongue in ELT Classroom

Responses	Respondents	Percentage (%)
i. To explain difficult concept or idea	5	25
ii. To give feedback to the pupils	6	30
iii. To help the student feel more comfort and confident	5	25
v. To introduce new materials	4	20

The above table shows that twenty- five percent of teachers thought that mother tongue is appropriate to explain difficult concept. Similarly, thirty

percent teachers opined that mother tongue is appropriate to give feedback to the pupils. Likewise, twenty- five percent teachers stated that mother tongue is appropriate to help the students feel more comfort and confident and twenty percent teachers think that mother tongue is appropriate for introducing the new materials.

4.1.1.6 Effectiveness of Using Mother Tongue in ELT Classrooms

Different teachers think differently regarding the effectiveness of mother tongue in ELT classroom. The responses given by all the teachers have shown on the following table:

Table 5
Effectiveness of Using Mother Tongue in ELT Classrooms

Responses	Respondents	Percentage (%)
i. For teaching vocabulary items	5	25
ii. For teaching grammar	4	20
iii. For translation	4	20
iv. For teaching story, poems	7	35

This table shows that twenty- five percent teachers thought that mother tongue could be effective for teaching different vocabulary items. Similarly, twenty percent teachers viewed that mother tongue is effective for teaching grammar. Likewise, twenty percent teachers stated that mother tongue is effective for translation. In addition, thirty- five percent teachers thought that mother tongue is effective for teaching story, poems.

4.1.1.7 Usefulness of Using Mother Tongue in ELT Classrooms

This question was designed to find out the usefulness of mother tongue while teaching English. The table shows the responses of the teacher regarding the usefulness of mother tongue in ELT classrooms:

Table 6
Usefulness of Mother Tongue in ELT Classrooms

Responses	Respondents	Percentage (%)
i. To motivate the students	4	20
ii. To instruct the students	6	30
iii. For question and answer	8	40
iv. To make class interesting	2	10

The above table shows that twenty percent teachers opined that mother tongue is useful to motivate the students. Likewise, thirty percent teachers stated that mother tongue is useful to instruct the students. Similarly, forty percent teachers said that mother tongue can be useful for question and answer and ten percent teachers argued that mother tongue is useful to make class interesting.

4.1.1.8 Purpose of Using Mother Tongue in ELT Classrooms

This question is prepared to find out the purpose of using mother tongue in teaching English at primary level. Different teachers use mother tongue for different purposes. The following table shows the result:

Table 7
Purpose of Using Mother Tongue in ELT Classrooms

Responses	Respondents	Percentage (%)
i. To make students understand the text clearly	7	35
ii. To make the class interesting	4	20
iii. To teach target language effectively	1	5
iv. To give meaning of difficult word	8	40

This table shows that thirty- five percent teachers use mother tongue to make students understand the text clearly. Likewise, twenty percent teachers use

mother tongue to make the class interesting. Similarly, five percent teachers use mother tongue to teach target language effectively and rest of the teacher use mother tongue to give meaning of the difficult word.

4.1.1.9 Necessities of Using Mother Tongue in ELT Classrooms

This question finds why the mother tongue is necessary for teaching English at primary level. The responses can be presented as follows:

Table 8
Necessities of Using Mother Tongue in ELT Classrooms

Responses	Respondents	Percentage (%)
i. It helps to understand new vocabulary items	5	25
ii. It helps students to understand abstract concept clear	2	10
iii. It makes more comfortable and less stressed	6	30
iv. It makes students feel less lost	7	35

This table shows that twenty- five percent teachers thought that mother tongue is necessary because it helps to understand new vocabulary items. In the same way, ten percent teachers stated that mother tongue necessary for students to understand abstract concept clear. Similarly, thirty percent teachers opined that mother tongue is necessary to make students more comfortable and less stressed and thirty- five percent teachers stated that mother tongue is necessary to make students feel less lost in the classroom.

4.1.1.10 Mother Tongue as Source of Motivation

The researcher asked this question to find out whether the mother tongue can be used to motivate the students towards learning. The responses are analyzed as follows:

Table 9
Mother Tongue as Source of Motivation

Responses	Respondents	Percentage (%)
i. Yes, of course.	13	65
ii. Yes, we can use it according to the situation	4	20
iii. It can be used rarely	3	15
v. No, it does not motivate students	0	0

The above table shows that majority of the teachers i.e. sixty- five percent teachers opined that mother tongue always motivate the children towards learning English. Likewise, twenty percent teachers thought that mother tongue occasionally motivated the learners. In the same way, fifteen percent teachers said that mother tongue could be used rarely to motivate the learners. Moreover, no one stated that mother tongue does not motivate the children towards their learning.

4.1.2 Analysis of the Open- Ended Questions

The open- ended questions were asked to the teachers to find out opinion of them regarding the use of mother tongue in ELT classroom. Teachers were free to express their opinion according to their experience and feelings. In this sub topic, the researcher has analyzed the responses given by the teachers through open- ended questions. The researcher had asked 10 open- ended questions to collect the opinion of the teachers regarding the use of mother tongue in ELT classroom at primary level especially in monolingual community schools (Sherpa community). Different teachers had expressed their views differently according to their experience. Questions wise analysis of the responses is presented here descriptively:

4.1.2.1 Situation of Using Mother Tongue in ELT Classroom

For this question, out of total teachers twenty- five percent teachers opined that they use mother tongue in ELT classroom when students could not understand the text. Next fifteen percent teachers stated that they use it to break the monotonous situation of English language class. Similarly, thirty- five percent teachers viewed that they use it to explain difficult concept. Other twenty- five percent teachers stated that they use mother tongue for clarifying new concept.

4.1.2.2 Purpose of Using Mother Tongue in ELT Classroom

This question was designed to find out the purpose of using mother tongue in ELT classroom. Here, forty- five percent teachers stated that they use mother tongue for teaching difficult vocabulary items. Likewise, twenty- five percent teachers used mother tongue for the purpose of translation in ELT classroom. Similarly, fifteen percent teachers used mother tongue for interacting with students on the particular topic. In the same way, fifteen percent teachers said that they use mother tongue to motivate students towards learning English.

4.1.1.3 Advantages and Disadvantages of Using Mother Tongue in ELT Classroom

Regarding the advantages of using mother tongue in ELT classroom, thirty- five percent teachers opined that using mother tongue takes short time to find out main idea of the text and students become clear about the text in their own language. Similarly, twenty- five percent teachers viewed that children get motivation towards learning English, they could understand and express the gist early and students become interesting in the subject matter. Other forty percent teachers stated that the advantage of using mother tongue in ELT classroom is easy to teach vocabulary items.

On the other hand, regarding the disadvantages of using mother tongue in ELT classroom, fifty- five percent teachers stated that students become poor in

English language competence. Similarly, ten percent teachers said that students could not improve their four language skills i.e. listening, speaking, reading and writing. Other, fifteen percent teachers stated that students become habituated to learn only through mother tongue that might be harmful in advance level and it also hinders in learning the target language. Likewise, twenty percent teachers opined that using mother language stops to reach the goal of language target teaching.

4.1.2.4 Condition, if Not Using Mother Tongue in ELT Classroom

As the respond of the above question, fifty percent teachers said that if they do not use mother tongue in ELT classroom, students feel difficult to understand the gist of the lesson and they become monotonous. Similarly, forty percent teachers stated that if they do not use mother tongue students do not understand the meaning of difficult word even some student could understand nothing. Other ten percent teachers opined that if they do not use mother tongue in ELT classroom the aim of language teaching become incomplete.

4.1.2.5 Mother Tongue Facilitates or Hinders in ELT Classroom

While responding to this question, teachers had stated both types of responses. Among all the teachers, sixty- five percent teachers viewed that using mother tongue in ELT classroom at primary level facilitates to teach story and poem. Similarly, five percent teachers stated that using mother tongue in ELT classroom hinders to learn target language because students become habituated to learn through only mother tongue. Likewise, thirty percent teachers stated that using mother tongue sometimes facilitates and sometime hinders.

4.1.2.6 Factors that Contribute to Use Mother Tongue in ELT Classroom

Here, twenty percent teachers responded that factors contribute to use mother tongue in ELT are community where school is located and monolingual learner. Similarly, forty percent teachers said that nature of subject matter in

also cause to use mother tongue. In the same way, thirty percent teachers stated that insufficient teaching materials and unfamiliar concept contribute to use mother tongue. Rest of the teachers (i. e 10%) opined that low level of learners also contributes to use mother tongue in ELT classroom.

4.1.2.7 Whether Mother Tongue should/ should Not be Used in ELT Classroom

While responding to the question, forty- five percent teachers said mother tongue should be used in ELT classroom at primary level because it motivate students towards learning and students feel easy to understand the text. Besides that, fifteen percent teachers opined that mother language should not be used in ELT classroom because it hinders and reduces the target language exposure and learning. In addition, the rest of the teachers argued that mother tongue could be used according to situation and level of the students.

4.1.2.8 Condition to be Used Mother Tongue in ELT Classroom

As a respond of the above question, sixty percent teachers said that they use mother tongue for clarify the difficult word, subject matter and difficult vocabulary. In the same way, fifteen percent teachers stated that cultural terms requires mother tongue to translate the terms. Similarly, twenty- five percent teachers said that they use mother tongue to instruct student, interact students and motivate them towards learning.

4.1.2.9 Result, if Teacher Use Mother Tongue Frequently in ELT Classroom

Regarding this question, fifty- five percent teachers stated that students do not understand the text and the main gist of the text if they do not use mother tongue while teaching English. Similarly, fifteen percent teachers opined that if they use mother tongue frequently in ELT classroom, learners become unable to express their ideas in English language and other, thirty percent teachers said that teaching learning would not be more effective.

4.2 Analysis of the Perceptions of Parents

The researcher had asked 10 close- ended questionnaires to find out the parents' attitudes towards using mother tongue in teaching English at primary English. In the response of that query, they opined in varied forms. The following table shows the holistic analysis of responses given by the parents.

Table 10
Analysis of the Perceptions of Parents

S.N.	Questionnaires	Respondents	Percentage (%)
1.	Medium of communication with child.		
	a) Sherpa	18	90
	b) Nepali	2	10
	c) English	0	0
	d) Other	0	0
2.	Frequency of the class observation		
	a) Always	4	20
	b) Sometime	8	40
	c) Rarely	6	30
	d) Never	2	10
3.	Language used by teacher in class		
	a) Sherpa	10	50
	b) Nepali	7	35
	c) English	3	15
	d) Other	0	0
4.	Language for homework support		
	a) Sherpa	13	65
	b) Nepali	6	30
	c) English	1	5
	d) Other	0	0

5.	Mother tongue should(not) used		
	a) Always	7	35
	b) Sometime	9	45
	c) Rarely	3	15
	d) Never	1	5
6.	Frequency of using mother tongue		
	a) Always	7	35
	b) Sometime	9	45
	c) Rarely	3	15
	d) Never	1	5
7.	Children can/cannot understand if teacher use English only while teaching		
	a) Yes, of course.	0	0
	b) They understand fairly much.	3	15
	c) A little	6	30
	d) Understand nothing	11	55
8.	Mother tongue is important.		
	a) Strongly agree	13	65
	b) Agree	5	25
	c) Disagree	2	10
	d) Strongly disagree	0	0
9.	Mother tongue is appropriate: (multiple answer)		
	a) To define new vocabulary items	12	60
	b) To explain difficult concept	15	75
	c) To check for comprehension	6	30
	d) To give instructions	10	50
	e) To conduct test	7	35
	f) To help students build confidence,	9	45

	feel more comfort		
	g) To joke around with students	5	25
	h) To introduces cultural difference	11	55
	i) To provide feedback	14	70
	j) For translation	15	75
	k) For question and answer	17	85
10.	How much mother tongue help		
	a) Quite a lot	8	40
	b) Fairly much	11	55
	c) A little	1	5
	d) None	0	0

The above table shows that majority of parents i.e. ninety percent used their own language (Sherpa language) with their child for communication. Only ten percent parents used Nepali language with their child and there no parents who use English and other language for communication with their child. Out of total, twenty percent parents always observed the class of their child class. Similarly, forty percent parents observed sometime and ten percent never observed the class. Majority of parents (i.e. 50%) found that the teacher has used Sherpa language for teaching English. Likewise, thirty- five percent parents found that the teacher has used Nepali language for teaching English. In addition, fifteen percent teachers found that teacher using English language. The researcher has asked the parents about the use of language for the supporting homework, fifty- five percent parents replied that they used Sherpa language for helping to do homework. Similarly, thirty- five percent parents used Nepali language for supporting homework. In the same way, only five percent parents used English language for it. The table shows that thirty- five percent parents thought that mother tongue should be use in teaching English. In the same way, forty- five percent parents opined that mother tongue should be used occasionally and fifteen percent parents said that mother tongue should

be used rarely. Moreover, five percent parents stated that mother tongue should not be used in English classroom. About the frequency of using mother tongue, thirty- five percent teachers thought that mother tongue should always be used mother tongue while teaching English. Similarly, forty- five percent parents replied that mother tongue should be used occasionally. In the same way, fifteen percent parents said that mother tongue should use rarely in the English classroom and five percent parents said that mother tongue should not be used in English classroom.

The researcher also asked the parents that either can student understand if the teacher uses English only while teaching. Regarding this question, fifty- five percent parents argued that the students do not understand anything if the teacher use only English language. Similarly, thirty percent parents opined that students could understand a little if the teacher uses only English in the class. Likewise, fifteen percent parents stated that students could understand fairly much. In addition, there is no one who opined that students could understand easily if the teacher uses English only language for teaching. This result shows using mother tongue is must essential at primary level. The above table also shows that majority of the parents (i.e. 65%) strongly agreed that mother tongue is important for teaching English at primary level. Moreover, twenty- five percent parents agreed that mother tongue is important and ten percent parents disagreed that mother tongue is important for teaching English at primary level.

Regarding the appropriateness of using mother tongue, sixty percent parents stated that mother tongue is appropriate for defining new vocabulary items, seventy- five percent parents opined that it would be appropriate for explaining difficult concept. Similarly, thirty percent parents said that mother tongue is appropriate to check for comprehension. In the same way, fifty percent parents stated that mother tongue is suitable for giving instructions to the students. Similarly, thirty- five percent parents opined that mother tongue appropriate for conducting test. In same way, forty- five percent parents stated that mother

tongue could be appropriate to help students build confidence and feel more comfortable. Likewise, twenty- five percent parents opined that mother tongue is appropriate for joking around the students. Similarly, fifty- five percent parents stated that mother tongue is appropriate to introduce the cultural differences. Moreover, seventy percent parents stated that mother tongue is appropriate for providing feedback to the pupils. In addition, seventy- five percent parents argued that mother tongue is appropriate for translation. Lastly, eighty- five percent parents said that mother tongue appropriate for question and answer discussion with the students. The above table shows that forty percent parents opined that mother tongue help quite a lot in teaching English. Similarly, fifty percent parents stated that mother tongue help fairly much for teaching English and five percent parents argued that mother tongue just help little for teaching English at primary level.

4.3 Results

The proposed study was an attempt to find out the role of using mother tongue in English language classroom. It was an attempt to find out the advantages and disadvantages of using mother tongue while teaching English. From the analysis and interpretation of the collected data from the respondents, some of the major findings have drawn as below:

- I. Majority of (i.e. 55%) the teachers preferred to use mother tongue in ELT because students of that community do not understand other language (English and Nepali) at primary level and they used the mother tongue for teaching difficult vocabulary items.
- II. The mother tongue plays vital role for translation, interacting with the students on the particular topic.
- III. It is found that 12 out 20 parents (i.e. 60%) thought that using mother tongue for teaching English is beneficial for the learners at primary level.
- IV. Using mother tongue took short time to find out the main idea of the text.
- V. The use of mother tongue in ELT is very effective for teaching story at primary level.

Chapter- Five

CONCLUSION AND RECOMMENDATIONS

In this chapter, the researcher has presented the whole conclusion of the research and provided some recommendations based on the data analysis and interpretation done in the chapter four. The following conclusion and recommendation of the study have been drawn based on the analyzed data. The researcher has presented the conclusions and recommendation in the separate headings so that it will be comprehensible for the concerned readers.

5.1 Conclusion of the Study

This study entitled ‘The use of mother tongue in teaching English at primary level’ was carried out to find out the role of using mother tongue in ELT classrooms at primary level. It was also an attempt to find out the advantages and disadvantages of using mother tongue in English classroom. The researcher has selected six Sherpa community schools of Taplejung district. The populations of the study were twenty parents and twenty teachers. The researcher has prepared two sets of questionnaire i.e. open- ended and close-ended questionnaire for both parents and teachers. Despite the obvious limitations of the study, including the relatively small sample of respondents that only reflects the views of Sherpa teachers and parents from Sherpa community only, having analyzed and interpreted 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 teacher primarily preferred to use students’ mother tongue to teach English because students of primary level of monolingual community do not understand Nepali as well as English language.
- ii. The teachers of that community think that it is necessary to use mother tongue in English classroom to give feedback to the pupils.

- iii. The study also shows that using mother tongue (Sherpa language) in ELT classroom has situational effects. The positive effects it is that if the teacher use mother tongue (Sherpa language), it facilitates understanding and accelerates in the speed of teaching and learning. However, the goal of learning a language does not just understand the language. Foreign language teaching aims to develop communication competence in target language on the part of the learners. Therefore, if the teachers use mother tongue 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 mother language.
- iv. In the same way, it is useful mainly to give the concept of the difficult vocabulary items and sometimes it is useful to get the meaning across to the students and to introduce new materials as well.
- v. The study also shows that using mother tongue played the vital role to understand the text. The students feel easy when their teachers use mother tongue.
- vi. School teachers also opined the necessity of mother tongue to explain difficult concept, to explain new words and to help students feel more comfortable and confident.
- vii. Similarly, this research study shows that majority of the parents viewed that mother tongue is appropriate for make concept clear and it take short time to understand the gist of the text.
- viii. Cultural terms, cultural translation, difficult words of poem, story etc. are the major condition for using mother tongue in ELT classroom.
- ix. Learners' weakness and their poor language background are the responsible factors for using mother tongue in ELT classroom.

- x. Likewise, this study shows that the teachers generally use mother tongue to break the monotony of the students and make them clear about the subject matter in English classroom.
- xi. This research study shows that using mother tongue decreases the target language exposure and hinders to learn target language.

In conclusion, the use of mother tongue is sometime indispensable since it fulfills certain functions and purposes of the learners. Instead of throwing this great resource, not to mention the cultural aspect, mother tongue should become widely acceptable as a necessary and facilitating tool for English learners. All of this is of particular importance if the instructional goal is to create a student- centered learning environment most recent methodological trend seem to be suggesting these days.

5.2 Recommendations

This research study has shown that the mother tongue plays a great role to learn English. However, scholars suggested teaching target language with the same language. However, in the context of the country that has English as a foreign language, it is not easy to teach the students with the same language i.e. target language. For the better learning, it is necessary to instruct the pupil in the TL but for the ease and understanding of the students, the use of mother tongue is necessary. So, based on this study “The Use of Mother Tongue in Teaching English at Primary Level”, the following recommendations are suggested for the different levels:

5.2.1 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 'The use of mother tongue in teaching English at primary level'. The major recommendations for policy level are given on the next page:

- i. Curriculum designers should determine the proper methods and techniques of teaching English language especially with regard to using mother tongue. To teach English language audio-lingual method, communicative methods are encouraged.
- ii. It should be selected the quality work force to teach English language according to the stakeholders' perception. Based on the community bilingual teacher with sound communicative competence in English language is required.
- iii. The teachers who are involved in teaching in different schools should be will trained regarding the use of mother tongue at primary level especially in monolingual community schools. More training should be provided to English teachers for the communicative teaching procedure.
- iv. The government has to provide the sufficient teaching materials for teaching English most focusing on the community schools of rural area where the mother tongue is used most importantly as a resource for teaching English. Moreover, the teachers must train to use locally available materials for teaching English without using mother tongue.

5.2.2 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 practice field of ELT. Therefore, this study and its findings will be very helpful for the stakeholder of ELT. The practitioners of ELT are teachers, textbook writers, material producers, etc. The major recommendations of the study in this level are:

- i. Majority of the English teachers prefer to teach English through mother tongue because the students do not understand other language (Nepali or

English). Therefore, the students should be encouraged learning other language as well.

- ii. The use of mother tongue at primary level is inevitable therefore the English teacher should be known how much mother tongue should be used or should not be used in ELT classroom.
- iii. The schools should develop appropriate infrastructure in the school. They should convince the parents to use other language (Nepali or English) with their child at home too.
- iv. Over use of mother tongue must be discarded and judicial use of it should be done. Moreover, the teacher must be encouraged to use English while teaching English through trainings. By creating funny environment and encouraging situation, students must be motivated and encouraged for learning in English environment.
- v. Even the students do not understand other language (Nepali or English), they must be encouraged to use English from the beginning classes. Use of simple English from the beginning is appropriate. However, teacher can also be used a little mother tongue for the comprehension

5.2.3 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. Moreover, the major recommendations of this level are as follows:

- i. The further research study related to the Sherpa girl of Taplejung district including their educational situation should be carried out.
- ii. The research work related to using mother tongue in ELT classrooms should be carried out in lower secondary level as well.

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Appendix- I

QUESTIONNAIRES FOR TEACHERS

Dear Sir/Madam,

These questionnaires are a research tool for getting information for my research entitled **The Use of Mother Tongue in Teaching English at Primary Level** under the supervision of Prof. Dr. Govindar Raj Bhattarai, supervisor, Department of English Education, University Campus Kirtipur, Kathmandu. Your co- operation in responding the questionnaire and your responses will have a great value in accomplishing my research. I appreciate your support and assure you that your responses will be kept completely anonymous. Please feel free to put your response as required by the questionnaire. The fruitfulness of the study will be depending on your accurate, fair and rational responses.

Researcher

Dikila Sherpa

Personal Details:

Name:

Name of Institution:

Qualification:

1. Do you prefer to teach English language using mother tongue (Sherpa language) at primary level?

If Yes, Why?

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If No, Why?

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2. How often do you think mother tongue should be used in the English classroom? Choose one.
 - a) Frequently
 - b) When topic demands
 - c) Rarely
 - d) Never
3. Why do you use mother tongue (Sherpa language) in ELT classroom?
 - a) Students do not understand other language.
 - b) Students feel easy when it use.
 - c) It helps to teach target language.
 - d) It takes short time to provide the main idea.
4. Does the mother tongue (Sherpa language) play vital role in ELT classroom at primary level?
 - a) Yes, it always play role.
 - b) Yes, sometime it would play role in specific context.
 - c) No, it does not play any role for teaching English.
5. In which situation, the use of mother tongue (Sherpa language) is appropriate for teaching English?
 - a) To explain difficult concepts or ideas.
 - b) To practice the use of some phrases and expressions.
 - c) To give feedback to the pupils.
 - d) To introduce new materials.
6. Choose one of the following situations where mother tongue (Sherpa language) can be more effective to use.
 - a) To teach vocabulary items
 - b) To teach grammar
 - c) For translation
 - d) To teach stories, poems
7. In which situation, the use of mother tongue (Sherpa language) is useful in ELT classroom?
 - a) To motivate students
 - b) To instruct the students

- c) For question and answer
 - d) To make class interesting
8. For what purpose do you use mother tongue (Sherpa language) in ELT classroom?
- a) To make students understand the text clearly
 - b) To make the class interesting
 - c) To teach target language effectively
 - d) To give meaning of the difficult words
9. Why does the use of mother tongue (Sherpa language) necessary for ELT at primary level in monolingual community schools?
- a) It helps to understand new vocabulary
 - b) It helps students to understand abstract concept clear
 - c) It makes more comfortable and less stressed
 - d) It makes students feel less lost
10. Does the mother tongue (Sherpa language) can be used to motivate the children towards learning English?
- a) Yes, of course
 - b) Yes, we can use it according to the situation
 - c) It can be used rarely.
 - d) No, mother tongue does not motivate students.

Open- Ended Questionnaire for Teachers

11. In which situation do you use mother tongue (Sherpa language) in ELT classroom?

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12. For what purpose do you use mother tongue (Sherpa language) in ELT classroom?

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13. What advantages and disadvantages do you find using mother tongue (Sherpa language) in ELT classroom?

Advantages:

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Disadvantages:

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14. What happens if you do not use mother tongue (Sherpa language) in ELT classroom?

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15. Does the mother tongue (Sherpa language) facilitate or hinder in teaching and learning English. Give some justifiable answer.

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16. What factors contribute to use mother tongue (Sherpa language) in ELT classroom?

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17. Why do you think the mother tongue (Sherpa language) should/should not be used in ELT classroom?

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18. What are the conditions of using mother tongue (Sherpa language) in ELT classroom?

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19. What happens if you use mother tongue (Sherpa language) frequently in ELT classroom?

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20. Please put your view on using mother tongue (Sherpa language) at primary level in ELT classroom?

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Thanks for responding

Appendix –II

QUESTIONNAIRE FOR PARENTS

Dear Sir/ Madam,

These questionnaires are prepared to fulfill the objectives of my research study entitled **The Use of Mother Tongue in Teaching English at Primary Level** under the supervision of Prof. Dr. Govinda Raj Bhattarai, central department of English education, Tribhuvan University, Kirtipur, Kathmandu. Your opinions and responses will be used only for the research purpose. Please feel free to put your opinion or responses as required by the questionnaire because your response will be kept anonymous. Your kind co- operation, accurate, fair and rationale responses will make this research fruitful.

Researcher

Dikila Sherpa

Personal Details:

Name:

Age:

Occupation:

Education:

1. In which language do you communicate with your children?

a) Sherpa

b) Nepali

c) English

d) Other

2. Have you ever observed the class of your children as parents?

a) Always

b) Sometime

c) Rarely

d) Never

3. In which language does the English teacher teach English?
 - a) Sherpa
 - b) Nepali
 - c) English
 - d) all
4. In which language do you use with your children for supporting homework?
 - a) Sherpa
 - b) Nepali
 - c) English
 - d) Other
5. In your opinion, either mother tongue (Sherpa language) should/ should not be used in ELT classroom?
 - a) Always
 - b) Sometime
 - c) Rarely
 - d) Never
6. How frequently should mother tongue (Sherpa language) be used for teaching English?
 - a) Always
 - b) Sometime
 - c) Rarely
 - d) Never
7. Do you think that the children can understand if the teacher uses English only while teaching?
 - a) Yes, of course.
 - b) They understand fairly much
 - c) c) A little
 - d) d) Understand no thing
8. Do you agree that using mother tongue (Sherpa language) in English classroom is important?
 - a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
9. When do you think it is appropriate for the teacher to use mother tongue (Sherpa language) in ELT classroom? You can choose multiple answers.
 - a) To define new vocabulary items
 - b) To explain difficult concept
 - c) To check for comprehension
 - d) To give instruction

- e) To conduct a test
- f) To help students build self- confidence and feel more comfortable
- g) To joke around with students
- h) To introduce cultural differences
- i) To provide feedback
- j) For translation
- k) For question and answer

10. In your opinion, how much does using mother tongue in English class help the child learn this language?

- a) Quite a lot
- b) Fairley much
- c) A little
- d) None

11. Please, put your view on using mother tongue (Sherpa language) in English teaching at primary level?

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Thanks for Responding