

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is the means of communication for expressing ideas, feelings, emotions, desires and experiences. It can be defined as a voluntary, vocal system of human communication. It is a very important means of communication through which ideas and messages can be exchanged among human beings. "Language is the system of human communication which consists of structured arrangement of sounds for their written representation into larger units e.g. morphemes words, phrases, sentences, utterances, etc." (Richards, et al 1999, p.196) It is a human symbol system. It can also be taken as a social phenomenon which is used in our society to establish the relation among the human beings. If there is something more to make us feel proud as human being that is no doubt our unique property language. It is so only the human beings can cross the mystery of linguistics frontier. Human beings have unique place in the universe due to the possession of language. Language is used only for a particular reason or specific purpose. If we have no purpose in our mind we don't use any language. Language for specific purposes is a purposeful programme designed, on the basis of needs of users according to the demand of the speech community. Like language skills, any other skill, can be acquired only through the age of child. Child gets sufficient scope for practice in her daily environment and uses the language at home, school, play ground college and elsewhere. It gives a strong motivation to learn the language.

According to Sapir (1921,p. 9) "Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols. "This definition makes it clear that language, the sole property of all and only human beings, is a vehicle to exchange ideas, feelings, desires and emotions via voluntarily produced symbols.

English is one of the most used languages. It is used not only by the maximum number of people but also in various areas of the world. It is a major international language and one of the six official languages of the United Nations. In the UNO, it is used as one of the media languages. It is a vital tool for communication globally. English has been a second language taught in all schools in Nepal and the medium of teaching and learning in higher level. In Nepal, English is regarded as a compulsory subject a medium of instruction and communication is given minimum priority. English is started to teach here at the primary level and its inclusion continues until higher education. A student has to study English as a compulsory subject for ten years, to pass the secondary level certificate examination as compulsory subject English is regarded as the second language in Nepal where the teachers and student of the schools are using their mother tongue, Nepali as first language in the process of teaching learning inside the classrooms.

In this world, people are connected to their cultures, values, beliefs, identifies and homes. They try hard to stay connected with their mother tongues that reflect the cultural identities, holding to their culture. Nepal is multicultural, multilingual country. Nepali language serves as the linguafranca here.

In order for people to feel connected to their cultures and homes, they try hard to stay connected with their mother tongues. Holding on to your own culture. As both an English student and a teacher, I have seen the phenomenon of holding on to one's first language so many times that I have decided to go deeper into that idea. As either a student or a teacher, I have faced students and colleagues who spoke Nepali even though they were in an English class. When attempting to ask about the reasons behind that action, many times I was answered with "Because this is my mother tongue. I am not an English speaker." I was surprised by the view of some of my students, classmates and colleagues who were trying hard to hold onto their first language even when trying to learn English. It raised my attention to the whole question of why they speak their first languages while trying to learn English at the

same time. In this paper, I explore students' opinions and habits regarding their use of first language when they are in an English classroom, a place where English is supposed to be spoken.

Before going directly into investigating and analyzing students' opinions and habits regarding first language use, we will look at how the first language has been perceived and handled throughout history in English classroom settings. Teacher will go through some of the teaching methods that either encouraged or discouraged the use of the first language in English classrooms. As a student of English, I have experienced the phenomenon of holding Nepali as first language in the English classrooms by the teachers and students in English classrooms. The use of Nepali language in classroom has created some positive and negative effects. So, this research explores the perception of the teachers and students using Nepali as first language in English classroom.

1.1.1 What is Perspective?

Generally perspective means a way of thinking. In Oxford dictionary it (perspective) is defined as a way of thinking about something. It is the art of creating an effects of depth and distance in a picture by representing people and things that are far away as being smaller than those that are nearer the front. According to Steven Agulera (2009) defined perspective originally made the two word 'per' and 'specere'. 'Per' means 'through' and 'specere' means 'to look at'. The perspective means in arts is depth. Understand the view point is simply that position where we see things from. Perspective is also defined as creating view points that best communicate a subject to an audience perspective is really about in an eye of that we seen.

1.1.2 Language Teaching Methods

Throughout history many English language teaching methods have developed. Some were in favour of using first language and some were not. One of the first English language teaching methods that highly encourage and depended heavily on the use of

first language was the Grammar translation method Diane Larsen Freeman (1986) went into a detailed description of this method and other teaching methods in her book techniques and principles in Language teaching. She pointed out how the teacher in her class depended heavily on translations from English to Spanish. All the vocabulary and texts that were taught during class were instantly translated into the first language. All the communications and interactions between students and teacher were almost entirely in Spanish. Instructions were given in the first language as well. Students' success was measured depending on how good they were in translating from English to Spanish and vice versa.

This method had been used for centuries before teachers and educators started to think of using different methods. However, in many countries, teachers still use this method to teach English. Personally, I have had teachers who used the Grammar translation method students felt attached and inclined to use their first language rather than using English when in the classroom.

Along with the huge spread of the Grammar translation method to teach English in many countries, other methods developed. Some of these methods almost forbade the use of the first language. One of the methods that did not allow students to use their first language was the direct method. In this method students were taught using visuals and direct connections between the language and the language was not used at all in the classroom. Other methods such as audio-lingualism, the silent way and communicative language Teaching did not encourage the use of the first language but accepted it whenever it was needed to facilitate language learning. Generally throughout history there have been methods that encouraged teachers and students to use the first language and some that did not allow it. As a result, both teachers and students followed different principles to address this issue. Not having one opinion on how to address it has made it even more confusing to the students to either use it or not as they come through different teachers who either encourage or prohibit it. In this paper, we will see what students' opinions are on the use of the first language.

Many of the previous methods dealt with English teaching in settings in which students learned English as a foreign language. However, English education in the United States has had a different approach. As students need to learn English in order to use it on a daily basis either in school or outside, there has been a bigger need for them to learn English faster and better. However, with a huge number of immigrants who do not speak English as a first language, American education has had to come up with different solutions to handle the increasing number of non-speaking English immigrants that kept coming to the United States. They started what was later known as "Bilingual Education".

1.1.3 Bilingual Education

Bilingual acquisition is one of the closely related areas of second language learning. The children acquire two languages simultaneously and naturally in the early ages of their life. They develop nearly the same level of communicative competence in both languages. This type of acquisition of languages is referred to as bilingual acquisition, according to its strict definition. Gass and Selinger (2008) states this is an interesting way, the process of second language acquisition is of becoming a bilingual. The speaker can be one of the many types of 'Bilingual' at different stages of acquiring a second language. Baker (2011) defines bilingualism as the ability to speak one language fluently while speaking another language less fluently. He also defines it as the knowledge of more than one language. The beginning of bilingualism started with the development of the civil rights and people's call for equality in opportunities in education (Baker, 2011).

Ovando (2003) talked about how bilingual education took different forms, of which immersion education was one. In immersion education, students learn a language that is different from their first language, either English or any other language. In immersion schools an equal number of English speaking students and non-English speaking students study together in order to learn each other's languages.

Students and teacher's perspective on the use of L1 (Nepali language) in English classroom deal with their perception on using languages. It is ok to use the students and teachers to use the L1 (Nepali language) in English classrooms? Research at this point should be needed.

1.1.4 Importance of Teaching English in Nepal

English is a major international language : one of the six official language of the united Nations and means of international communication in the world. It is a foreign language of Nepal. It is, therefore, the foreign language taught in all schools of Nepal. But there is vast gap between the students of the community schools and institutions schools of Nepal because institutions schools give more attention or priority to the English subject than community school. In Nepal, most of the failures are in English in the SLC examination. Thus, English has become a barrier for SLC candidates Even after completion of high school level, most of the students cannot speak, read, write and understand English language properly.

The importance of English language learning in Nepal is increasing day by day. English language is taught as a foreign language in all schools of Nepal. It is also taught as a compulsory subject up to Bachelors level in different universities of the country. Students of the education faculty take the English as a major subject in I.Ed., B.Ed. and M.Ed. level. English is important for developing country like Nepal to exploit opportunities in the course of development, since they lends their people abroad for further study where they feel the need of English. English in Nepal has been an inevitable source for academic and communicative purposes. The growing number of Nepal migrant workers in the labour markets of the gulf countries as well as the attraction of Nepali youths towards abroad study and work have increased the importance of English language in Nepal. Furthermore the rapid development of the science and technology and fast pace of the globalization have strong impart in the developing countries like Nepal. As result there is pressing need of human resources with skills of English language in Nepal.

The importance of the English language in Nepal, our Nepalese young generations passionate learning for English can be seen the same number of students in MA in English and the students in M.Ed. in English. The English language has created its unique culture empire, millions of people round the world who use it either as native language (L1) or second language (L2) or as foreign language (L3) are respectable member of this empire. Nepal has joined the group under L3 "English as foreign language" (Sharma, 2006 as cited in Sapkota and Shrestha 2012, p.78).

Thus, the number and interest of the people to study English language either as formal education or in the form of informal education is increasing day by day.

1.1.5 Factors Affecting Language Learning

Many different factors directly or indirectly influence the language learning process. Some of the responsible factors affecting the language learning process are discussed here.

i. Age

Age is one of the most responsible factors which affect the second language learning. First language is acquired only by the children but the children as well as the adults learn the second language. It is commonly believed that the younger learners are better than the elders to learn the second language Gass and Selinker 2008, as cited in sharma 2014 p.188) State that the children are better language learners than the adults cannot. The early age is more effective than the late, specifically for the acquisition of L₂ learner. The studies have pointed out that the individual do not achieve the native like accent in the second language unless they are exposed to it at an early age. In the many cases of student English language learning was found that easy structures of the L₂ didnot show age-related effects, where as difficult structures did. The younger learners had the abilities to acquire L₂ structures from both the adults did not have the sufficient abilities to process the implicit treatments. The early age is more effective for the acquisition of native like competence in L₂ so, in conclusion that young

children are more likely to achieve the native-like proficiency in L2 than are adults. Early age is crucial for the acquisition of the phonological features of the L2 and particularly of the L2 accent.

ii) Environment

Environment is also one of the affecting factors in second language learning. Here, environment refers to the learning situation in which the learners are placed. Accordingly the environment will be natural or artificial /educational. The environment of the first language acquisition and the second language learning is quite different. The first language acquisition takes place in a natural situation, but the second language learning usually takes place in a classroom situation. The environment of the first language is very compelling since there is no any other choice to the child to learn except his L1. He learns it in very informal setting without any lessons, classes teachers, or books. But in case of second language learning, learning takes place in a formal classroom setting. The learner needs books, teachers etc to learn L2. Learning L2 is optional. The natural informal setting is quite appropriate for language learning than the artificial formal situation. In case of natural setting the learner contacts with other speakers of L2 in a variety of situations at home, in the work place, media, business, meeting etc. Where the attention is on interaction. It is not possible in educational and formal setting. Natural environment is better for any language learning. Thus the learning situation or environment also affects the second language learning.

iii. Motivation

Motivation is viewed as a key factor in L2 learning. The learner has different degrees and modes of motivation. Motivation is the factor that determines a person's desire to do something in second language learning. The more and better the motivation the better the learning. "Motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal and if that goal is sufficiently attractive, we will be strongly motivated to do what ever is necessary to

reach that goal" (Harmer, 1991). It is agreed that the more and better the motivation the better the learning. That an incentive of reward is to be preferred to one of punishment, that hope of success is a better motivation than fear of failure.

Motivation in second language is divided into two types: extrinsic motivation and intrinsic motivation.

1. Extrinsic Motivation

It is concerned with factors outside the classroom. It is also sub divided into two types: integrative and instrumental motivation. The first one refers to the desire of the learner to learn an L2 in order to integrate himself with the culture of the target language community, and the second refers to the desire of the learner to get something such as getting a better job, passing an examination.

2. Intrinsic Motivation

It is concerned with the factors inside the classroom. It plays a vital part in most students success or failure as language learners. What happens in the classroom will have an important effect on students who are already extrinsically motivated. There are some factors affecting intrinsic motivation such as physical conditions, method, the teacher and success.

iv) Attitude

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

v) Feedback

Feedback is the information which provides a learner a report on the result of be heavier. For example, verbal or facial signals which listeners give to speakers to indicate that they understand what the speaker is saying. A learner is reinforced at every step of success and provided with feedback at every step of weakness by parents, adults, analogical creation, etc. While acquiring L1. But in L2 learning, feedback plays very important role. It refers to what a teacher says or does after his learner's performance. The teacher may reward or punish his learners. The feedback may be positive or negative. Reward or praise is the positive feedback which motivates the learners to learn more punishment is the negative feedback which demotivates them and learning suffers. Learners need positive feedback from the teacher. Thus, feedback may encourage or discourage the learners to learn language and the learning is also affected by the type of feedback, or the presence of absence of feedback.

1.2 Statement of the Problem

English is regarded as a foreign language in Nepalese context. Using Nepali language in English classroom has created the problem in English learning activities. The skills and knowledge of the students are still remaining poor in the performances of the English class as well as in the examination. Additionally using mother tongue (L1) like Nepali language in classroom has created the problem in English classrooms.

So this problem has generated the questions like: why are the teachers and student are using the Nepali language in English classroom?, What are the affecting factors of using Nepali in English classroom?, What is relation between the Nepali language and English while they are engaging in teaching learning process in the classroom? What methodologies are they using in the learning process? These hunting questions enhance meto do this research of using Nepali language in English classroom.

1.3 Objective of the Study

The study had the following objectives:

- i. To explore views towards the use of Nepali language in English classroom.
- ii. To explore the reasons of using Nepali language in English classroom.
- iii. To suggest some pedagogical implications.

1.4 Research Questions

The present research had the following questions:

- i. What are the reasons behind using Nepali language in English classroom?
- ii. What do students think about the use of Nepali in English classroom?
- iii. What do teachers think about the use of Nepali in English classroom?
- iv. What can be the pedagogical implication of the perspective?

1.5 Significance of the Study

This research looked at non-native English students and teachers perspectives on their usage of their Nepali language in their English language classrooms. It has explored their thoughts and possible reasons for trying and using English only and instead using their first language as Nepali.

Teachers, educators, and learners will be benefited directly from the findings because the research work touches the feeling and the problems faced by them who are involved in English teaching and learning at community school in Nepalese context. The study will also help teachers and educators understand why their students tend to use Nepali language instead of English in English language classrooms. The result will also help teachers understand in which contents their students tend to prefer to use Nepali language and not English. By understanding that teachers were better informed

about which materials and methods may help their students use English effectively in their classrooms. This may lead to the eventual improvement of the students English language skills by using English only in the classroom.

1.6 Delimitations of the Study

The following were the delimitation of this study:

- i. This study was limited to the four community schools of morang district.
- iii. It was limited in students and teachers view about the use of Nepali language in English classrooms.
- iv. It was limited to the secondary level.
- v. The population of the study was 10 teachers and 40 students.

CHAPTER II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Empirical Literature

The previous research works provide the ways, ideas and foundation for the present and future research works. This empirical review of the research explores teachers and students perceptions of using Nepali language in English classroom. Some of the researchers carried out in this area, one of the prominent researchers in Nepal, Awasthi (1979) carried out a research on "A study on Attitude of Different Group of people towards English language. The main objective of this study was to find out the attitudes of different group of students from Kathmandu district were selected for this study. What he found was that the different groups of people had positive attitudes towards the English language and were in favour of continuing English as a compulsory subject in secondary schools and up to SLC. He also found that the majority of people did not want English to be replaced by any other UN languages.

In the same way, one of the another most important papers that was considered a very valuable reference in first language use is Vivian Cook's (2001) Using the first language in the classroom. In his paper, cook discussed the different arguments that were in favour of using first language in class. He argued against the common belief that second language acquisition should be treated like first language acquisition in the sense that no other languages should interfere with the acquisition of this second language. Cook pointed out that language learners differ in that they are more mature and more able to make connections and analyze language use. Therefore, the technique they use is different from the techniques they used when learning their first language which might also include applying their first language to help them learn the second language. Relating this study the another researcher, Bouargeune(2009) conducted a study on the use of the first language in Laos to improve the students

English learning. He used two groups, an experimental group and a control group, to conduct his study. The first language was used as a means of instruction and to translate new words and vocabulary for the experimental group while the control group did not receive first language instruction and translation. The results showed that experimental group showed a higher improvement in English than the control group. Bouangeune attributed this improvement to the effective use of first language instructions and accurate translations of the new words and vocabulary. Another prominent researcher of Nepal, Karki (1989) studied attitudes of campus level students towards English language and finds that they have positive attitude towards English. They were really interested in learning English but they were not satisfied with the curriculum textbooks and methods of teaching and evaluation system. In the same vein, the foreign researcher, Schweers (1991) has carried out a study on the use of L1, in the English classroom in the Spanish context. His research findings have shown that using Spanish has led to positive attitudes towards the process of learning English better get encourages students to learn more English. Likewise the other study conducted by, Tang (2000) has carried out a study on the use of L1, in the English classrooms in the Chinese context. His research findings have shown that limited and judicious use of the mother tongue doesn't reduce student's exposure to English but it rather can assist in the teaching and learning processes. In the same way another prominent researcher, Gaire (2004) carried out a survey research on "A study on students opinions about learning English." The main objective of this study was to find out students opinions about learning English. Two hundred students from different colleges of the Kathmandu valley were selected for the study and it was found that the majority of them were interested in learning English. Likewise the another researcher, Yin Lin (2005) addressed the teachers' use of the first language and how it can affect students and use of the first perspective language as well. The author found that the study's participants believed that using English only with non-English majors is not as important as using it with English majors. Teachers thought it was ok to use the first language when teaching non-English major students. Teachers

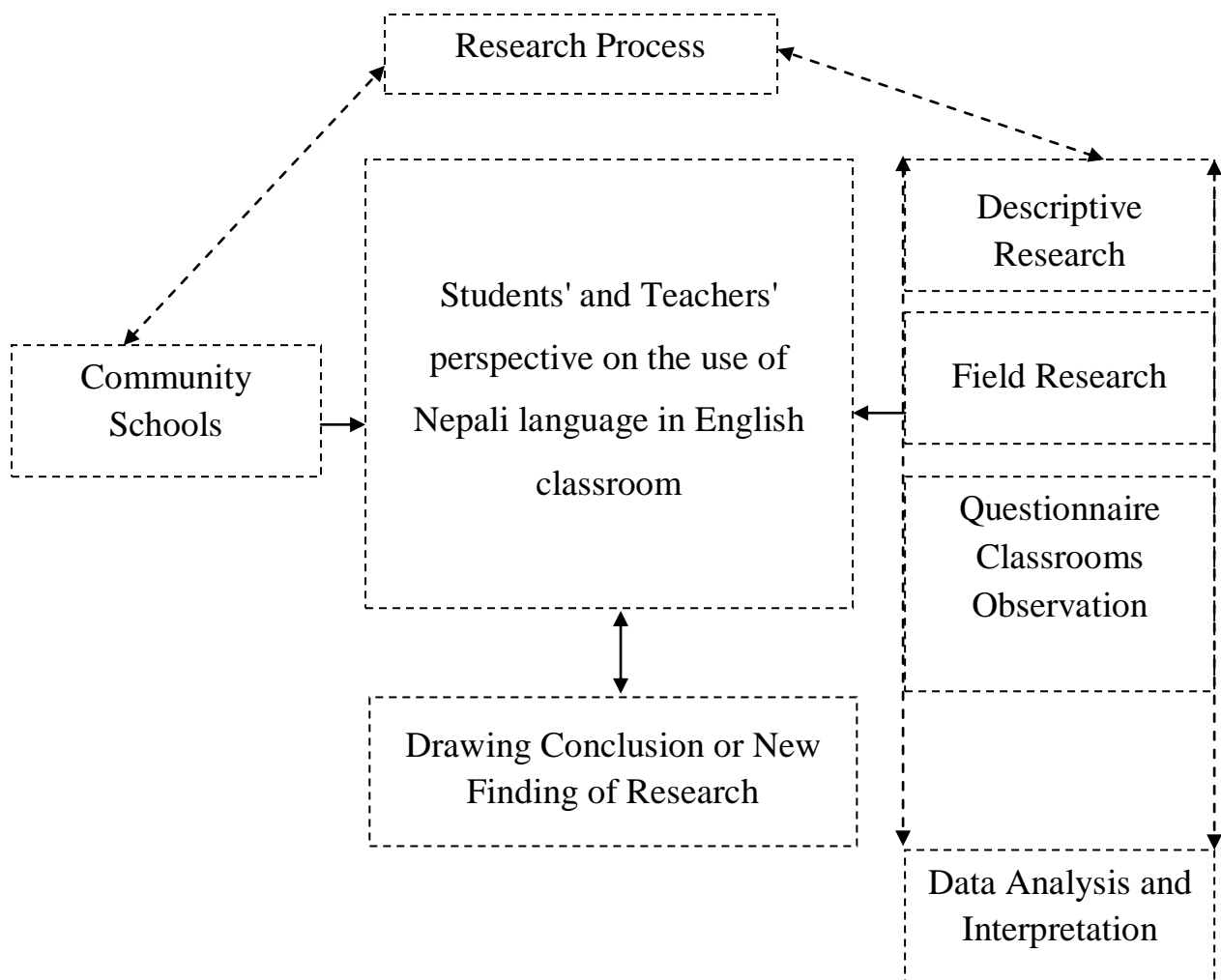
used different types of first language utterances ranging from whole sentences to single words. The teachers amount of the first language use also depended on the level of the students. With young learners, the teachers used the first language more than they did with university students. As well as the another researcher, Hung (2006) investigated student's attitudes towards first language use in a writing class in chaoyang university in Taiwan. Huang found that students thought the teachers should use the first language to explain grammar for them to better understand. Students also thought that the first language use should not exceed 25 percent of class time and that English should be used for most of the class time. They also preferred that their teachers use the first language for brain storming ideas and explaining difficult ideas and concepts. Participants in this study felt that if the teachers used the first language more often in the class room their chances to listen and use English would be fewer. Furthermore, the other researcher, Andrea koucka (2007) conducted a study on the use of the mother tongue in EFL classrooms. She looked at the number of times and reasons why trainee teachers used the first language in English classrooms. She found that some of the trainee teachers overused the first language in their classes. The amount of the first language use ranged from no utterances to 79 per class. The teachers used the first language in a total of fourteen situations in the classrooms from introducing the objective of the lesson to evaluating and giving feedback that indicated that the first language was need throughout class time.

While reviewing the related literature, I found that no research work has been exclusively carried out with Perspective on the Use of Nepali Language in English Classroom. So, this study is new and different from those of others in the department of education.

2.2 Conceptual Frame Work

In this research, the researcher used Dewey's theory of learning by doing to interpret the fields, which are some from observation and questionnaire. Dewey hoped to develop the principle of education "positively and constructively" rather than just teaching against the traditional education which he viewed as failing the students. The researcher took the participants like the teachers and students of the secondary community school of Morang district.

Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

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

3.1 Design and Method of Study

I followed descriptive method to find the perspective on the use of Nepali language in English classroom. I have used mix method study, namely qualitative and quantitative method.

The purpose of this research is to gather data related to the secondary education setting. The focus of this study was to understand students and teachers view on the use of Nepali language in English classroom. With the help of the descriptive method the researcher collected in depth perception of teacher and students on the use of Nepali in ELT classroom. In this regard, (Creswell, 2011) mention that the descriptive research attempts to describe systematically a situation, problem, phenomenon, service or program or provides information about living condition of an institutions or describes attitudes towards an issue. In addition the descriptive study helps to find the opinion of the participants about the particular phenomena. Therefore I selected this research method.

3.2 Population Sample and Sampling Strategy

3.2.1 Population

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

3.2.2 Sample and Sampling Strategy

In a single research we cannot include all the population. So, we have to select a sample to represent the whole population. As kumar (2007, p.164) states "sampling is a process of selecting a few from the bigger group for estimating or predicting the prevalence of an unknown piece of information situation or outcome regarding the bigger group.

For my study, I was selected Morang district, Bayarban VDC, as my study field. From the site I sampled four community schools, ten teachers teaching English at secondary level and forty students study at the same level.

3.3 Study Site

The study site of the study is Bayarban Village Development Committee from where the data were derived.

3.3.1 Sources of Data

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

3.3.1.2 Primary Sources

The primary sources of data were the responses made by teachers and students from questionnaire and class observation of IX & X from secondary community school of Morang district.

3.3.1.2 Secondary Sources

The secondary sources of data for the study were materials: Journals, periodical, informal interview with the language teacher's books, dictionary and other resources.

3.4 Data Collection Tools and Techniques

The major research tools for collecting the data from selected schools were the classroom observation checklist and questionnaire. They are presented in appendix.

3.5 Data Collection Procedure

The researcher followed the following stepwise procedures for data collection:

- i. The researcher visited the field i.e. Morang district.
- ii. She sampled four secondary (Community) schools of Morang.
- iii. She visited each of the selected schools and established the report with the school authority and subject teachers.
- iv. The researcher observed his class and marked in the checklist.
- v. She gave the list of questionnaire both the teachers and students respectively and asked them to provide information.

3.6 Data Analysis and Interpretation Procedure

I used descriptive approach to analyze and interpret the collected data. The data for doing this research were both primary and secondary. The primary sources of data were students and English teachers of community secondary schools. The Secondary sources of the data were books, research documents (thesis done at the national and international levels) journals and online journals. In the process of data collection, the participants were requested to express their opinion as freely as possible. The data derived are presented in the figure and interpreted descriptively. In doing so, the statistical tools percentages, degrees are used. Based on the analysis and interpretation the conclusion has been drawn.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULT

4.1 Analysis and Interpretation of Results

The data in this study were divided into different categories. There were three categories. The first one is questionnaire for the teachers to find out the opinion towards using Nepali language in the English classroom. The second one is questionnaire for the students to find out the opinion towards using Nepali language in the English classroom. The third one is observation checklist.

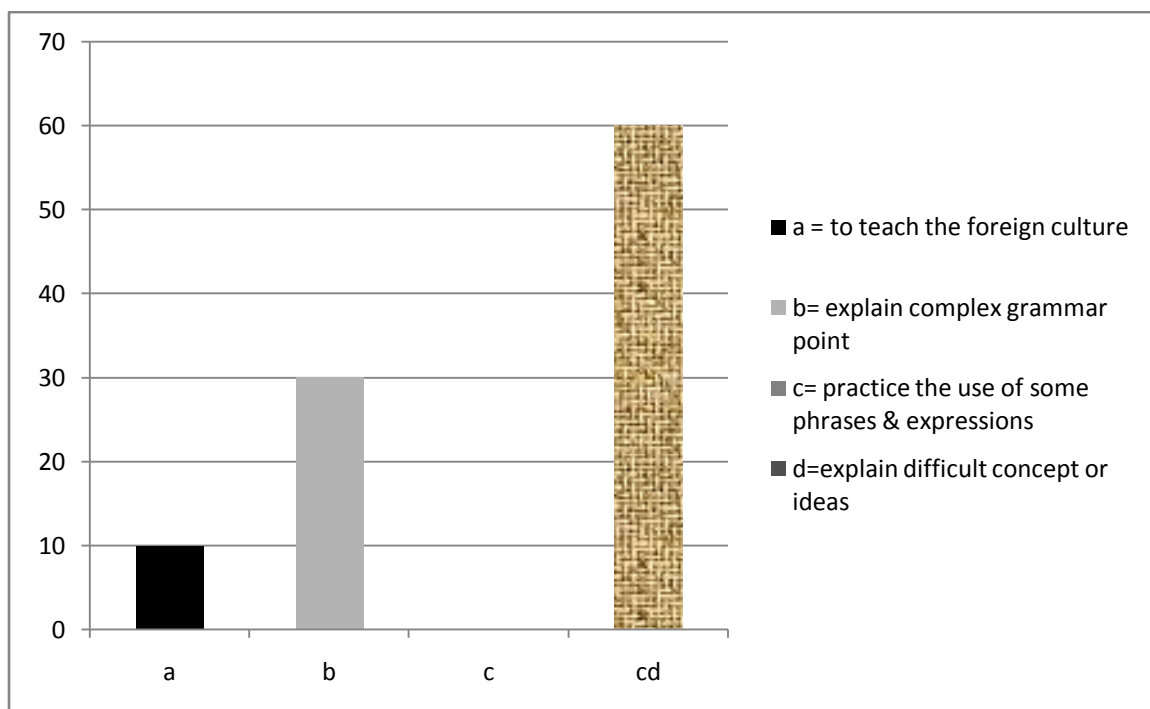
4.1.1 Analysis of Data from the Questionnaire with English Teachers

The first tool used to collect information from the teachers was questionnaire. They were administrated to all the English language teachers of secondary level. The questionnaire contained 16 questions and they were administrated to ten English language teachers in total from selected school of Morang district. The questionnaire consisted of close and open ended questionnaire.

The responses of the teachers participants questionnaire are presented in figure.

Figure 1

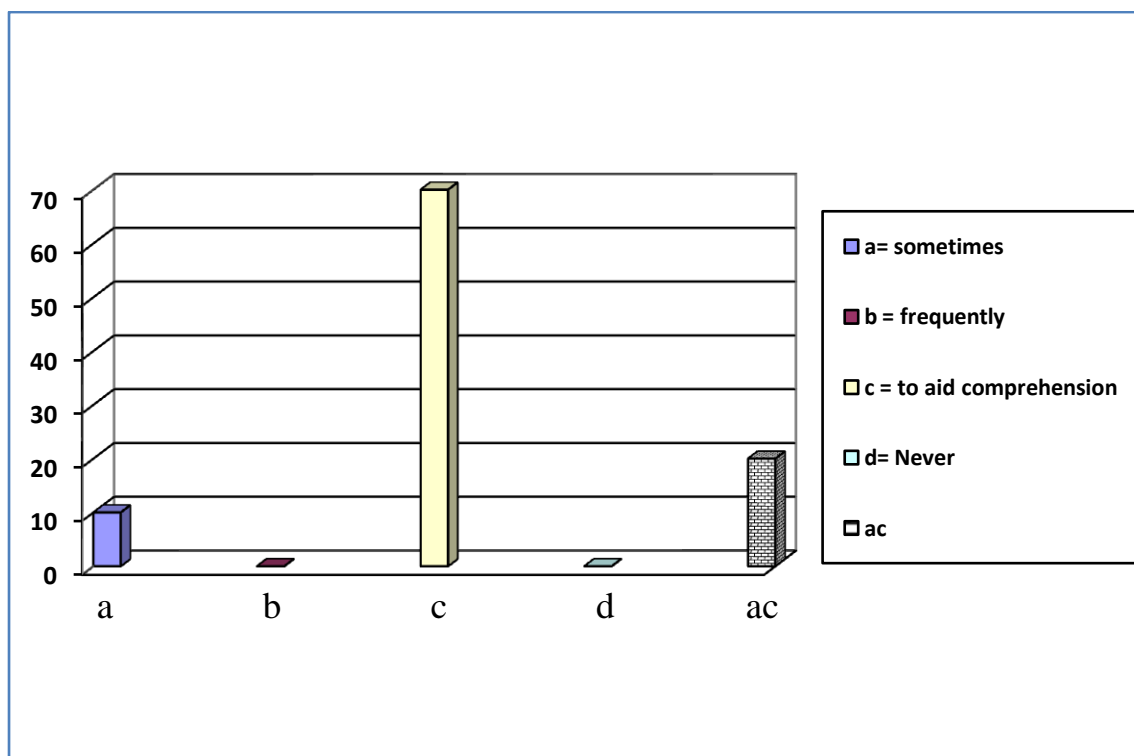
Teachers Perspective on the Necessity of Use of Nepali



It was found that 10% teachers' participants used Nepali language to teach the foreign culture because English is the second language for the Nepalese students. And 30% teachers participants said that to explain complex grammar points however 60% teacher said they using Nepali language to explain difficult concept or ideas. It shows that there is a link between the Nepali and English language to explain difficult ideas.

Figure 2

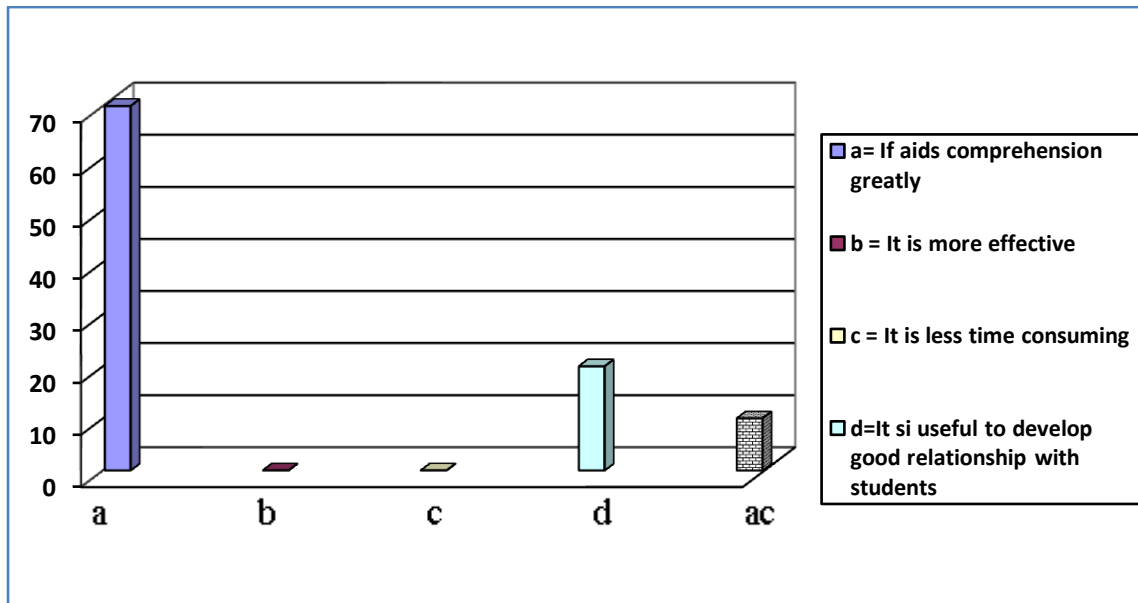
Teachers' Perspective on the How often Use of Nepali Language



The above figure shows that 10% teacher said that they think sometimes Nepali language should be used in English classroom in Nepalese content to explain difficult concept or ideas. 70% teacher participants said that for aid comprehension Nepali language should be used in ELT classroom. But 20% teacher participant said that both sometimes and for aid comprehension they think Nepali language should be used in English classrooms.

Figure 3

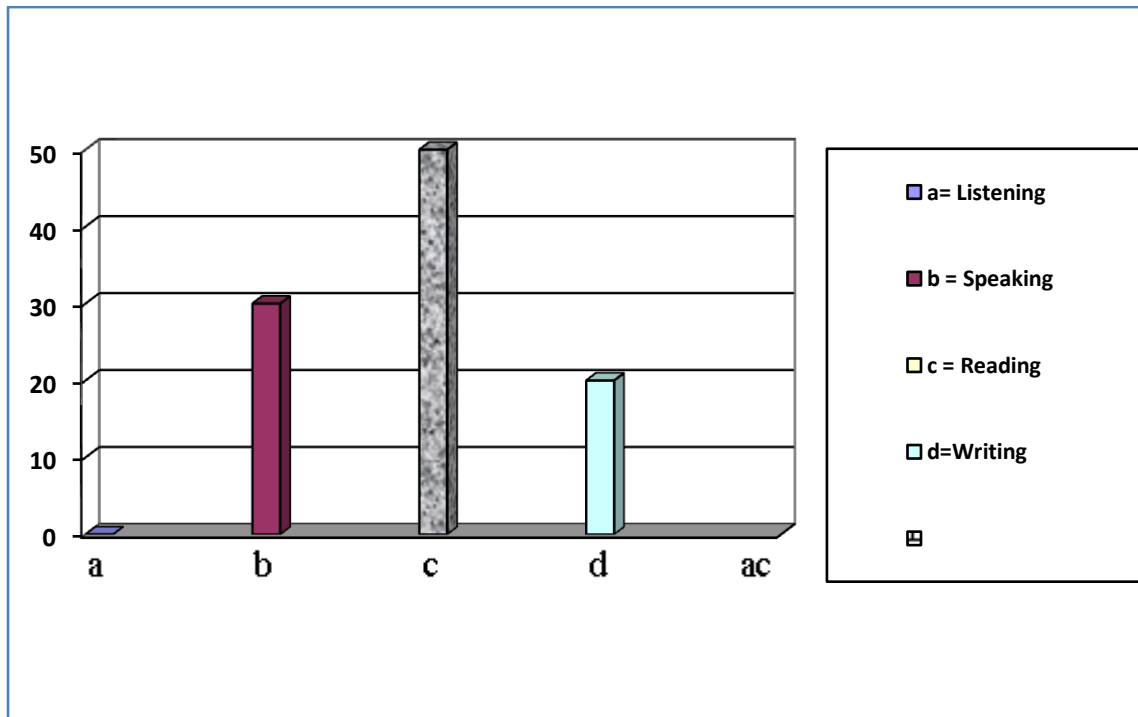
Teachers' Perspective on the Necessity of Use of Nepali



The above figure shows that basically 70% teachers of community school used of Nepali language in the classroom if aids comprehension greatly and 20% teachers said that it is useful to develop good relationship with students it Nepali is necessary in the classroom. But only 10% teacher pointed that they think Nepali language is necessary in the classroom in Nepalese for both content if aids comprehension greatly & it is useful to develop good relationship with students.

Figure 4

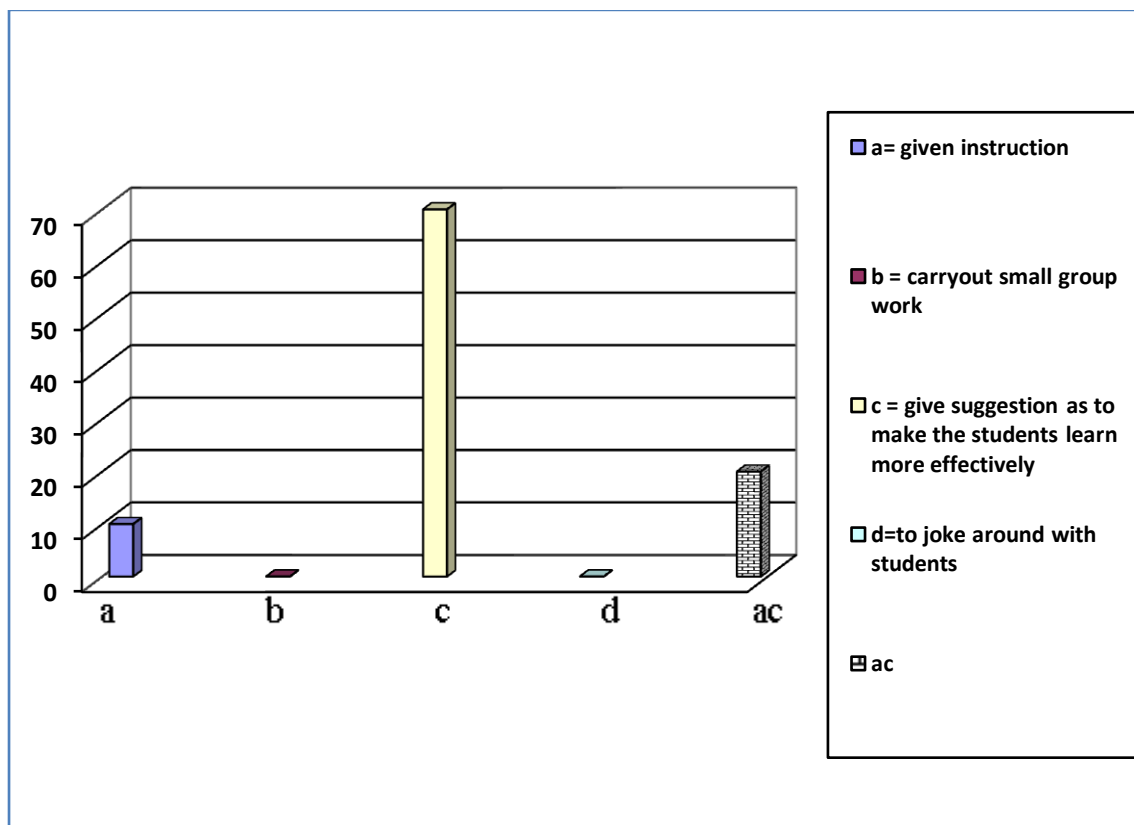
Teacher Perspective on the Language Skill for Use of Nepali



The above figure shows that 30% of the teacher participants of community schools said that speaking skill requires the use of Nepali in teaching English. But 50% teacher participant said that reading skills requires the use of Nepali in teaching English and 20% of teacher participants said that both reading and speaking skill required the use of Nepali in teaching English. But the researcher feel that using Nepali language should be avoid while taught listening and speaking skill because the leaner first listen and then he speak.

Figure 5

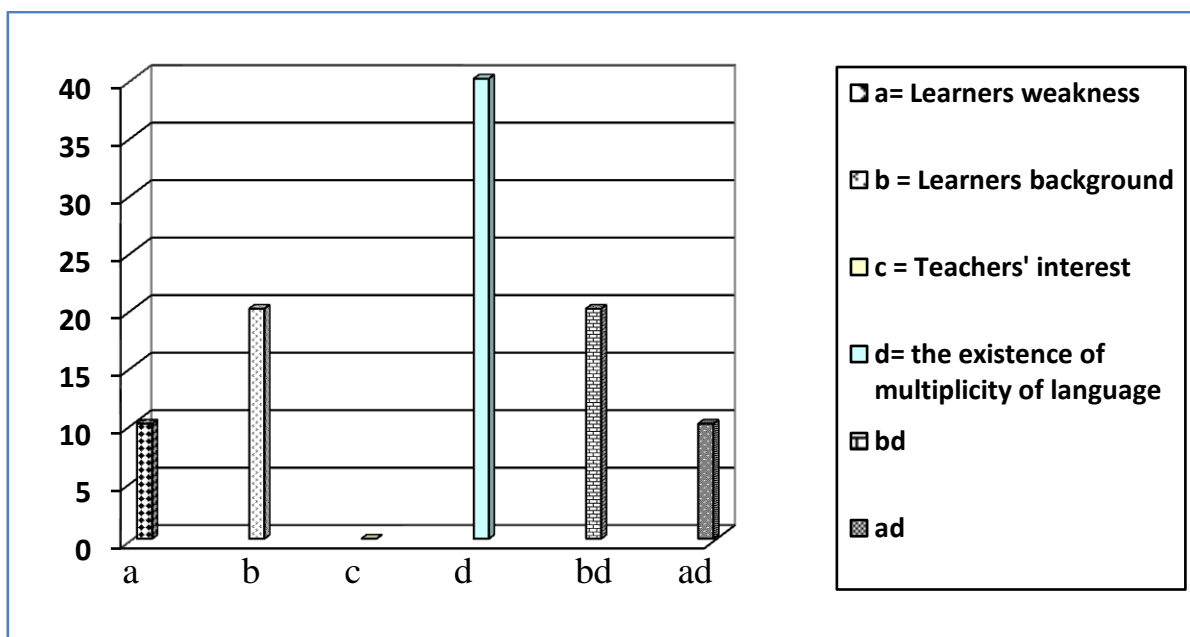
Teacher Perspective on the Use of Nepali Language for the Teaching Learning Activities



The above figure shows that 10% teacher participants used Nepali language in the English classroom to given instruction and 70% teacher said that they use Nepal language in the English classroom to give suggestion as to make the students learn more effectively but 20% teacher said that both to give instruction and to give suggestion as to make the students learn more effectively at that time they used Nepali language in the English classrooms.

Figure 6

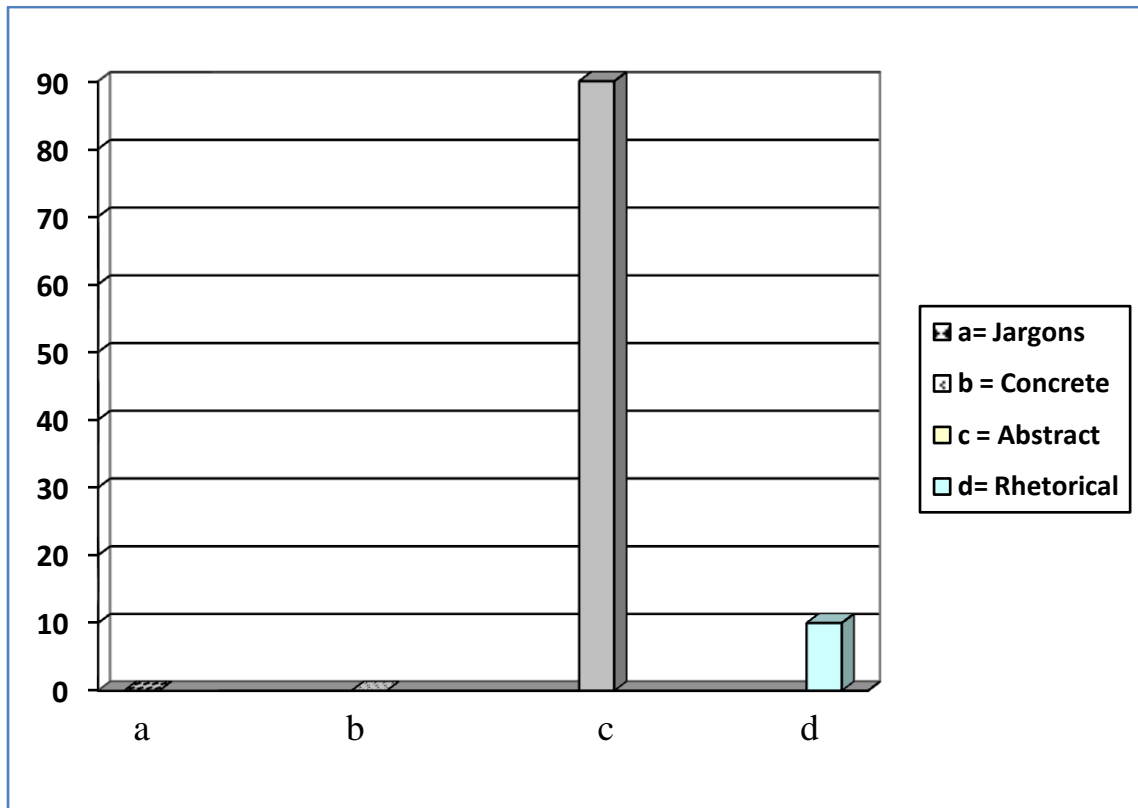
Teacher Perspective on Responsible Factor to Mix the Nepali Language



The above figure shows that 10% teacher participant of community school said that the most responsible factor to mix the Nepali language is learners weakness and 20% teacher participants said that learner's background is the most responsible factor to mix the Nepali language. Similarly 40% teacher participant said that the existence of multiplicity of languages is the most responsible factors to mix the Nepali language. But 20% of teacher said that the most responsible factors to mix the Nepali language is learner's background and the existence of multiplicity of language and 10% teacher participants said that the most responsible factor to mix the Nepali language is learners weakness and the existence of multiplicity of language.

Figure 7

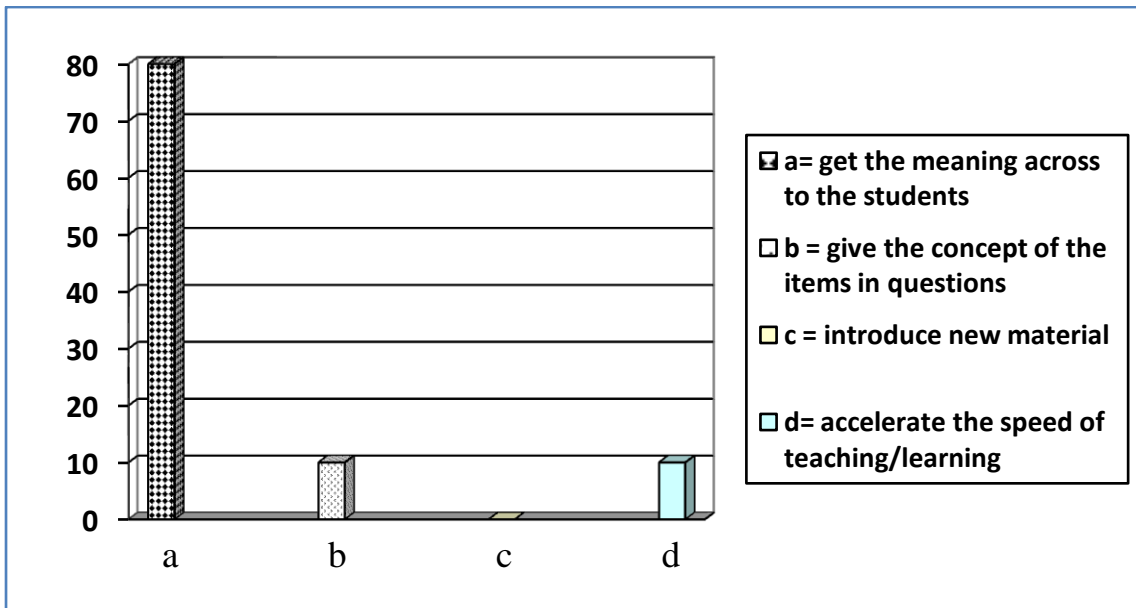
Teachers Perspective on the Demand of Lexical Word



This above figure shows that 90% teachers' participant said that abstract word demand the use of Nepali language in English classroom and 10% teacher participants responded that Rhetorical word demand the use of Nepali language. The student does not understand abstract word in English so they have use Nepali language to make them clear the concept so must of the teacher responses is abstract word.

Figure 8

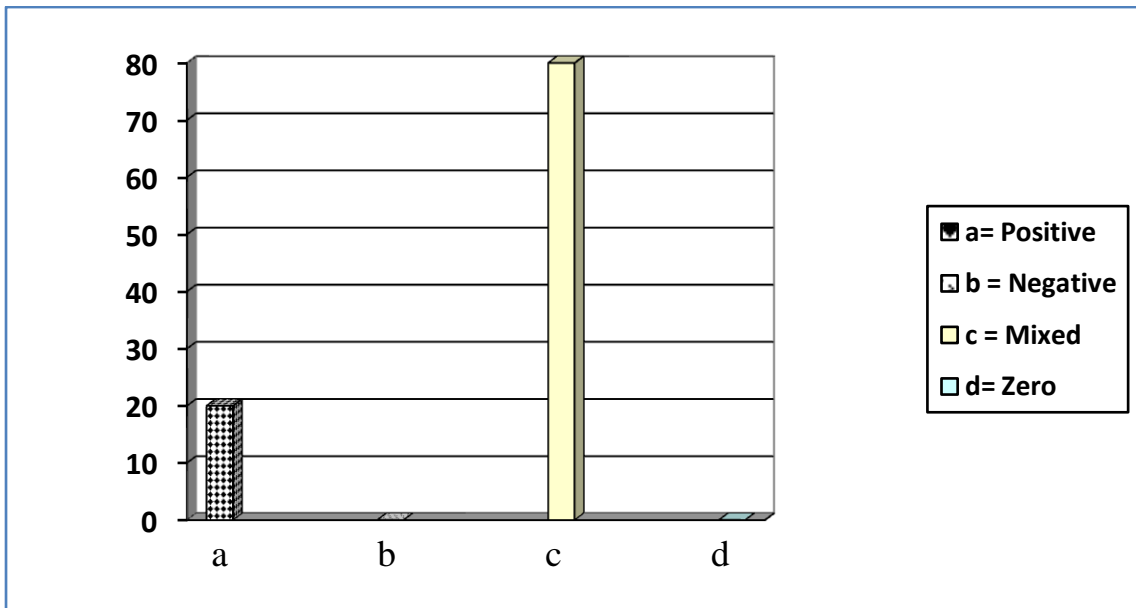
Teacher Perspective on Need of the Use of Nepali



The above figure shows that 80% teachers participant responded that the need of the use of Nepali language is to get the meaning across to the students. And 10% teacher participant said that to give the concept of the items in questions. 10% teacher participants said that the need of use of Nepali is to accelerate the speed of teaching /learning.

Figure 9

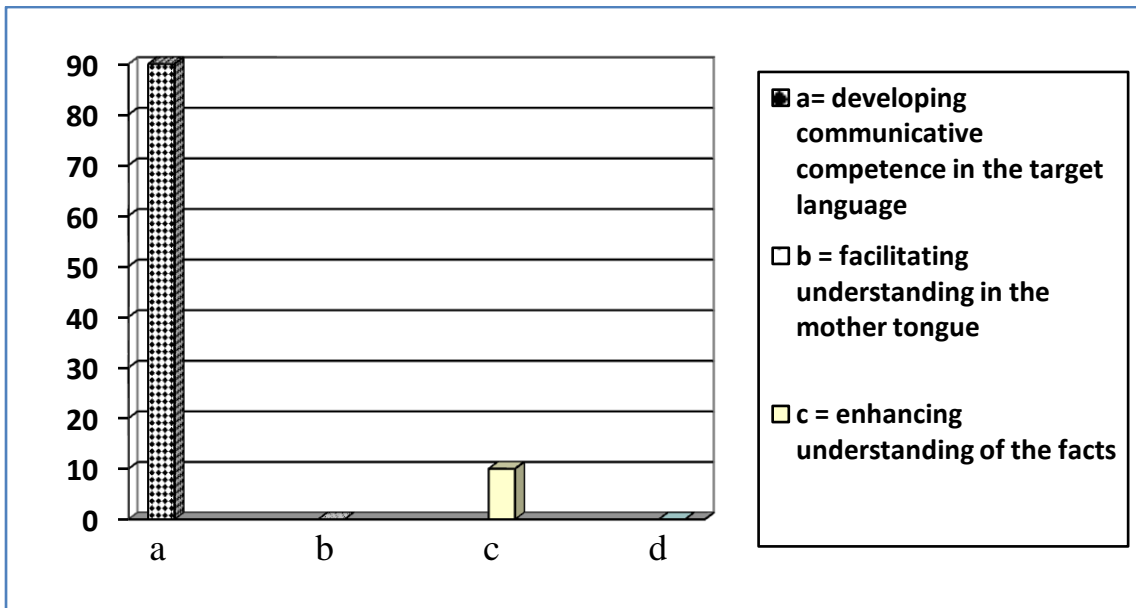
Teacher Perspective on the Impact of the Use of Nepali Language



This above figure shows that 20% teacher participants of community school said that positive impact of Nepali language have on English language learning. But 80% teacher participants said that mixed positive and negative impact of Nepali language has on English classrooms.

Figure 10

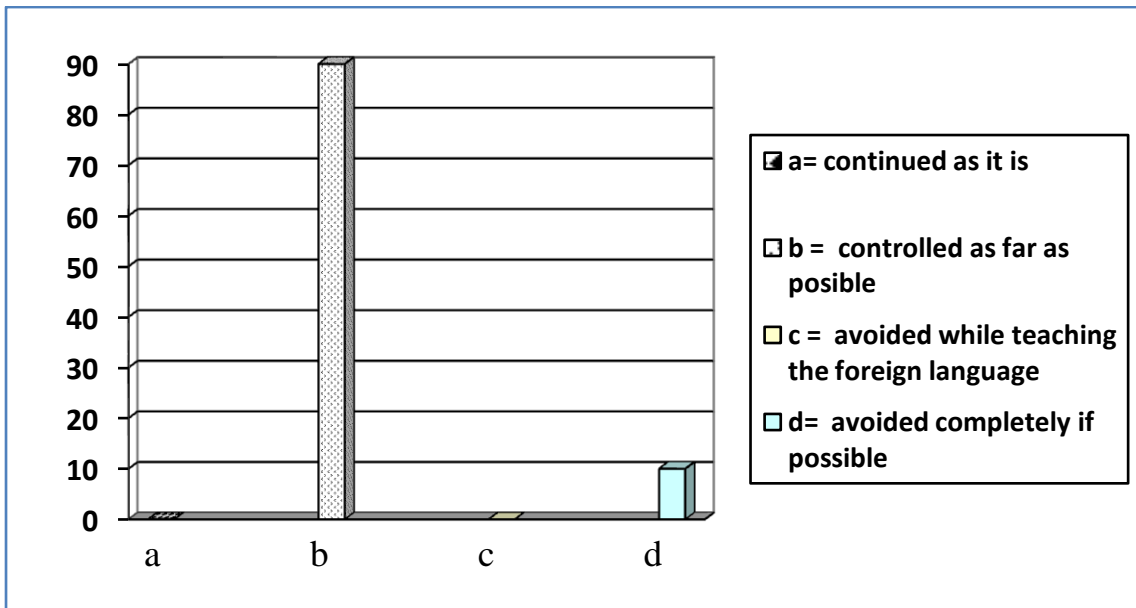
Teacher Perspective on the Aim of Foreign Language Teaching



This above figure shows that 90% teacher participants of community school said that the aim of foreign language teaching should be developing communicative competence in the target language. But only 10% teacher participants said that enhancing understanding of the facts should be the aim of foreign language teaching.

Figure 11

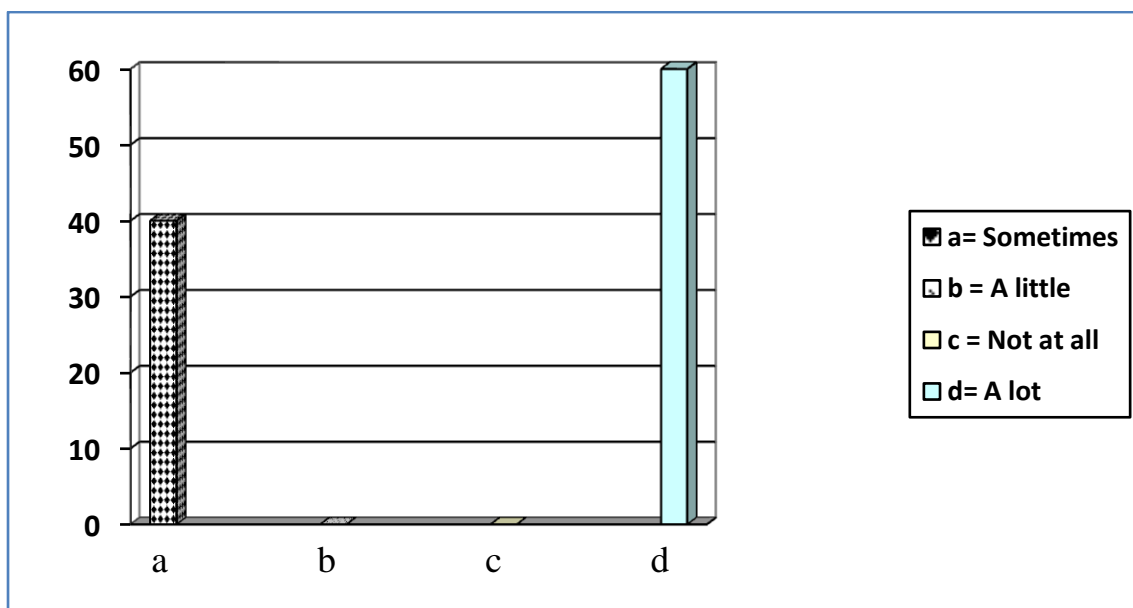
Teacher Perspective on Control of Nepali Language



The above figure shows that 90% teacher participants of community school said that if the purpose of teaching a language is to develop communicative competence in the foreign language than using Nepali language should be controlled as far as possible. On the other hand 10% teacher participants said that avoided completely, if possible.

Figure 12

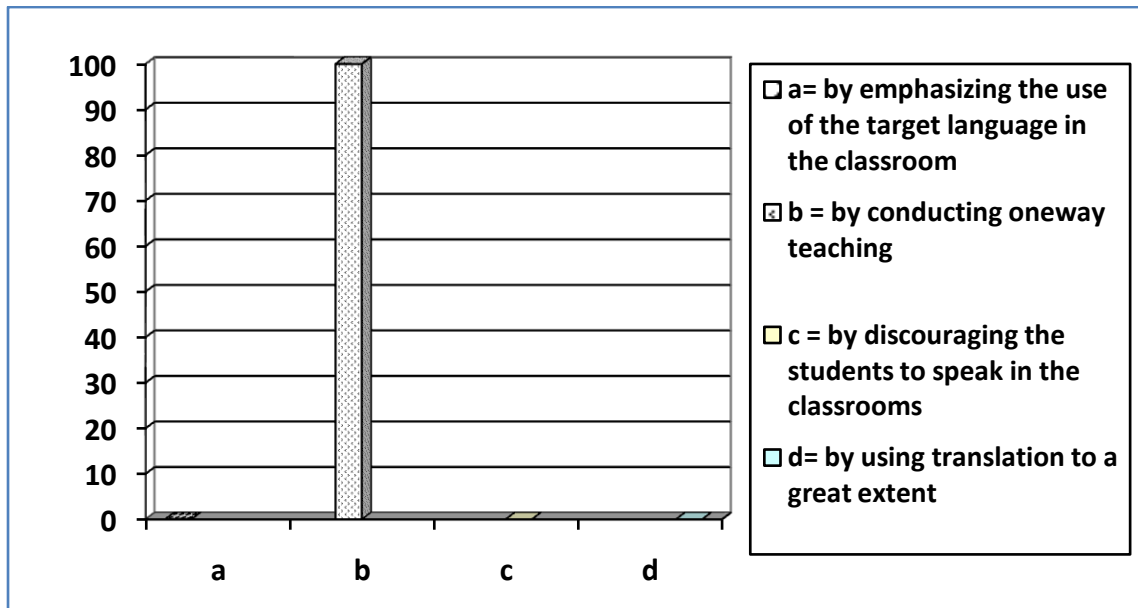
Teachers' Perspective on the Students' Likes Toward Them



The above figure shows that 40% teacher participants of community school said that their students sometimes like to use the Nepali language in the class. But 60% teacher participants said that their students like a lot to use the Nepali language in the English classroom because majority of the learners are from Nepalese background. Their base is Nepali language. They prefer to speak also in all time Nepali language.

Figure 13

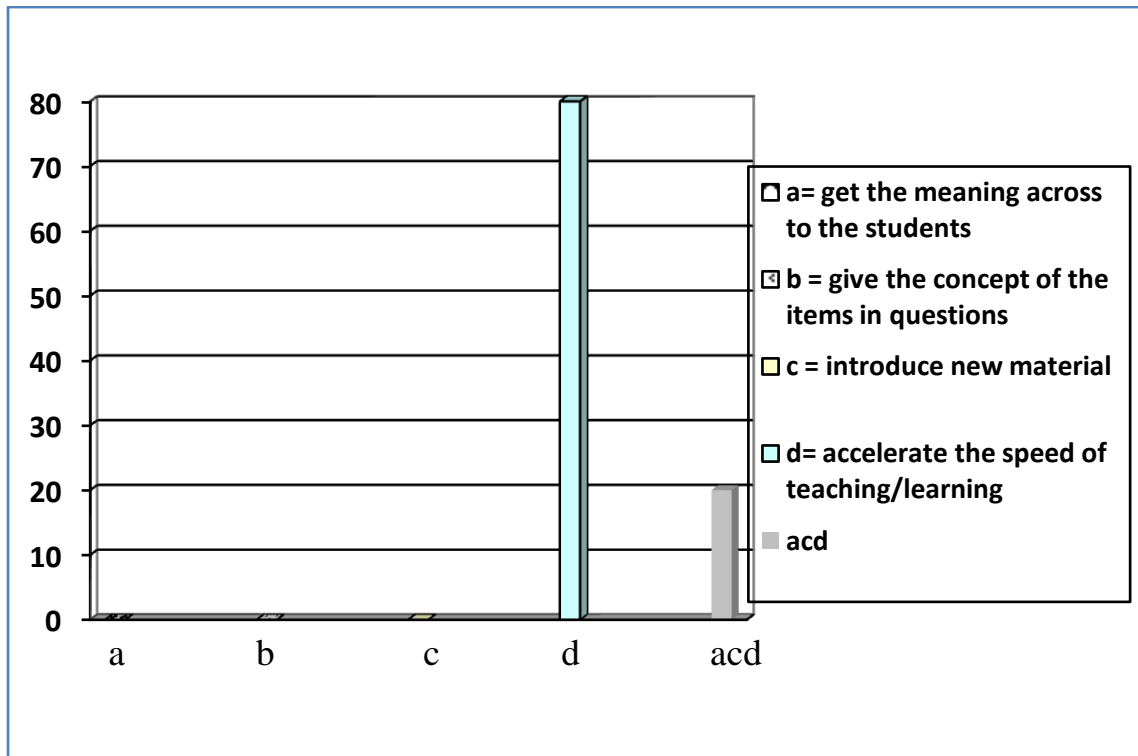
Teachers' Perspective on Avoid Use of Nepali



The above figure shows an amazing responses. It shows that 100% teacher participants said that by emphasizing the use of the target language in the classrooms we can avoid the use of Nepali in the English classroom. This answer should be the good to develop communicative competence in the English language teaching in Nepalese context.

Figure 14

Teachers' Perspective on Situation of Using Nepali



The above figure shows that the 80% teachers participants said that they used Nepali language in English classrooms to explaining ambiguous and difficult concepts but only 20% teachers participants said that they use the Nepali language in English classroom for classroom management, building rapport between students and teachers and explaining ambiguous and difficult concepts.

Perspective Regarding the Use of the Nepali in English Classrooms of Teachers' Participants

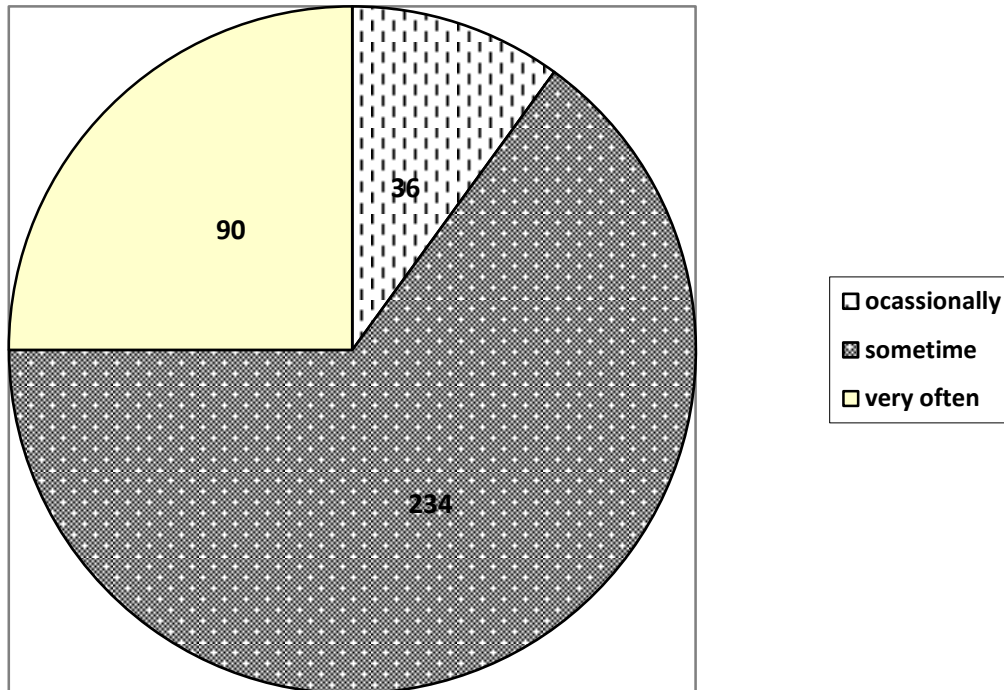
The teachers' participants of community school responded that they used Nepali language in English classroom to emphasized some important and complex terms, teaching vocabularies and explaining vast concept ideas, because of their habit and because they feel it easy to used Nepali language in English classroom but also they said that using Nepali is useful to some extent but it hampers learning English if they uses it too frequently, and as far as possible, it should be controlled and avoided completely if possible. In Nepalese context most of the students from language talking Nepali background.

4.1.2 Analysis of Data from the Questionnaire with Students

The second tool that was used by the researcher was questionnaire for collecting information from the students. The researcher collected data from ten community schools of Morang district to find out the responses in using Nepali language in English classroom. Ten students were randomly selected from each school. There were altogether eighteen questions asked for each students and their responses were presented below:

Figure 1

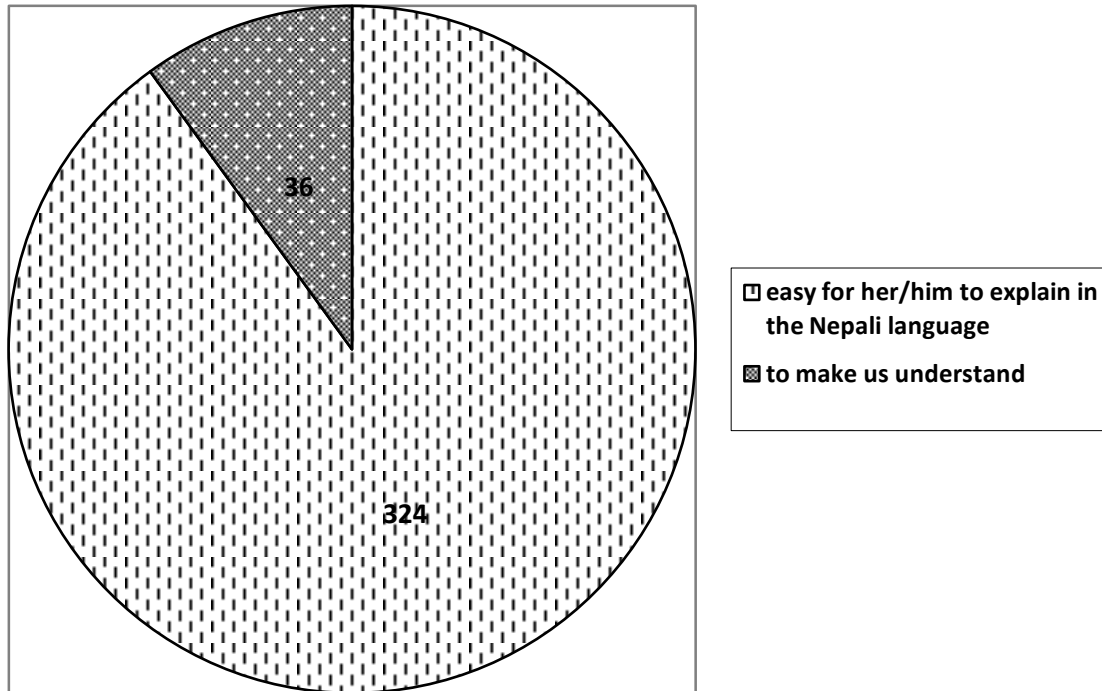
Students' Perspective on Teacher Uses of Nepali Language



The above pie chart shows that 234° students participants said sometime their teacher use the Nepali language while teaching English but 36° students participants said occasionally their teacher use the Nepali language while teaching English and 90° students participants said that very often their English teacher use the Nepali language while teaching English.

Figure 2

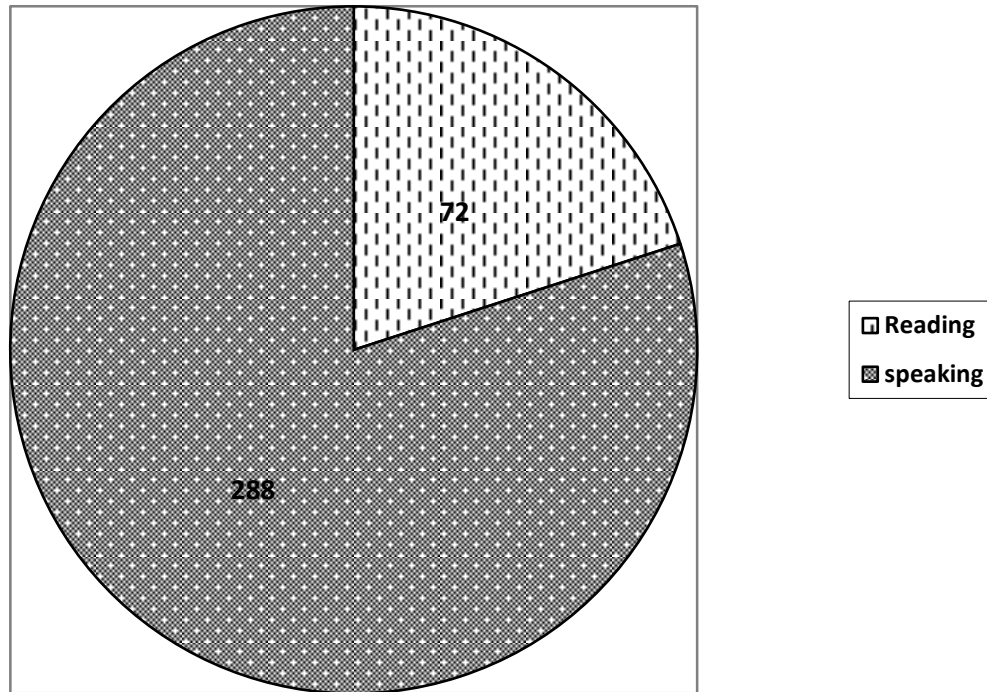
Students' Perspective in Teacher Uses of Nepali Language



This above pie chart shows that 36°students participant said that they think their teacher use the Nepali language because it is easy for him/her to explain in the Nepali language and 324°students participant responded that they think their teacher use the Nepali language to make them understand.

Figure 3

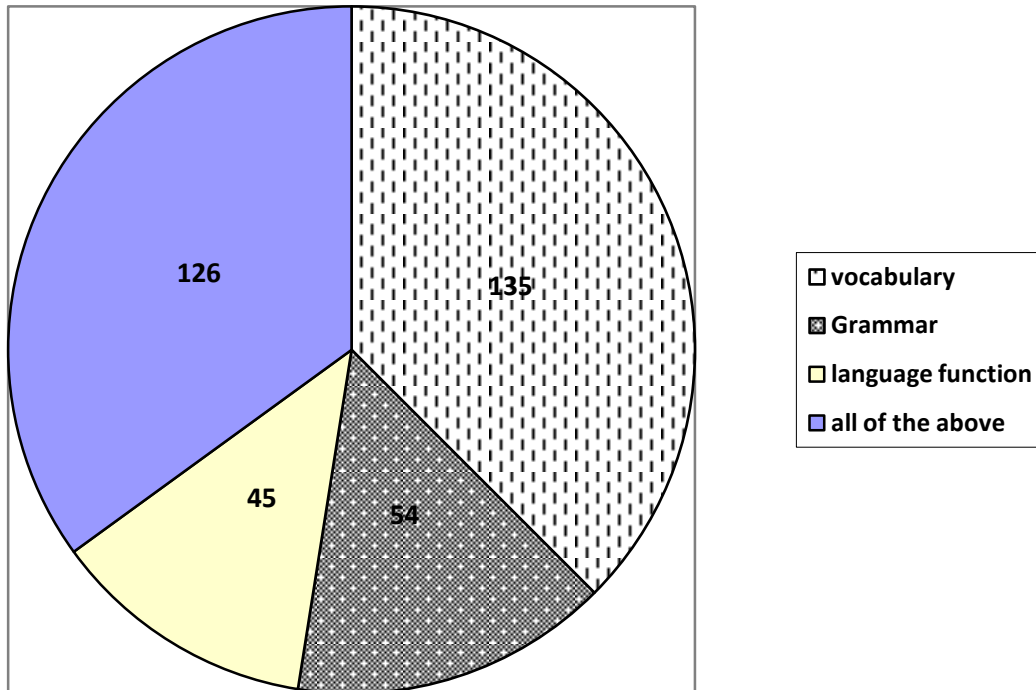
Students' Perspective on Language Skill Require of Nepali Language



This above pie chart shows that 72° student participant said that reading language skill requires the use of the Nepali language but 288° student participant responded that speaking skill requires the use of the Nepali language.

Figure 4

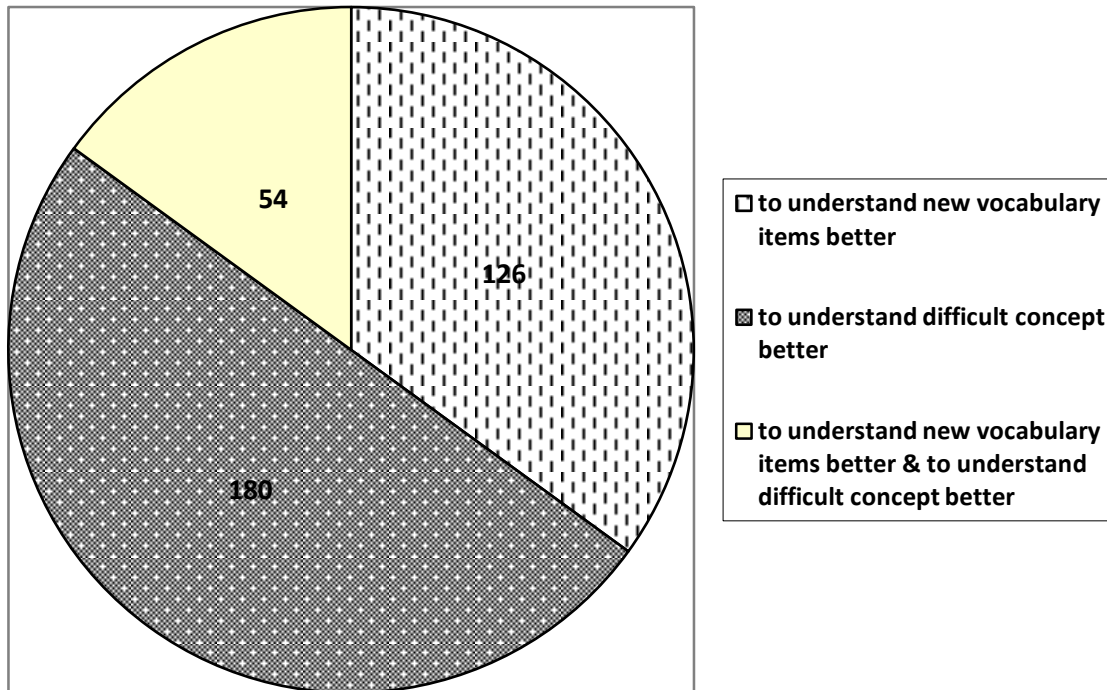
Students' Perspective on Uses of Aspect of Language



The above pie-chart shows that 135° student participants said that vocabulary required the use of Nepali language and 54°students participants said that Grammar required the use of Nepali language. 45°students participant responded that language function required the use of Nepali language in English classroom. However, 126° student participants said that all of the above vocabulary, Grammar language function required the use of Nepali language in English classroom.

Figures 5

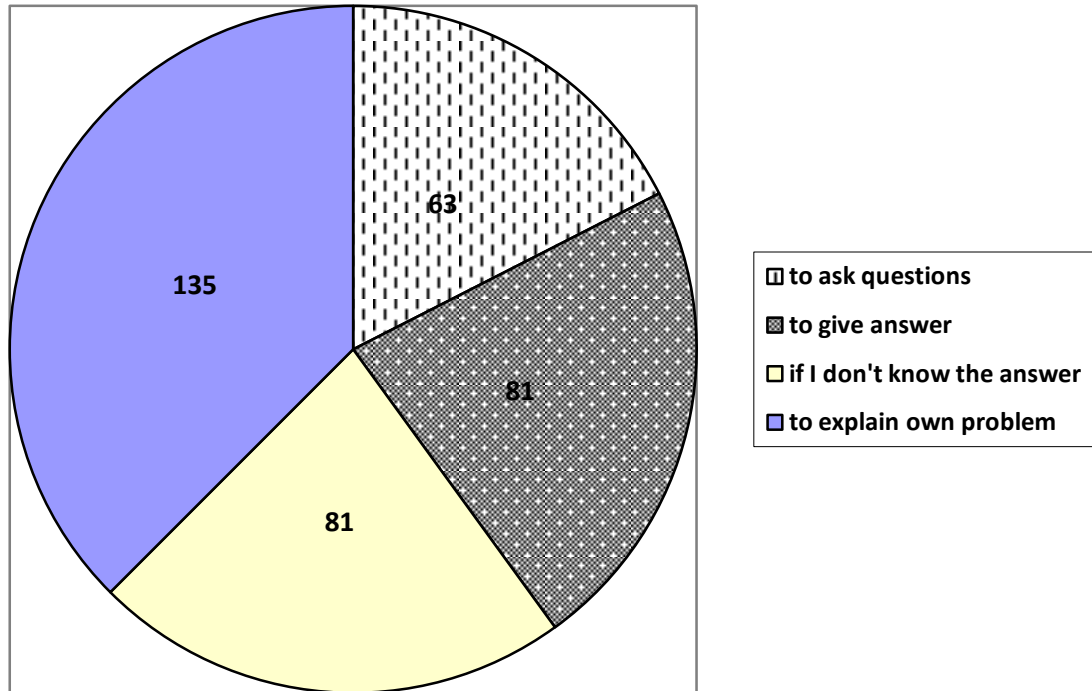
Students Perspective on the Use of Nepali Language



This above pie chart shows that 126^o students participants said that they think the use of the Nepali language in English classrooms helps them to understand new vocabulary items better and 180^o students participants said that they think the use of the Nepali language in English class helps them to understand difficult concept better. But 54^o students' participants said that using Nepali language in English classroom helps them to understand new vocabulary items better and to understand difficult concept better.

Figures - 6

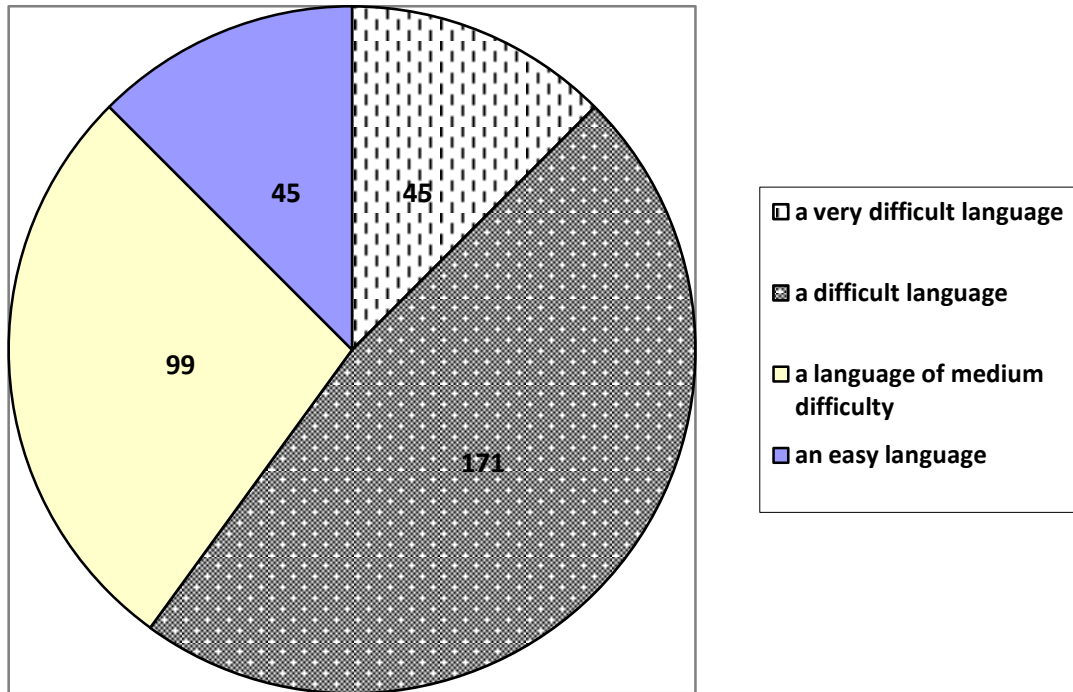
Students' Perspective on the Purpose of Use of Nepali



The above pie chart shows that 63° student participant said that they use Nepali language in English classroom to ask questions and 81° students participants said that they use Nepali language in English classroom to give answer 81° student participants said that if they don't know answer than they use the Nepali language in English classroom. However 135° student participant said that the use Nepali language in English classroom to explain own problem.

Figure 7

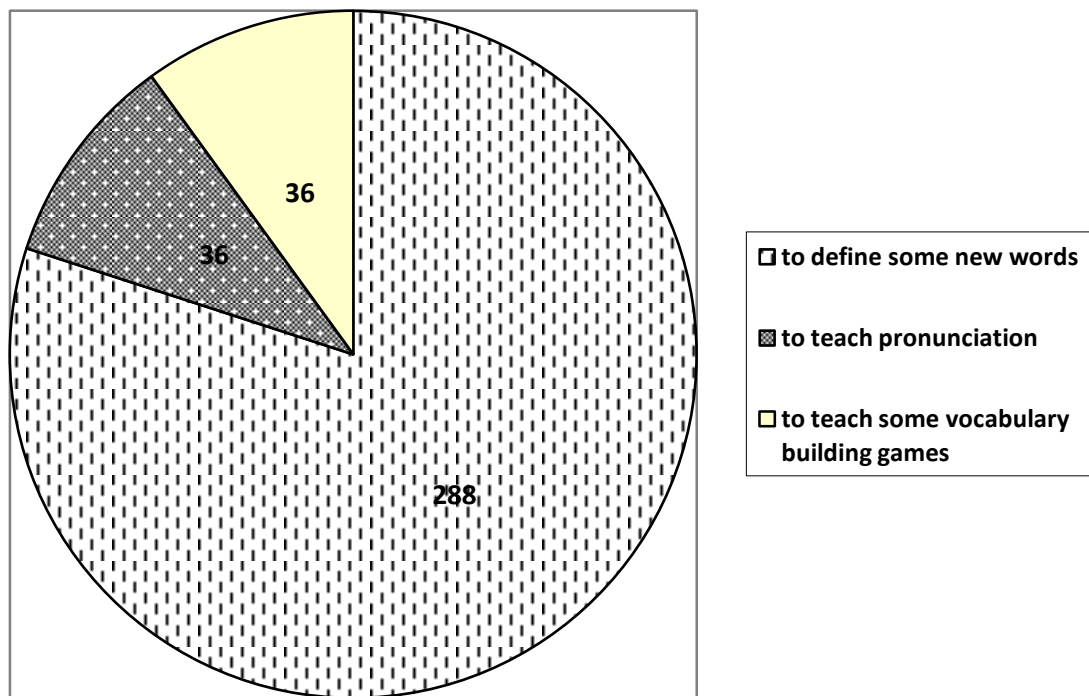
Students Perspective on Feeling about English Language



This above pie chart shows that 45° students participant said they fell English language is a very difficult language and 171°students participant said that they feel English language is a difficult language. 99° students participant said that they feel English language is a language of medium difficulty. 45° student participant said that they feel English language is an easy language.

Figure 8

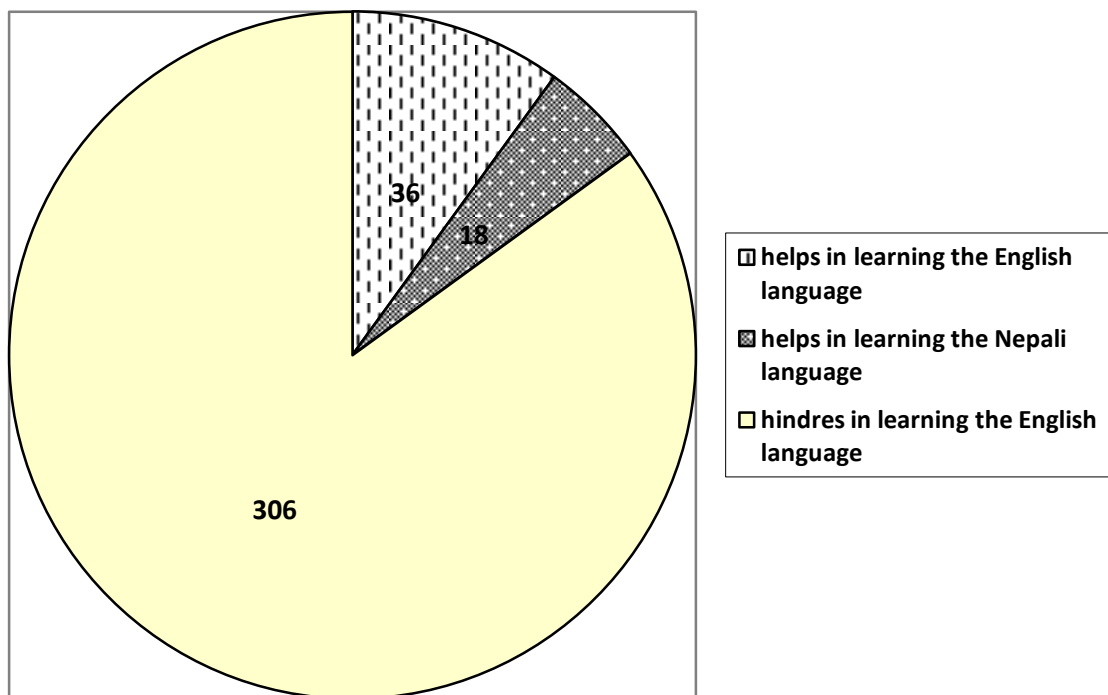
Students Perspective on the Use of Nepali in Teaching Vocabulary



The above pie chart shows that 288°students participants responded that their teacher use the Nepali language in teaching vocabulary to define some new words and 36° student participants said that to teach pronunciation their teacher use the Nepali language in teaching vocabulary. 30°students participants said to teach some vocabulary building games their teacher use Nepali language in English classroom for teaching vocabulary.

Figure 9

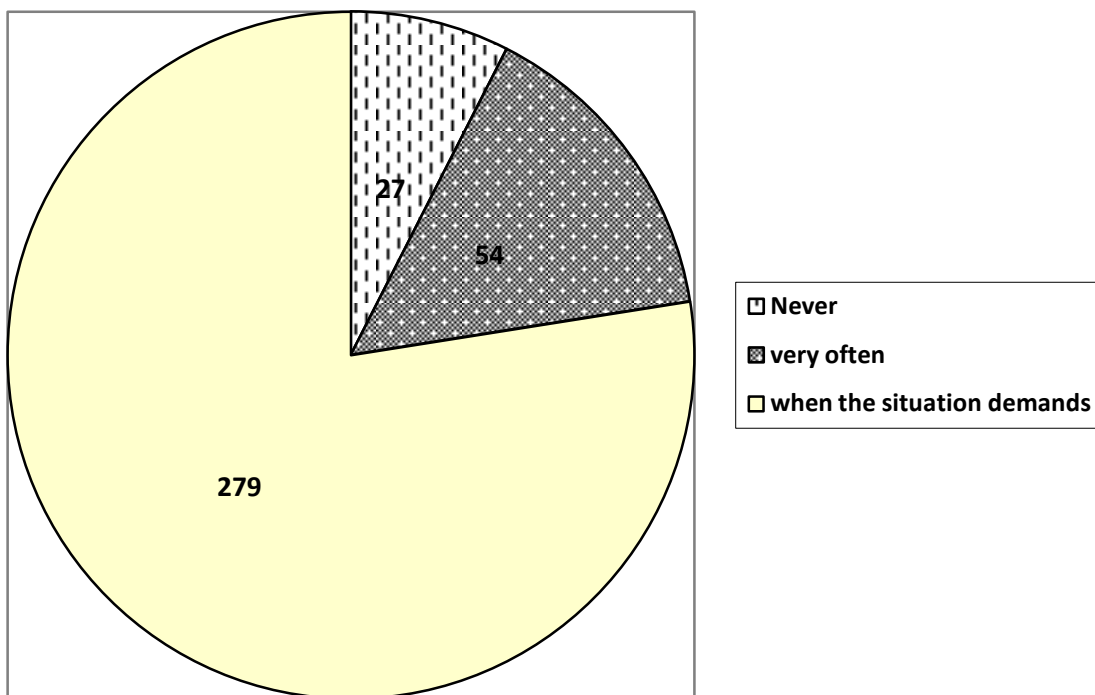
Students' Perspective on Problem of Daily Using Nepali Language



The above pie chart shows that 36° students participants said that if the teacher always uses the Nepali language in English classroom it helps in learning the English language and 18° students participants said that helps in learning the Nepali language. However 306° students participants said that if the teacher always uses the Nepali language in English classroom it hinders in learning the English language.

Figure 10

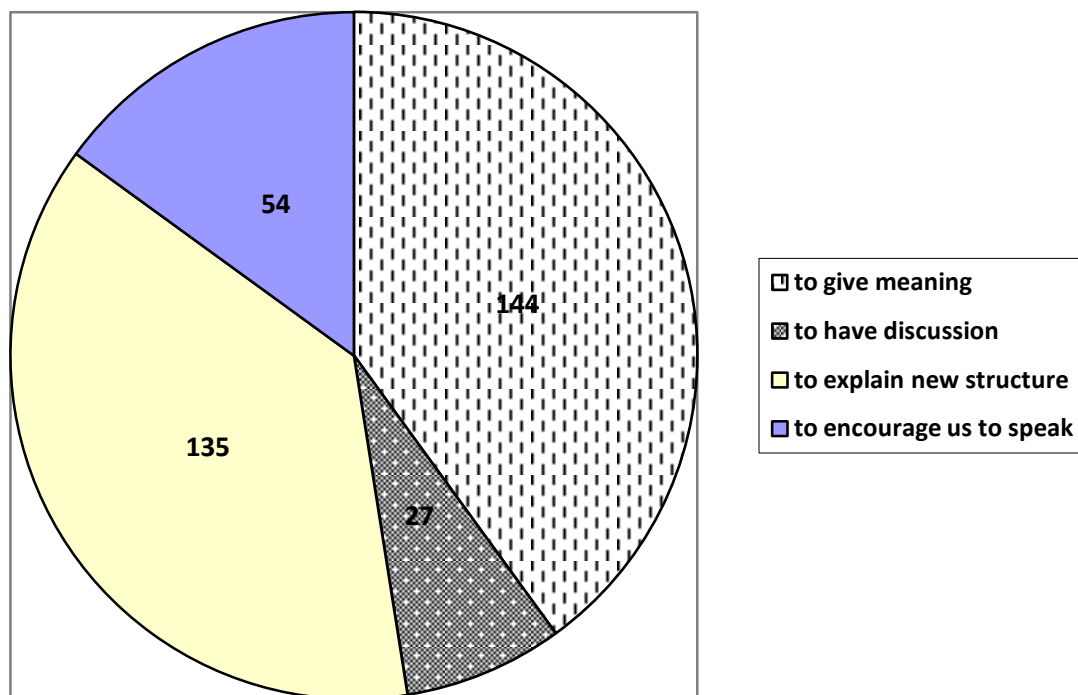
Students Perspective for Time Using Nepali



The above pie chart shows that 27° students participants said that never use Nepali in the English classroom and 54° students participants said that very often use Nepali in the English classroom. However 279° students participants said that Nepali language should be used in the English classroom when the situation demands.

Figure 11

Students' Perspective on the Necessity of Use of Nepali Language

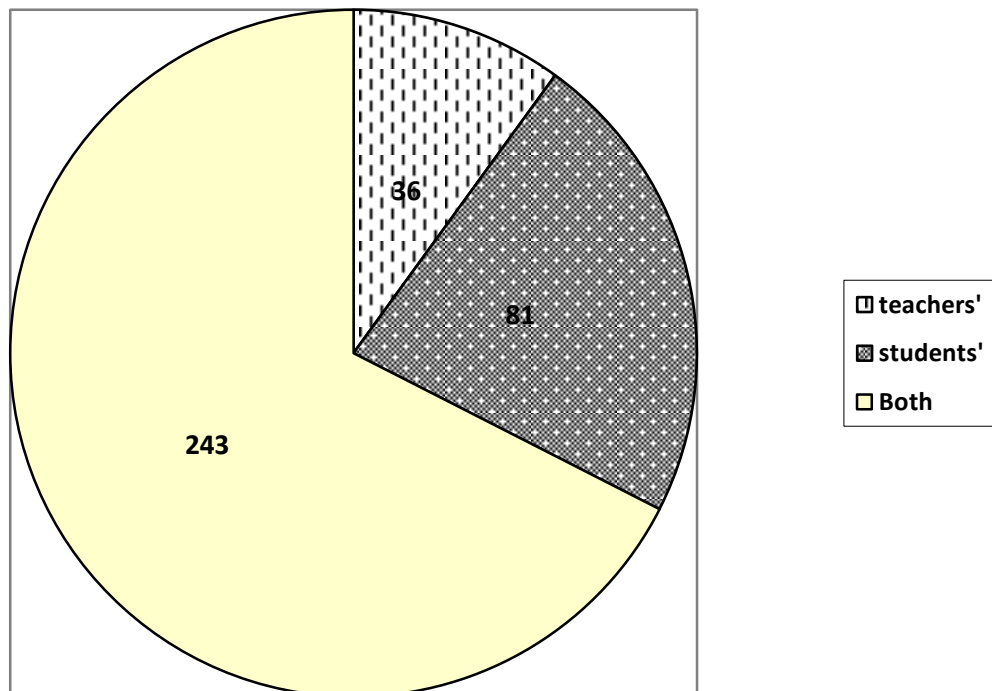


The above pie chart shows that 144° students participants said that to give meaning of difficult word the Nepali language in English classrooms necessary and 27 participants said that to have discussion in classroom Nepali language in English classrooms necessary. But 135°students participant said to explain new structure of language function or grammar Nepali language in English classrooms necessary and

54° students participants said that to encourage us to speak English Nepal language should necessary to use in English classroom.

Figure 12

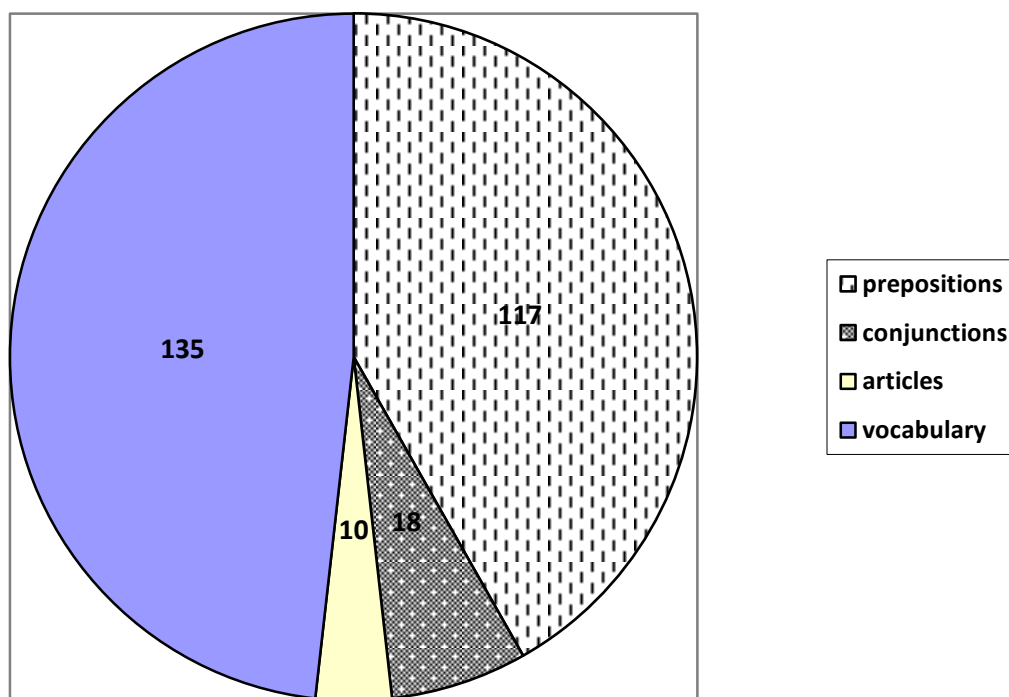
Students Perspective on Need of Use of Nepali Language



The above pie chart shows that 36° students participants said that using Nepali in English classroom was teachers need and 81° students participants said that students need but 243° students participant said that using Nepali in English classroom was both (teachers and students) need in Nepalese context.

Figure 13

Students' Perspective on the Demand of Word Uses in Nepali Language

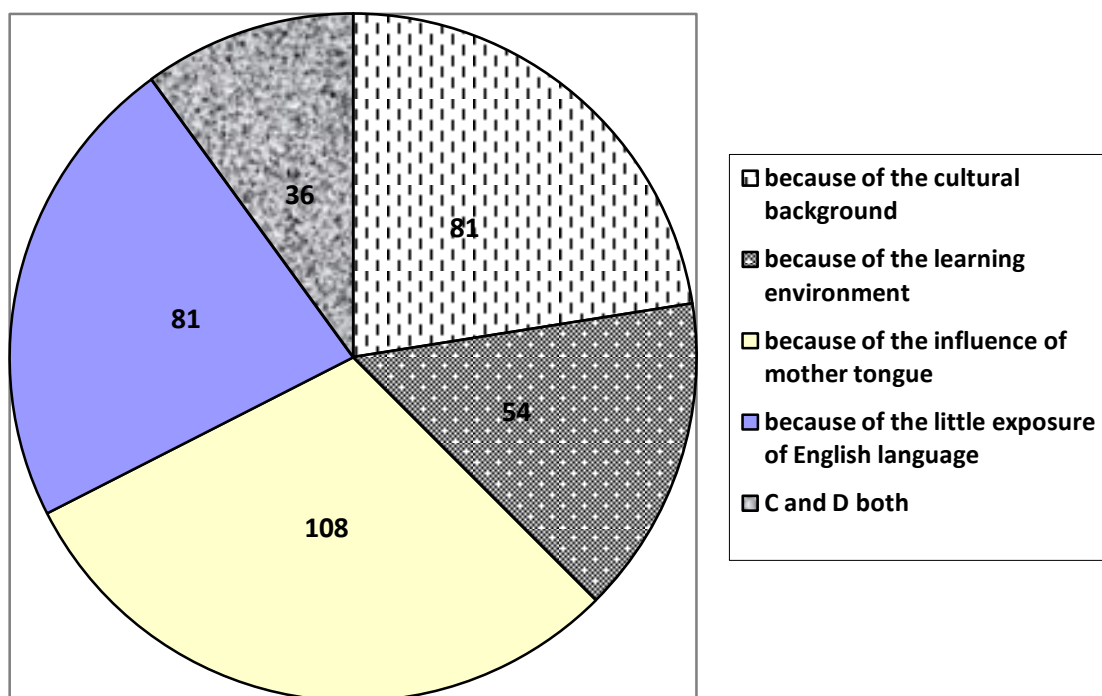


The above pie chart said that 117°students participant said that prepositions demand the use of the Nepali language and 18° student participants said that conjunctions demand the use of the Nepali language in English classroom. 10° student participants

said that Articles demands the use of the Nepali language in English classroom but 135° students participants said that vocabulary demand the use of the Nepali language in English classroom in Nepalese context.

Figure 14

Students' Perspective on Their Need

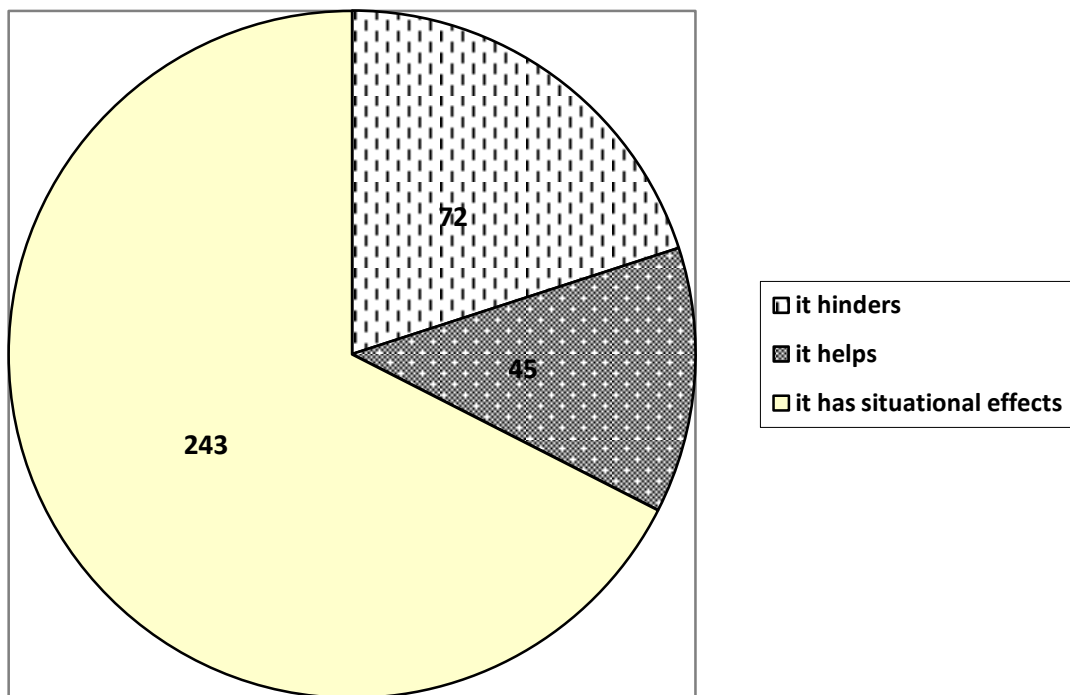


The above pie chart shows that 81° students participants said that because of the cultural background and 54° students participants said that because of the learning environment but 108° students participants said that because of the influence of the

mother tongue and 81° students participants said the because of the little exposure of the English language. 36°students' participants said that due to the influence of the mother tongue and the little exposure of the English language.

Figure 15

Students' Perspective on the Impact of Using Nepali Language

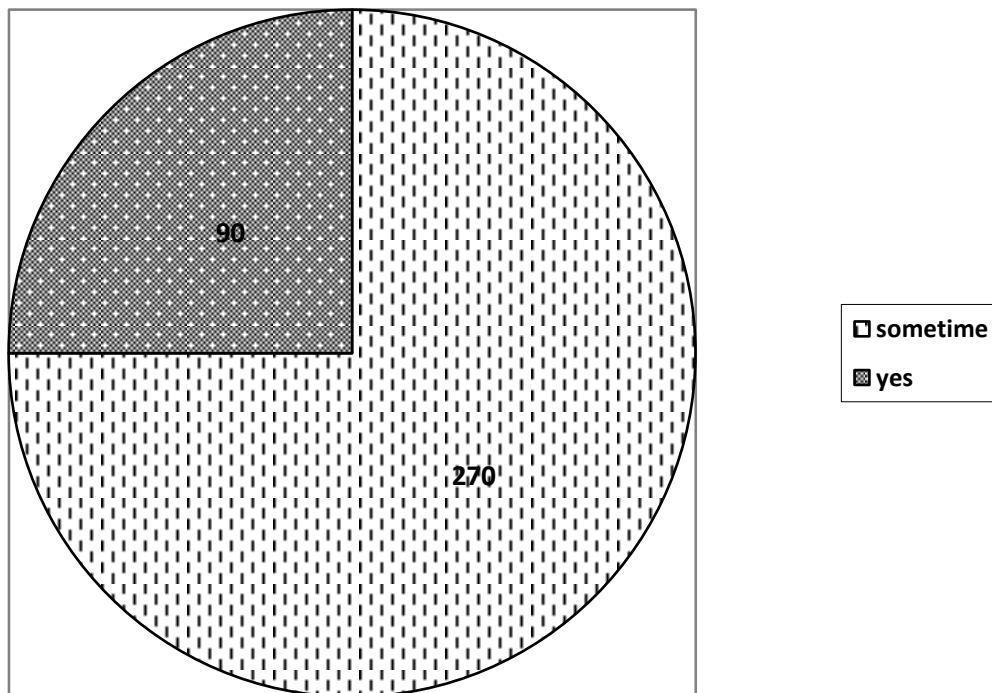


The above pie chart shows that 72°students participants said that Nepali language in English classrooms it hinders in learning and 45° students participants said that it

helps in learning English but 243° students participant said using Nepali in English classroom has situational effect in learning English.

Figure 16

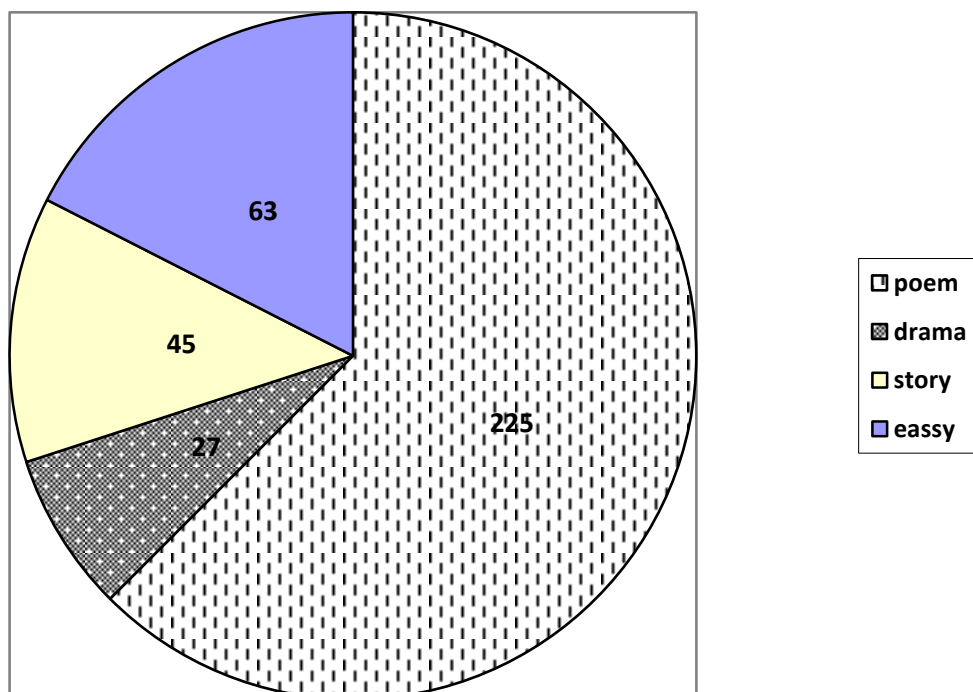
Students Perspective on the Use of Nepali



The above pie chart shows that 270° students participant said that using Nepali language in English classroom is sometime good for them and 90°students participants said that yes using Nepali language in English classroom is good for them in community school in Nepalese context.

Figure 17

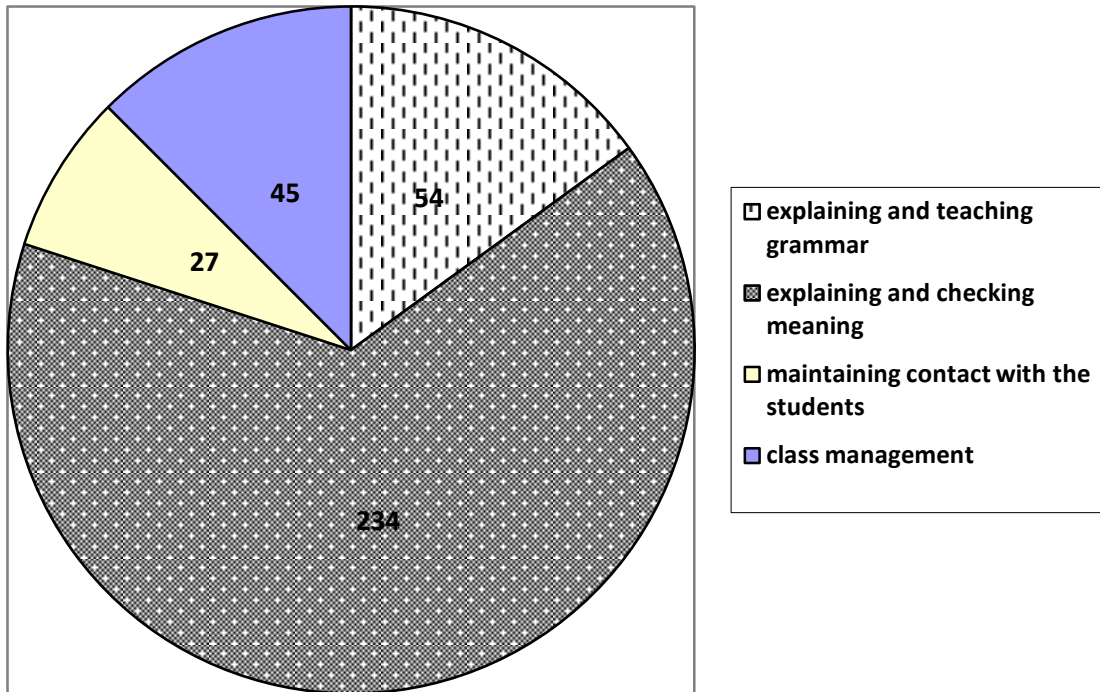
Students'Perspectiveon Comprehension Text of Using Nepali Language



The above pie chart shows that 225° students participant said that to read, understand and make clear the concept of poem, poem demand the use of the Nepali language and 27° students participant said that Drama demand the use of the Nepali language. 45°students participant said that story demand the use of the Nepali language but 63° students participants said that essay demand the use of the Nepali language in English classroom.

Figure 18

Students Perspective on the Text They Want to Use Nepali



The above pie chart shows that 54°students participants said that Nepali language in English classroom is use for explaining and teaching grammar and 234° students participants said that explaining and checking meaning. 27°students participants said that maintaining contact with the students Nepali language is use in English classroom. However, 45°students participants said that for class management Nepali language should used in English classrooms.

Perspective Regarding the Use of Nepali in English Classroom of Students

Participants

The students participants of community school said that they using Nepali language in English classroom has both mixed positive and negative impacts. The positive thing is that it makes them easy to understand difficult concept, subject matter, vocabulary and negative thing is that the learning capacity of English language get hampered. In community school only one period or subject is English so they have not lot time to practice English that's why also they are back in English. They also feel that English teacher should have talk Nepali only situation demand or need not whole period even from primary level if this happened than the students of community school were also take easy for English language. Because of the low amount of exposure in learning English, learning environment, they feel English is a difficult language.

4.1.3 Analysis of Data on the Basis of Class Observation

The third tool use for the research was observation. The researcher used a check list observation form. The researcher observed the English class of the teachers while they taught. The researcher filled the check list form by observing the class. All the pre-teaching, while teaching and post teaching activities were observed.

4.1.4 Analysis of the Data from the Observation Check List

It was found that 70% teacher participants speak Nepali before presentation in English classroom but only 30% teacher participants speak English in before presentation. 20% teacher participants speak Nepali while taking attendance but 80% teacher participant speak English while taking attendance 70% teacher participants speak Nepali language while motivating students but 30% teacher participants use English language 50% teacher speaking Nepali while writing the topic and 50% teacher talking English while writing topic 70% teacher participants talking Nepali during presentation in English in during presentation. 70% teacher participant speak Nepali language while introducing the topics but 30% teacher participant speak English

language while introducing the topics 80% teacher participant speak Nepali while illustrating and explaining about something but only 20% teacher participant speak English while illustrating and explaining about something. All the teacher defining new vocabulary items in Nepali language. 60% teacher speak Nepali language while introducing the grammatical structure but only 40% teacher speak English while introducing the grammatical structure. 90% teacher speak Nepali language while explaining complex grammar points but only 10% teacher speak English while explaining complex grammar points 60% teacher speak Nepali language during practice exercise doing time in the English classroom but only 40% teacher speak English language during practice. 70% teacher speak Nepali language during giving instruction to the students but only 30% teacher speak English language giving instruction. 60% teacher speak Nepali language while giving suggestion to the students but only 40% teacher speak English language while giving suggestion. 70% teacher speak Nepali having discussion in the classroom but only 30% teacher speak English while having discussion in the English classroom. 70% teacher speak Nepali during evaluation in English classroom but only 30% teacher speak English language during Evaluation 70% teacher using Nepali language giving feedback, asking/answering, questions but only 30% teacher speaking English for giving feedback asking/answering questions 60% teacher participants speak Nepali language while giving homework but only 40% teacher participant speak English language while giving homework.

4.2 Summary /Discussion of Findings

The study revealed many teacher and learner view of using Nepali language in English classroom in Nepalese context. Dewey believed that ideas are to be perceived not only as isolated impressions on a blank tablet, but also as interrelated parts of experience. The findings has shown that there are many positive impacts and negative impact towards using Nepali language in English teaching and learning. Some of them were supportive and other were opposing to the using of Nepali in teaching and

learning process of English. From the study it has been found out that both teachers and learners need of using Nepali in English classroom in community school in Nepalese context.

After the analysis and interpretation of the collected data the researcher concluded the following findings:

- a. Both learners and teachers need of the using Nepali language in English classrooms.
- b. Both learners' and teacher feel that using Nepali language in English classroom hinders in learning the English language and its gets negative impact to the learners.
- c. Students need to use Nepali language to English class for checking meaning and misunderstanding & to understand difficult concepts.
- d. With using more Nepali language in English classroom cannot encourage support them to spoke English language confidently.
- e. English language is of difficult language.
- f. Most of the students mother tongue is Nepali language so they feel easy to understand difficult concept batter while use Nepali language.
- g. Most English teachers know how English language is learnt but they still use Nepali in class because of their habit.
- h. Teacher use the Nepali language in the English classroom to give instruction and to give suggestion as to make the students learn more effectively.
- i. Teacher use Nepali language due to the students' ability and their non habit.
- j. Students like to speak Nepali language in classroom they did not want to speak English because they feel shy.
- k. Background of the student, influence of mother tongue and exposure of English language play vital role using Nepali in English classroom.
- l. Uses of Nepali have on English language learning both negative and positive impacts.

- m. Students using Nepali language to explain their problem.
- n. In teaching activities teacher using Nepali language during presentation, defining new vocabulary, explaining complex grammar points as well as explaining poem story, drama, giving feedback & homework.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The results of the current study, have a number of implications in various field. Teachers may be able to use the results to help reduce the amount of the Nepali language used in English classrooms. The results may also help teachers understand the attitudes the students have towards Nepali language use and allow them to discuss these reasons with their students. Students may also come to a better understanding of why they tend to use their first language as a Nepali language in English classes. This knowledge could help them make better decisions regarding whether or not to use the Nepali language in English classroom. Realizing these reasons and attitudes may help teachers modify their teaching methods and techniques to help their students improve their English learning process and reduce the amount of Nepali language use.

5.2 Recommendation

5.2.1 Policy Related and Practice Related

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

- a. Teachers along with the authority and concerned sectors should pay great attention in the field of English teaching learning process.
- b. Syllabus and curriculum must be changed according to the need of new generation.
- c. Focused on communicative skills.
- d. The grammar for basic communicative situation to be taught.
- e. From primary level students should have got more time to learning English subject.

- f. Students are to be classified (kept in groups) according to their ability and interest.
- g. Find out the learner background.
- h. Encourage the students to speak more in English classroom without hesitation and fear.
- i. Supplied sufficient practice books.
- j. Language lab is needed and necessary.
- k. 50% marks should be allocated to listening and speaking and speaking skill must be emphasized.
- l. Speaking test should be conducted by external examiners.
- m. Provide more exposure to students for learning English.
- n. Teacher must be more focused in English language while they were taught English subject.

5.2.2. Further Research Related

As stated earlier, the results of the current study offer a wide variety of research in the area of Nepali language (L1) in English classroom. Further research investigating the students and teacher perspective on the use of Nepali language in English classrooms in regard to first language background, age and English language proficiency would be valuable. The current study suggested that there is full connection between these factors and the reasons and amount of Nepali language used. It would be interesting to conduct research investigating these areas. It would also be interesting to investigate the reason and amount of Nepali language (L1) use among students in different majors and departments.

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Appendix V

The lists of visited schools of Morang district are as follows:

1. Shree Jana Kalyan Secondary School, Morang
2. Shree Janasewa Higher Secondary School, Morang
3. Shree Baal Secondary School, Morang
4. Shree SikshyaSadan Secondary School, Morang

The lists of English teachers of visited school of Morang district are as follows:

- a. KajiGautam
- b. Dataram Bhattarai
- c. KhemNathPoudel
- d. TirthaBahadurNeupane
- e. HomNathDawadi
- f. RudraRajbanshi
- g. BhawaniLimbu
- h. JayaramJha
- i. PurnaRai
- j. RameshorSardar

The lists of the students of visited schools of Morang district are as follows:

Jana Kalyan Secondary School

- a. SusmitaYadav
- b. Gita Khadka
- c. SamikshaKarki
- d. PriyankaDahal
- e. SonuAdhikari
- f. KopilaBhattarai

- g. HomBahadurPoudel
- h. Milan Khadka
- i. JivrajBisunke
- j. LaxmiChaulagai

Janasewa Higher Secondary School

- a. SaraswatiKhanal
- b. Monika Acharya
- c. NituGautam
- d. SujataGautam
- e. DebendraDahal
- f. BibasBajgain
- g. SovaBhattarai
- h. NishaniRai
- i. SagunGhimire
- j. AsmiLimbu

Shree Baal Secondary School

- a. Swastika Kadariya
- b. KedarKhanal
- c. NaminaLimbu
- d. RonishPoudel
- e. Samir Karki
- f. NishaShrestha
- g. Rabin Kafle
- h. Neekita Roka
- i. Manish Khadka
- j. PuspaThapa

Shree SikshyaSadan Secondary School

- a. AsmitaRai
- b. KusalGiri
- c. Karuna BK
- d. ArunLimbu
- e. AsmitaYadav
- f. UtsavBudhathoki
- g. SumitraAdhikari
- h. Samir Gautam
- i. Alisha Mishra
- j. AjinKhatiwada

Appendix – IV

Classroom Observation Check List

School :

Date :

Teacher :

Grade :

Type of School :

Subject :

Using	Activities	Yes	No
	Before presentation		
	Taking attendance		
	Motivating students		
	Writing the topic		
	During presentation		
	Introducing the topics		
	Illustrating and Explaining about something		
	Defining new vocab. items		
	Introducing structure		
	Explaining complex grammar points		
	During practice		
	Giving instruction		
	Giving suggestion		
	Having discussion		

	Carrying out group work and pair work		
	Checking for comprehension		
	Praising students		
	During evaluation		
	Giving feedback asking/answering questions		
	Giving homework		
	Total		

Using	Activities	Teachers' participants																			
		1 st part		2 nd part		3 rd part		4 th part		5 th part		6 th part		7 th part		8 th part		9 th part		10 th part	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Nepali	Before presentation	√			√	√			√	√		√			√	√		√		√	
Nepali	Taking attendance		√		√	√		√			√		√	√		√			√		√
Nepali	Motivating students	√		√			√	√		√		√			√	√		√		√	
Nepali	Writing the topic	√			√		√	√			√	√			√	√		√			√
Nepali	During presentation	√		√		√			√		√	√		√			√	√		√	
Nepali	Introducing the topics	√			√	√		√		√			√		√	√		√		√	
Nepali	Illustrating and Explaining about something		√	√		√		√		√		√		√		√			√	√	
Nepali	Defining new vocab. items	√		√		√		√		√		√		√		√		√		√	
Nepali	Introducing structure		√	√		√			√		√	√		√		√			√	√	
Nepali	Explaining complex	√		√		√		√		√			√	√		√		√		√	

	grammar points																			
Nepali	During practice		√		√	√		√		√			√	√		√			√	√
Nepali	Giving instruction	√		√			√	√		√		√		√			√		√	√
Nepali	Giving suggestion	√			√	√			√		√		√	√		√		√		√
Nepali	Having discussion	√		√		√		√			√		√	√		√		√		√
Nepali	Carrying out group work and pair work	√		√			√		√	√			√	√		√		√		√
Nepali	Checking for comprehension		√		√	√			√	√		√		√		√			√	√
Nepali	Praising students	√			√	√		√			√	√		√		√		√		√
Nepali	During evaluation	√		√		√			√	√		√		√				√		√
Nepali	Giving feedback asking/answering questions	√		√		√		√			√	√		√		√		√		√
Nepali	Giving homework		√	√		√			√		√		√	√		√		√		√
	Total																			

Appendix III

Classroom Observation Check List