

Chapter I

Introduction

This study is entitled as the “Use of Mother Tongue in English Classes at Basic Level in Community Schools.” This introduction part includes: background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Language is a powerful means of communication which has enabled human beings to be more developed in comparison to other creatures so far found in the world. It is at the center of human life. Language is the structural system of communication. The structure of a language is its grammar and the free components are its vocabulary. Language is the primary means of communication of human beings, and can be conveyed through speech, sign or writing. Opinions, feelings, desires and so on are expressed through language. Similarly, through language we express our experiences and talk about past, present and futures. Supporting these points Norton (2018, p. 4) writes “language is an essential part of human interaction, as it is the primary means through which people communicate.” Language therefore, is the most unique phenomenon. So, it can say languages are made to communicate with everyone but not to complicate things.

In the teaching and learning process there are two different thoughts about Instruction. The first one is English based instruction and the second one is mother tongue based instruction. Instruction is at the center of education. In general instruction means a transfer of facts and wisdom from one person to another person with the purpose of assisting other people for learning. On the other hand, the medium of instruction is a language used in teaching. It may or may not be the official language of the country or territory. If the first language of the students is different from the official language, it may be used as the medium of instruction. In situations where the medium of instruction of academic disciplines is English in countries where the first language is not English, the phenomenon is referred to as English Medium Instruction (EMI). The English language is accepted worldwide as an international

language. It is taken as a lingua-franca because it is the common language and used all over the world. English is taken as the contact language so when unknown people meet each other then they start their communication by using the English language. Therefore, parents want their children to get education through English medium. They think that EMI makes not only quality education but also it is important for trade language or diplomatic language, language of science and technology, diplomacy, tourism and so on. Even they think EMI based education provides opportunities to get a job easily. Moreover, English makes it easier to travel, enhancing creativity and analytical abilities. Despite having many advantages of EMI there can be some difficulties that learning a new language can be difficult and it involves a lot of mental exercises.

In English Language Teaching class in community schools, especially in rural areas, it is challenging for the students of minority students like Tharu if the medium of instruction is English based. Then the teacher can use students' mother tongue to support them.

Mother tongue is the first language, native language of a child who speaks fluently, correctly and understands well. In ELT class mother tongue can be used to support students to provide a quick and accurate translation of English. Mother tongue is usually used by the teachers to explain abstract words and difficult concepts of the content. Similarly, it helps the students feel more comfortable, confident. Comprehension can be checked by using mother tongue and helps to define new vocabulary items. If only English is used in ELT class it can lead to some problems because there would be no guarantee that the instruction and explanation are understood correctly. Therefore, mother tongue instruction is important for the basic level of students. Atkinson writes the appropriate uses for the L1 in L2 classroom: eliciting language, checking comprehension, giving complex instruction to basic level, using translation to highlight a recently taught language items, checking for sense, testing and developing circumlocution strategies (1987, as cited in Khati, 2011, p. 44). Likewise, UNESCO state "MTI facilitates the integration of the schools, remote rural schools, the surroundings often the illiterate communities which contribute to teaching the indigenous knowledge, production and cultural skills. Moreover, it improves the Childs communication and interactions in the class room which leads to

a more successful learning opportunity and when pupils acquire the basic skills (reading, writing and literacy) it will facilitate the acquisition of the second language other school subjects (UNESCO, 2005 & 2003, as cited in Dea, Basha&Abera, 2013, p. 155). Students' first language is everything that enable them to learn new knowledge, skills. Even it helps to understand abstract and difficult concept.

Statement of the Problem

Language is a powerful means of communication. People around the world widely use the English language to communicate with each other and it is taken as an international language. In the context of Nepal, English is used as a foreign language for the purpose of reading, writing and communicating to English speakers. In Nepal there can be found two different views regarding the medium of instruction. Basically, private schools have strictly banned the use of mother tongue inside the school area where except Nepali subjects all subjects are taught in English medium. On the other hand, community schools have adapted English Medium Instruction. So, language is nothing but in education language is everything. Almost, till the basic level of school, rural areas of students specially Tharu community cannot speak and understand every word of Nepali language clearly and properly. Therefore, mother tongue based instruction is indeed supportive for their study. Trudell (2016, p. 1) states, “children, especially those in early grades of primary school, are fluent in their mother tongue but not in the international language that is being used overwhelmingly in the classroom.” We can find that in rural areas where students face speaking English in the classroom. They do not speak English due to lack of vocabulary, clear concept of content because of over use of English in the name of medium of instruction. Students go to school without understanding the lesson taught by the teacher. When they are not able to understand at last they are compelled to drop out of school due to the medium of instruction.

In regard to the mother tongue based education system, National Curriculum Framework (NCF) recommended that the medium of instruction of school level can be in Nepali or English or both of them. However, up to grade 1 - 3 the medium of instruction should be in students' first language. Similarly, the School Sector Reform Plan (SSRP) recommended supporting policy to mother tongue up to grade three. Likewise, the School Sector Development Plan (SSDP) also recommended the policy

regarding mother tongue based education up to elementary level. Moreover, it also explained that private schools and some government schools use English medium instruction. In this way, the problem of this study is that using the mother tongue as the medium of instruction has benefits or challenges at the basic level of students in ELT class.

Objectives of the Study

The objectives of this study were as follows:

-) To find out the roles of mother tongue in English classes.
-) To find out the challenges of mother tongue instruction in English language classrooms.

Research Questions

The research questions were as follows:

-) What are the roles of mother tongue in English language classrooms?
-) What are the challenges of mother tongue instruction in an English language classrooms?

Significance of the Study

New innovative, creative, groundbreaking ideas, thoughts, discoveries, theories and findings are significant for the related fields. In general, this study will provide necessary information regarding numerous roles or challenges of using mother tongue instruction in ELT class. In this way, this study will be useful for those who are involved in teaching and learning activities. It will be important for teachers, students and others who will be concerned about teaching and learning tasks. Moreover, this study will be remarkable for those who want to carry out further research work related to the use of mother tongue as a medium of instruction.

Delimitations of the Study

This study had the following delimitations:

- i. This study was limited to community schools of Bardiya District.
- ii. This study included set of questionnaire (close and open-ended questions) for data collection.
- iii. There were thirty Basic Level English teachers of community schools.
- iv. The design of this study was survey research design.

Operational Definition of the Key Terms

Basic level: In this study basic level refers to the level from grade one to grade eight.

Challenges: In this study challenges refer to the problems, difficulties or barrier situations of being faced with the medium of instruction.

Mother Tongue: Mother tongue in this study refers to the Tharu language.

Second language: In this study second language refers to the language learned after the first language (English).

Chapter II

Review of Related Literature and Conceptual Framework

Review of related literature provides an insight to the researcher a number of aspects that have a direct and indirect bearing in the research topic. This chapter includes review of related theoretical literature, empirical literature, implication of review for the study and conceptual framework.

Review of Related Theoretical Literature

The review of literature provides clear guidelines about the research work. Review of theoretical literature provides a number of aspects: gaps, issues, problems, challenges and new ideas related to the study to conduct successfully.

Concept of Mother Tongue. Mother tongue is the first language of a child where he/ she grows up by listening and speaking in a family environment. Mother tongue, first language, native language and primary languages are treated as synonymous and the distinction is not always clear cut. In line with the Central Bureau of Statistic (2014, p. 52) “applied linguists prefer to use the term ‘first language’ instead of mother tongue.” The main features of all these terms are the same meaning so that they are assumed to be mother tongue, which are acquired during early childhood. Mother tongue refers to the child’s first language which is 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. Central Bureau of Statistic (2014, p. 52) says, “The term ‘mother tongue’ usually refers to the first language acquired from parents at home during childhood.” Acquiring a first language is the subconscious process where a child learns the language at home and learns basic skills from the family members. So, it can say a child's first school is his or her home.

The language a child learns from the elder is not sufficient because he or she may learn from caregivers, playmates and others. Moreover, children learn words, chunks, structure of the language and accent is not enough. He/she tries to produce new words according to the level of their age group. Similarly, their language is different from an adult one but their language is systematic. Therefore, learning L1 is

not simply a facet of general intelligence. In this way, learning is systematic procedures and learned bit by bit.

Major Provision Regarding Mother Tongue Based Instruction

There have been some provisions related to education policy in Nepal which are discussed below briefly.

National Curriculum Framework (2007, p. 34) states:

Mother tongue will be the medium of elementary education. The medium of school level education can be in Nepali or English or both of them. However, in the firststage of elementary education (grade 1 - 3), the medium of education will generallybe in the mother tongue. In the case of non-Nepali citizen, there will be special provision of choosing any other language as subject instead of Nepali. The medium of teaching of any language will be in the same language.

The medium of instruction attracts the student to school. There is a clear provision mentioning the role of mother tongue in the elementary level of education. Likewise, there is a provision regarding mother tongue based education in accordance with School Sector Development Plan (2016 - 2023) states that:

Nepal is a linguistically diverse country. Although this is strength, it also presents challenges for the country's under-resource education system. The medium of instruction in most schools in Nepali; but there has been a shift in two directions, on the one hand, many educationalists and some political groups have advocated that education should be provided to children in their mother tongues, and MoE has a policy of supporting mother tongue - based multilingual education up to grade 3 (DoE, 2009). On the other hand, most private schools have use English as the medium of instruction and a number of Community schools have also started using English as the medium. There is a general demand for English from parents and communities. However, most community schools are not resourced in terms of teaching and learning materials to effectively deliver the curriculum in English. The same is true for schools in terms of teaching in children's mother tongue (p. 26).

Mother tongue based multilingual education programs help students learn new languages based on a foundation of their first language. The language that the children know the best at the time of early grade in school which is familiar to them then that will be their strongest cornerstone for learning language.

Likewise,SSDP states:

An adequate and enabling learning environment will mean that basic education school comply with that municipality capacity committees build the logistical and teacher capacity to promote teaching in mother tongue and use mother tongue as the medium of instruction (p. 34).

It tells that many children are not acquiring adequate literacy skills in the early grades of schooling therefore, basic education should be given to them based on their mother tongue as the medium of instruction.

School Sector Reform Plan, 2009-2015. With the aim of enhancing quality in basic education by developing and adopting minimum enabling conditions, School Sector Reform Plan (SSRP) tried out various mother tongue based multilingual education (MLE) programs in the early primary grades (1-3) and multilingual education has implemented in 7500 schools introducing mother tongue as medium of instruction in order to ensure the equitable access to quality basic education for all children in 5-12 age groups. It is realized that it has suggested instructing through mother tongue in elementary level (grade 1-3) to bring students from minority groups in the main stream of education.

Similarly, Education for All (2015) has added goal 7- Indigenous People and Linguistic Minorities which states:

It has been widely accepted that all children should have opportunity to receive basic and primary education through mother tongue as their right. If primary education is provided through mother tongue, children can have better learning as they can engage more actively in understanding and learning activities through their greater proficiency in them. Besides, it can also help to attract the out-of-school children from indigenous and minority language

groups to join school as they will feel homely with the use of their mother tongues in education.

This means that children those who get opportunity to receive education in their own language then they can make their foundation of education strong. Moreover, providing education of using mother tongue to the students of basic and primary level it attracts them in school, makes their learning actives.

Likewise, the Act Relating to Compulsory and free Education (2075) in its Chapter 2, clause 3, sub-section 2 states “Every Nepali community residing in Nepal shall have the right to acquire education in their mother tongue” (p.3). It means according to the rights, basic level students are provided opportunities to acquire to get education with their mother tongue. Similarly, Chapter 3, clause 26, sub-section 1 states, “The medium of instruction to be provided by the schools shall be the Nepali language, English language or both the languages or mother tongue of the Nepali community” (p.11). Likewise, Chapter 4, clause 28 and sub-section 1, “Any citizen of Nepali community residing in Nepal shall have the right to acquire education up to basic level or secondary level in his or her own mother tongue” and in sub-section 4, Nepali citizens may be provided mother tongue education on any particular subject according to their demands in the educational institutes or public schools operated or granted by the Government of Nepal, provincial Government or Local level” (p.13).

Constitution of Nepal, 2072 states that Every Nepalese community residing in Nepal shall have the right to get education in its mother tongue and, for that purpose, to open and operate schools and educational institute, in accordance with law. (p.23)” In the constitution of Nepal, it is seen that all languages spoken in Nepal are taken as National languages and should provide education according to their own mother tongue in accordance with law.

By analyzing the aforementioned policy and provision what we can say that medium of instruction plays a significant role in teaching. Many policies and provisions are developed in respect to the medium of instruction and state that Nepali language, English language or both language and mother tongue can be used as the medium of instruction according to the majority of the students.

Mother Tongue as the Medium of Instruction in English classes. The mother tongue is the most effective means of teaching for lower level learners who cannot understand and speak other languages. The English language is one of the most widely spoken languages in the world and serves multiple purposes in a rapidly globalizing world. Teaching English in Nepal does not have a long history, as it is mainly taken as a school subject and only few people use English in Nepal traces back to the 17th century when King PratapMalla ruled Kathmandu. However, it was used with very limited purpose (Awasthi, 1979; as cited in Sapkota, 2014). The first English language education opened to the people in 1951. Earlier education was limited to the members of the royal family and there were not any public schools across the country. After restoration of social equality in the nation, Tri-Chandra College started teaching English courses under the supervision of Patana University, India in the early fifties. The first University of the country, Tribhuvan University, was established in 1959 AD which gave high priority to its curriculum in English (Bista, 2011, p. 1). Now there is a growing debate between medium of instruction to the lower level classes, English Medium Instruction and Mother Tongue based Instruction. The medium of instruction is the language used in the schools to implement the curriculum in order to make the students easy. Abadiano and Barazon (2022) define, “mother tongue instruction (MTI) is the application of the learner’s native language as the medium of instruction in the teaching and learning process.” It means that application of a learner's native language in teaching and learning facilitates him or her. Many of the learners, who must study through the medium of a language that is unfamiliar to them, face challenges. The language they know best at the time of early to school, which is their strongest resource for learning.

Teaching English is considered a burning issue for the educationists, scholars, philosophers and teachers in multilingual countries. In accordance with Sathiaseelan (2013, p. 68) states, “all the educationists and philosophers agree and there are not two opinions about the fact that a child learns the most and in the easiest way in his own mother tongue. Most educators agree that the school years in a child’s life are most important.” It means that concerned people have their relevant views regarding mother tongue and learner’s attitudes, ideas and opinions are developed because the mother tongue becomes the ideal medium of instruction. Moreover, he states, “most of the educationists, linguists, sociolinguists and psychologists were inspired and

convinced by the universally accepted principle “the mother tongue of a child is the most appropriate medium for a child to learn effectively” (p. 68). MTI enriches children’s thoughts and emotions. Learning to speak in one’s mother tongue is crucial for children’s overall development.

In Nepal there are many languages spoken by different castes of people and many national reports as well as the constitution of Nepal have clearly mentioned that all languages spoken are national languages and they shall have rights of getting quality education by means of using their mother tongue. Skutnabb-Kangas, Megga, Dumber and Nicolaisen (2005, p.3) state, “Most indigenous peoples and minorities have to concept subtractive education through the medium of a dominant/majority language. They learn a dominant language at the cost of the mother tongue which is displaced, and later often replaced by the dominant language.” It shows that mother tongue education establishes a good relationship between school and home of the students. It provides relief to the children from having psychological shock of classroom performance as she or he can express their ideas in their own languages clearly and comfortably. According to Ying Lao and Stephen Krashen (1999, as cited in Regmi, 2008, p.7) who carried out a research in China reported that, “in spite of the initial opposition from parents, students, teachers and administrators mother-tongue teaching has provided a positive, non-threatening learning environment for the students, and the feelings that they are making progress in English. Students in Chinese-medium programs appear to be more active, appear to learn more subject matter, enjoy school more, and are improving in English” (p.7). It shows that all children are good at their native language, they speak and understand perfectly. Therefore, mother tongue instruction provides a positive, non-threatening environment, promotes cognitive development, connects to culture, enriches their learning and is later replaced by the target language.

Roles of Mother Tongue in ELT Classroom. Mother tongue or first language is the language that a child speaks fluently or is most comfortable in oral communication. It is the language where a child grows up by listening and speaking in contact with parents, family members, caregivers, playmates. Regarding the mother tongue based instruction it is defined as mother tongue instruction generally refers to the use of the learner's mother tongue as the medium of instruction. It is the medium

of teaching and learning which the students can use easily to communicate and understand the concepts well. According to Mandrinan (2014, p. 53) “if the student does not have a well - developed language of instruction, he will not perform effectively, and therefore due to the lack of understanding, cognitive development will not be as good as it should be.” In this way, students may have different perceptions toward the medium of instructions. When students are culturally and mentally prepared then they learn better.

English is one of the most dominant languages and it has a great impact on every working field. More importantly, in this present era, it is the only language of communication used to promote communication skills to increase knowledge, attitude, develop critical thinking, increase diplomatic relationship with the outside world. Therefore, almost all private schools and some community schools are supporting English based instruction. Jha writes that the purpose of teaching English in Nepal can be “... seen as an effort to enable them (learners) to exchange their ideas and views with those who use English and at the same time to acquire knowledge, ideas, skills and techniques imported formally and informally through English” (1987, as cited in Bist 2011, p. 3). Nowadays, more and more people are dedicating time to studying English. Many countries have included English in their school syllabus and children are starting to learn English at a very young age. Moreover, people have perceptions that learning English is not only useful but also gives a lot of satisfaction and making progress will make them feel great. But in context of basic level education of community schools there may be some difficulties in spite of having pros like teaching new vocabulary and grammar, clarifying difficult concepts of the content and words, students may go school without understanding its theme, they repeat the same class and at last they drop out the school due to demotivating.

Regarding the mother tongue based basic education, it creates the need for the children to feel school classroom homely, familiar. Similarly, it helps to develop positive and harmonious attitudes, cognitive development, achieving quality education and help the students to be creative and active. In teaching and learning tasks in English language teaching class the role of teacher is very significant. According to Begi (2014, p.37) “use of mother tongue as a language of instruction makes teaching and learning effective.” It refers to children who start their education

in their mother tongue have a good start and perform better than those who start school in a second language. Similarly, “many studies have revealed that teaching in the mother tongue in the early grades enhance children’s ability to learn better than in second or foreign language” (UNESCO 2003; Skutnabb-Kangas 2003, as cited in UNESCO, 2011). As they have an important role not only to teach vocabulary, grammar and clarifying complex concepts of the content and abstract words using mother tongue instruction (MTI) but also to manage the classroom, increase participation, motivate and develop the sense of respect for other cultures and language. Furthermore, the use of the mother tongue at basic level is crucially important because it is the level of developing foundation for higher studies. So, the proper use of the mother tongue in the proper time and manner is beneficial and appropriate for the learners. Even the use of a mother tongue is necessary to facilitate the learners to learn the target language.

According to Atkinson (1987, as cited in Khati 2011, p. 44) the appropriate use of L1 in L2 class are:

-) Eliciting language
-) Checking comprehension
-) Giving complex instruction to basic level
-) Using translation to highlight a recently taught language items
-) Checking for sense, testing and developing circumlocution strategies

Similarly, Auerbach (1993, p. 8) adds some possibilities of using mother tongue are:

-) Classroom management
-) Sense setting
-) Language analysis
-) Presentation of rules governing grammar and spelling
-) Instruction or Prompts

-) Explanation of errors
-) Assessment of comprehension
-) To teach vocabulary

Moreover, Jancova (2010, pp. 16-19) suggests some other role of mother tongue in ELT are:

-) Eliciting language
-) Checking comprehension
-) Giving instruction
-) Co-operation among learners
-) Discussion of classroom methodology
-) Presentation and reinforcement of language
-) Checking for sense
-) Testing

These above mentioned role of mother tongue in ELT are almost similar to each other given by different scholars. So, some of similar roles of mother tongue are discussed below.

Eliciting language. One of the many teaching techniques which can use in the English language classroom is eliciting. It is a range of techniques which are used by teachers to get information from students about what they know or not. Eliciting is one of the appropriate idea to allow students to ask in their native language (Jancova, 2010; Atkinson, 1987; Khati 2011).

Checking comprehension. Using the mother tongue for checking comprehension in monolingual classes can be more effective than using typical for multilingual classes so the use of mother tongue for checking comprehension can be more economical than the use of the target language (Jancova, 2010).

Giving Instruction. Giving students the chance to enhance their intellectual and effective skills through their own language that creates a more equitable classroom atmosphere, makes pupils active. Giving mother tongue based instruction to younger learner is effective (Auerbach, 1993; Jancova, 2010).

Teaching Vocabulary. One of the elements which learners need in order to be able to function in a second language is teaching vocabulary. Vocabulary is the list of words used in language. It is one of the important aspects of language, which the students need to be taught. Without having knowledge of sufficient vocabulary, we cannot speak fluently and appropriately. So, it is essential to increase vocabulary power to make communication socially appropriate while speaking as well as learning English language. Therefore, to make teaching and learning complete, adequate vocabulary is needed. In line with Alizadeh (2016, p. 23) “teaching and learning vocabulary is likely to be one of the challenges that students will face in their early studies.” On the other hand, Kaviani and Khodareza (2016, p. 113) write “the most important problem for foreign and second learners is remembering target vocabulary. As foreign or second learners tend to use their first language to learn target language, the logical solution is to use learners’ mother tongue in translation or meaning of each word to learn and remember target vocabulary.” Similarly, Mandrina (2014, p. 53) says “in the second language acquisition process, it may be useful for teachers to teach the new language using the mother tongue as support in order to develop not only the target language but also the cognitive development required to be academically and professionally successful.”

Teaching and learning vocabulary is at the heart of general language development and conceptual learning. Rivers and Nunan (1991) as cited in Alqahtani (2015, p. 22) write “the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and functions we have learned for comprehensible communication.” Vocabulary instruction is used to help students learn new words and to help them acquire a deeper understanding of the words they know. Learning vocabulary is essential and vital to understand the meaning of the words, to understand the clear concept of the content and to deliver the message. Hence, addressing its importance Wilkins puts “without grammar very little can be conveyed;

without vocabulary nothing can be conveyed” (Wilkins 1972, as cited in Alizadeh 2016, p. 23). Therefore, grammar can be compared to the skeleton and vocabulary can be compared to the flesh of the body.

Challenges of mother tongue instruction in English language classroom

English as a medium of instruction has great influence in school education in Nepal not only in private schools but also in some public schools. English is most powerful language in the world and widely used for different purpose such as in television programs, newspapers, education, law, science and technology. In this way, Paudel (2021, p. 44) writes “English language has become a means of global communication.” When people meet one person to another who cannot speak and understand native language of each other then they communicate by English language. In the world, English is taught and learned by people in the school, college. So that, due to highly demand of English education the medium of instruction is changing day to day in English medium instruction. On the other hand, stakeholders, policy makers and parents have different views regarding mother tongue or English medium instruction. Different scholars have put several possibilities of using mother tongue as a medium of instruction in English language class such as teaching vocabulary, checking comprehension, classroom management, reduce drop out number of the students, giving instruction, using for translation, reduce inhibitions or affective blocks to L2 production. However, scholars argue some challenges due to implementing mother tongue as the medium of instruction in English classes. David (2021, pp. 12-16) lists some challenges of implementing L1 in L2 class are:

-) The power of English
-) Teachers are not trained adequately
-) Language shifting
-) Lack of training and resources

Similarly, Akello and Timmerman (2018, p. 328) mentions some of the challenges of L1 in L2 classes.

-) Teacher centered approach of teaching

-) Poor translation
-) Lack / inadequate instructional materials
-) ineffective assessment
-) Lack of administrative support
-) Poor teacher preparation

Likewise, Jancova (2010, p. 20) states the challenge of mother tongue instruction in English language class is "overuse of mother tongue" and it leads to the following problems:

-) Without the translation lectures or even teachers do not understand any simple item.
-) Learners become lazy and they use their mother tongue even in simple communicative task which they are unable to discuss in the target language.
-) Learners do not understand the essential role of the target language in some of the activities.

According to Kobia (2017, p. 151-154) some of the factors implementing mother tongue in English language classes are:

- a. **Unavailability of teaching materials.** He mentioned that unavailability of learning and teaching materials leads teacher teaches English like storytelling.
- b. **Negative attitude towards mother tongue.** Webb and Kembo-Sure, 2000, as cited in Kobia, 2017, p. 153) state "English is the language of connecting one to the world, the language of wider communication and the language of a globalized world." It shows that the more use English the more students get exposure, which makes them able to communicate to the people around the world.
- c. **Presence of exotic (European) language.** Phaswana's (1994:36, as cited in Kobia, 2017) observation that "as long as English is still perceived as the

language of power, the economy, it will be preferred as the medium of instruction, (p. 159).” It refers that the power of English which the parents prefer to using English as a medium of instruction.

The above mentioned challenges are suggested by some scholars due to mother tongue instruction in English language classroom. Hence, reviewing the several related literature, the following are some of the challenges found all associated with the implementing L1 in L2 classes:

The power of English. English is the most widely spoken language in the world and dominant language. The system of education is not supported by students, parents and teachers because there is a strong desire of learning English, and there is a belief that using English as MoI is the most effective way to do it (Philipson, 1992; Steiger, 2017, as cited in David, 2021, p. 13).

Language shifting. Language is the powerful means of communication. In education, language has significant role for teaching and learning process. Realizing the fact, public schools of Nepal have shifted their medium of instruction into English which has given rise to a number of challenges for its implementation and use at basic level of school education (Paudel, 2022, p. 51).

Poor translation. Basic level students often lack sufficient knowledge so that translation is necessary. Translation is difficult art because if non-native speaker try to produce a word for word match literal version of the original. It is difficult not only because of grammar but also the problems in finding the appropriate expression in which there may not be correct way of expression from one language to another. So, this can lead misunderstanding.

Review of Empirical Literature

There has been much research work related to the role of mother tongue in the department of English education. One of the major debates that have dominated in the field of second language acquisition (SLA) is the use of the first language in teaching and learning at basic level. This issue has several opposing and supporting arguments. In the field of research each 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 thesis. So, for the completion of this research proposal I have taken the following research literature.

Ghimire (2016) conducted her research work on “Use of L1 facilitation in developing English vocabulary.” Her objectives of the study were to find out learners’ progress in teaching in developing learners’ vocabulary using first language and some pedagogical implication for the study. Experimental research design. Gorkha district is her population and forty students of class nine of Shree MadeneDnada secondary school from Gorkha district is sample. Purposive non-random sampling procedure is used to select the school and students. Test items were used as the major tools for data collection. Finally, her study revealed that first language is a facilitation for clarification purposes and using the first language in a classroom greatly helped students to target language.

Joshi (2016) has carried out research on “Students’ perspectives on the use of first language in ELT classroom” in secondary school in Kanchanpur district. The object of his study was to explore students’ opinions and reasons for using their mother tongue when they are in an English classroom. His study design is survey research. He selected forty students from five secondary schools as a sample and population are eight from each using purposive non - random sampling. He used questionnaires and classroom observation checklists as research tools. The findings of his study showed that students use their first language to chat with friends, to share their problems, to understand the meaning.

Sherpa (2016) carried out research on “The use of mother tongue in teaching English at Primary level.” Her main objectives of the study were to find out the role of using mother tongue in teaching English at Primary level in the community schools and its advantages and disadvantages of using mother tongue. The design of her study is survey research. Her primary sources of research were open-ended questionnaires and closed - ended questionnaires. All the Sherpa community schools of Taplejung district were the total population of this study. As a sample, 20 teachers and 20 parents from sherpa community was selected. The researcher used purposive non-random sampling strategy. From the study, it found that mother tongue is useful to tell the meaning of different vocabulary, explain difficult concepts of the content, and to

explain new words. Similarly, maximum use of the mother tongue decreases the target language exposure and hinders learning the target language.

Dahal (2020) carried out research entitled “Teacher Experience on using mother tongue in second language classroom: A Narrative Inquiry” in Kirtipur, Kathmandu. It was a narrative inquiry research design. The objectives of her study were to explore teachers’ opinion on using mother tongue in terms of teaching grammar and vocabulary, classroom management, content delivery, students’ motivation in the secondary English language classroom and teachers’ experience of using their mother tongue in the English language classroom. Kathmandu district is the population of her study and four secondary level English teachers are sample of this study. Purposive random sampling is sampling strategy. As a research tool she conducted semi or unstructured interviews. The findings of her work revealed that using mother tongue in a classroom creates a clear concept of lesson and overuse of the English language leads to identity crisis.

Karki (2020) conducted a mixed method research design to conduct her research work entitled “Use of English as a medium of Instruction in Community schools.” The objective of this study was to find out the role of English as a medium of instruction in community school and analyze the students’ views and its challenges. She used closed - ended questionnaires and interview guidelines for a focused group discussion. She selected community schools of Surkhet district as the population of the study and thirty secondary level teachers of six schools and ten students of secondary level (two focus group discussion) were sampling. Finally, it was found that implementing the monolingual policy of English Medium Instruction (EMI) in the classroom makes the students feel difficult to understand.

Joshi ((2021) carried out research on “Students’ perceptions on English as a medium of Instruction.” The main objective of his study was to find out students’ perceptions of using English as a medium of Instruction in public school. Survey research is his research design. Graduate and post graduate students in Kathmandu valley from different districts were the population and fifty graduate and post graduate level students were the sample of the study. Purposive non - random sampling was selected as the sampling strategies. As a research tool open and close-ended

questionnaires were used. The findings of his study revealed that students have a positive attitude towards English medium instruction.

Kulung (2021) had conducted research work entitled “English as a medium of instruction at secondary level education: challenges and pitfalls” in Kathmandu valley. The objectives of his study were to explore the challenges encountered by teachers in the classroom where ELT is implemented to identify the pitfalls caused by EMI education. The research design of his study was mixed method research design with purposive non - random sampling procedure was adopted. The population of his study were all public secondary level EMI teachers of Kathmandu valley and thirty five public secondary level teachers from seven different schools were selected as a sample. As a sampling strategy he selected purposive non- random sampling for this study. Finally, it revealed that 17.14% teachers reported that students do not understand the content delivered by the teachers and 8.57% teachers do not have confidence at all for teaching students through English Medium Instruction. Likewise, 66% of teachers reported that the negative effect of shifting the medium of instruction by community schools into English is slowly but surely losing the local culture and 43% reported that English medium instruction education diminishes the local knowledge.

Implications of the Review for the Study

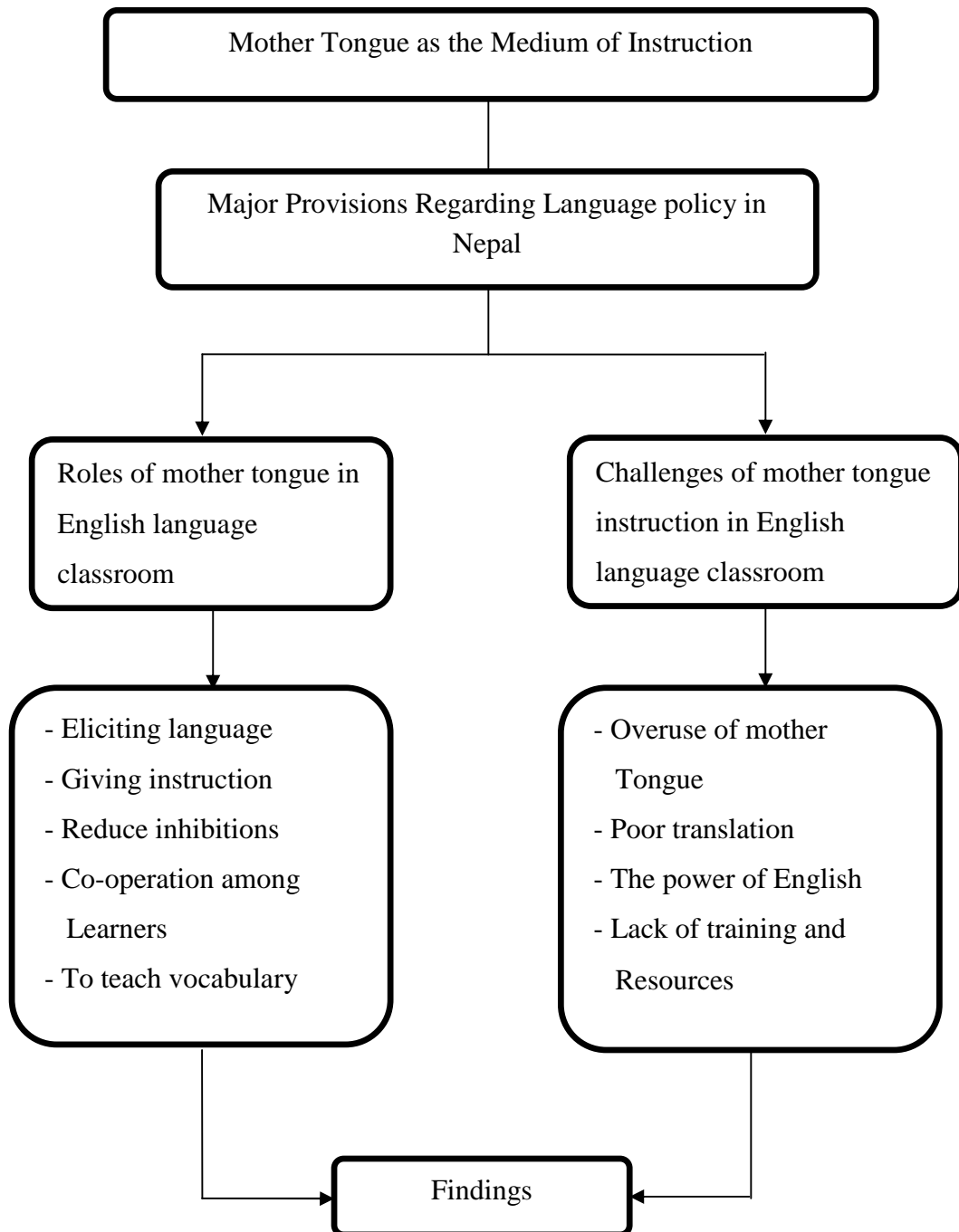
Reviewing the related literature plays an important role for the researcher while conducting a research because it helps the researcher to bring clarity and focus on research problems, reform methodology and contextualize the findings. It has crucial importance for the research study. It helped me to get insight about theory and trends and provide a clear path to further research. It provides theoretical backup and facilitates me to select appropriate research methodology.

The reviewed study is to some extent similar to the proposed study. The study of Ghimire (2016) has attempted to find out learners’ progress in teaching in developing learners’ vocabulary using their first language. It helped me to find out teaching vocabulary using students’ first language and I got insight about research design. Similarly, Joshi (2016) had conducted research to find students’ opinions and reasons for using their mother tongue when they are in an English classroom. It

supported me when and why students use their mother tongue in English Class. Likewise, Sherpa (2016) made me aware about the roles of mother tongue in teaching at primary level and its advantages and disadvantages which is helpful for my study regarding roles and challenges of mother tongue at Basic level. Similarly, Dahal (2020) provided me empirical background to explore teachers' opinion on using the mother tongue in terms of content delivery, student motivation in English Classroom, the role of mother tongue in Second language classroom, and teachers' experience. Moreover, Karki (2020) carried out the research study to find out the role of English as a medium of instruction and students' view and challenges. Hence, these above mentioned literature provide me many ideas. It showed the role of English as a medium of instruction and its challenges. It provided me ideas. Joshi (2021) have done his research to find out students' perceptions of using English as a medium of Instruction in public schools and it helped me to find out teachers' perceptions on using Mother Tongue as a medium of instruction in Community Schools of Bardiya District. Kulung (2021) has conducted research work entitled "English as a medium of Instruction at Secondary education: Challenges and pitfalls." From his research work, it made me aware of exploring the challenges encountered by English teachers in English classes. All the reviewed research works have been carried out based on different objectives, methodology and research questions. So, after reviewing all those research works I updated myself with the research process and methodology to survey research. As my research is survey design. Thus, this research is different from above mentioned research in the sense that this research has been done on different areas, level, language and it will try to fill the gap.

Conceptual Framework

The conceptual framework stems from the theoretical framework that becomes the basis of the study. Conceptual framework is a researcher's road map that is usually developed at the beginning of the study and evolves till the end.



Chapter III

Method and Procedures of the Study

The research method and procedures is a planning framework for any research. It drives the researcher towards the goal of research. This chapter mainly will concern with systematic method and procedures of the study including design of the study, population, sampling and sampling strategies, research tools, source of data, data collection procedures, data analysis procedure.

Design of the Study

Research is a rigorous, detailed and systematic investigation on a particular phenomenon or problem which needs scientific method and procedures to make it effective and purposeful. Research design is a plan, structure and strategies of investigation. It is a fixed set of procedures for conducting research. It helps to collect and analyze the data and come to a solution to the research problems.

There are many research designs that have been adopted in line with the problematic issues to be investigated. As a research design I have selected Survey research. Survey research is the most commonly used method of investigation. A survey is simply a data collection tool for carrying out survey research. Survey research is a popular design in education. Creswell (2012) defines, “survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors or characteristics of the populations (p. 376).” Similarly, Pinsonneault and Kraemer (1993, as cited in Joshi, 2019, p. 56) define a survey as a “means for gathering information about the characteristics, actions, or opinions of a large group of people.”

Survey research is one of the most relevant techniques basically used for collecting data through questionnaires, interviews, test scores, attendance, results of public examinations, attitudes. According to Check and Schutt (2012, as cited in Panto 2015, p. 168) “survey research is the collection of information from a sample of individuals through their response to questions.” It is usually carried out in a natural

setting and there are several ways of administering survey research. In accordance with Cohen and Manion (2010, as cited in Sherpa 2016, p. 19) 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 issue on which to focus
- v. Decide the information that is need to address the issue
- vi. Decide the sampling required
- vii. Decide the instrumentation and metrics required
- viii. Generate the data collection instrument
- Ix. Decide how the data will be collected (e.g., postal, survey, interview)
- x. Pilot the instrument and refine them
- xi. Train the interviews (if appropriate)
- xii. Collect the data
- xiii. Analyze the data
- xiv. Report the result

To sum up, survey research is the method of collecting data through questionnaires, interviews, attendance, attitudes. It is the most commonly used research design in educational research.

Population, Sample and Sampling Strategies

This study has included relatively small number of population, i.e., all community schools of Bardiya District. In this study thirty basic level English

teachers of community schools were selected as a sample. As a sampling strategy purposive non- random sampling was used for collecting authentic data.

Research Tools

Tools are key devices for any research, particularly during the data collection phase. The tools for collecting data for this study were questionnaires. The researcher was used questionnaires to collect data.

Sources of Data

This research was based on both primary and secondary sources of data. The primary sources of data was the major sources of collecting data and the secondary sources of data facilitated the study.

Primary sources. The researcher collected primary data through questionnaires from thirty teachers of community schools.

Secondary Sources. The researcher consulted secondary sources of data to facilitate the research work. The secondary sources of data are Books (e.g., Mitchells & Myles 2004), articles, journals, thesis and National Report.

Data collection Procedures

In order to collect the data I visited the community schools of Bardiya District. First, I established the rapport with the school administration and Principal. Hence, after clarification of the purpose and getting approval I visited teachers and hand over the questionnaires. After that five days later again I visited the schools to collect the data. In this way, collected data from teachers I have moved for further process.

Data Analysis and Interpretation Procedures

Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. The systematically collected data were analyzed, interpreted and presented quantitatively and descriptively with the help of tables.

Ethical Considerations

Ethical consideration is considered one of the vital topics in the study as it is a common value and principles in every aspect of human life. It can be considered as code of conduct and professional conduct has to be focused while doing any research like getting permission from concerned authority, privacy of respondents, preparation of data, maintaining validity, reputation of respective institution, are taken into consideration while doing research study.

In this way, first I took permission from the school administration and the informants with the purpose of avoiding any interruption in the study. Moreover, I committed to not using the collected data for any other secondary purposes.

Chapter IV

Results and Discussion

This section provides the analysis and interpretation of the data collected from the primary sources. The main concern of this study was to find out the roles of Mother Tongue (MT) and the challenges of mother tongue in English language classroom at basic level. The analysis and interpretation of the data is based on the objectives. The detailed analysis and interpretation of the data and summary of the findings have been presented below.

Analysis and Interpretations of the Data

This chapter presents the analysis and interpretation of collected data from primary sources. The collected data from the questionnaires have been analyzed one by one of each questionnaire. For open-ended questionnaire some of are presented to come to conclusion. I have collected the data based on these themes: The appropriate level for implementing mother tongue instruction, use of mother tongue in English class, mother tongue instruction based training, use of mother tongue to teach vocabulary, mother tongue instruction creates cooperation in English class, the medium of responses to the questions by the students, mother tongue based training and resources in English class, challenges created by power of English, teachers' belief on the role of mother tongue in English class, teachers' views and reasons for dropping out students from schools, use of mother tongue for instruction, language shifting as a medium of instruction, challenges occur due to mother tongue instruction in English class, teachers' views on shifting MTI to EMI, the roles of mother tongue instruction in an English language classroom, use of Tharu language in English class by Tharu community students, instructions used by Teachers for Tharu community students, challenges faced by the teachers due to MTI in English class and teachers' experience on overuse of mother tongue in English class.

The appropriate level for mother tongue instruction. Mother tongue is a language that a person has been exposed to from birth and grew up listening and speaking. MT has significant role in teaching and learning at Basic level which the teacher is one who understand in what level what medium of instruction is appropriate

to the level of learners. In this regard, the collected data are presented in the table below:

Table 1

The appropriate level for Mother Tongue instruction

Level for implementing MTI	No of respondents	Percentage (%)
Elementary Level (grade 1-3)	26	86.67%
Basic Level	3	10%
Secondary Level		
All the Level	1	3.33%

The teachers were asked the question, “which level would be appropriate for mother tongue instruction (MTI)?” The table 1 shows that 86.67% teachers responded Mother Tongue Instruction (MTI) is appropriate for Elementary Level (grade 1-3). Similarly, 10% teachers marked that Mother Tongue instruction is suitable for Basic Level students but very few only 3.33% teachers responded that MTI can be appropriate for all the levels (Elementary, Basic level and Secondary Level). In contrast, none of the teachers responded on Secondary Level only.

To sum up, the table 1 shows that mother tongue instruction is appropriate for Elementary level (grade 1-3).

Use of Mother Tongue Instruction in English class. The English Language is widely accepted as an International language. In multilingual classes students are from different language backgrounds and speak native language. In such a situation, teachers use their mother tongue for instruction for those who are poor in their learning for support. For the investigation of use of mother tongue instruction in English class by the teachers and collected data from questionnaire are presented in table 2.

Table 2
Use of Mother Tongue Instruction in English class

Frequency of using mother tongue	Always	Sometimes	Rarely	Never
No. of respondents	3	24	3	
Percentage (%)	10%	80%	10%	

The teachers are asked, “How often do you use the mother tongue instruction in English language classroom?” The above table 2 shows that on the basis of their responses twenty four out of thirty (80%) informants use Mother tongue instruction “sometimes” but on the contrary, very few of them (10%) “Rarely” use. Similarly, three out of thirty (10%) “Always” use Mother Tongue Instruction. But none of the respondents responses that “never.”

In conclusion, it shows that 80% teachers responded that they use mother tongue instruction “sometimes.”

Mother Tongue Instruction based training. It is very important for teachers to develop skills for teaching learning activities. Training helps teachers to make their task effective and provides them skills on how to teach, motivate, and manage the classroom. On the other hand, it makes easy for their professional development. A trained teacher can handle his diverse class easily by implementing skills learned from training. To find out how many respondents have participated in training and the collected data from the respondents are presented in the table 3.

Table 3
Mother Tongue Instruction based Training

Responses	No of respondents	Percentage (%)
Yes	6	20%
No	24	80%

The question, have you ever participated in mother tongue instruction based training? Was asked and based on the data the above table 3 displays that twenty four out of thirty teachers (80%) responded that they have not participated in MTI base

training yet and responded “No”. On the other hand, only six out of thirty teachers (20%) responded “Yes.”

To sum up, the data shows that only 20% teachers received mother tongue based training to instruct their students. Therefore, it seems that mother tongue instruction based training should provide to the all teachers.

Use of Mother Tongue to Teach Vocabulary. One of the elements which learners need in order to be able to function in a second/ foreign language (English) is teaching vocabulary. It is the list of words used in language. Teaching vocabulary is important because without having knowledge of adequate vocabulary, we cannot understand and speak fluently and accurately. Therefore, for teaching vocabulary to the young and basic level students it is essential to teach them by using MTI to speak and understand. So, to find out the respondents views, close-ended question is asked to the teachers and collected data are presented in the following table:

Table 4

Use of Mother Tongue to Teach Vocabulary

Responses	Agree	Strongly agree	Disagree	Strongly disagree
No. of respondents	24	6		
Percentage (%)	80%	20%		

The above table 4 depicts that 80% teacher responded “agree” that Mother Tongue is used to teach vocabulary. On the other hand, six out of thirty (20%) respondents responded “strongly agree” that Mother Tongue is used to teach vocabulary. But, none of the respondents responded on “disagree” and “strongly disagree” about teaching vocabulary by using mother tongue as an instruction.

In this way, all respondents (100%) agreed with the statement that mother tongue is used to teach vocabulary.

Mother Tongue Instruction creates cooperation in English class.

Cooperation is one of the most inevitable aspects for making a teaching learning classroom successful. When cooperation is created in the diversity class of English teaching with the help of teachers then it makes learning activities significant. In this

context, the respondents were asked to respond on the questionnaire about the cooperation created by MTI in English class and data collected from respondents as a primary source is presented below:

Table 5

Mother Tongue Instruction creates Cooperation in English class

MTI creates cooperation	Agree	Strongly agree	Disagree	Strongly disagree
No. of respondents	26	4		
Percentage (%)	86.67%	13.33%		

The above table 5 depicts that twenty six out of thirty (86.67%) teachers marked “agree” and four out of thirty (13.33%) responded “strongly agree” that mother tongue creates cooperation in English class. But none of the teachers responded to “disagree” and “strongly disagree” of it.

From the short review above, key findings emerge: all respondents (100%) agreed that MTI creates cooperation among students in the classes.

The medium of responses to the questions by the students. An act of responding is a response which is essential for assessing whether students have known or not, which language they follow- English language, Nepali language or Mother Tongue. It plays a crucial role for both teachers and learners. If students cannot reply or respond clearly and accurately then teachers know she/he needs some extra and special support. For the exploration of Tharu community students how they respond to the question. It means which language they use. The data collected from all the informants are presented in the table below:

Table 6

The medium of responses to the questions by the students

Medium of responses	No of respondents	Percentage (%)
First Language	3	10%
Nepali Language	18	60%
English Language	9	30%
Total	30	100%

The teachers were asked the questions, what language do your students use to response the questions? And the collected data from the above table 6 shows that 60% students from the Tharu speaking community use Nepali language to respond to the questions asked by the teachers. But very few three out of thirty (10%) students only use their Tharu language to address the questions. On the other hand, nine out of thirty (30%) students only use English language to respond to the questions.

From the above discussion, it is concluded that the high number of students 60% use Nepali language to response the questions.

Mother Tongue based training and resources in English class. Training and resources are inevitable in educational activities. Training makes teachers skillful and updates their knowledge and resources are materials that makes teachers resourceful. It not only increases motivation but also morale and incentives in learning. Similarly, resources help teachers to reduce fatigue, saves time, cost and energy. On the other hand, it helps learners to be energetic and makes them aware of the learning process. Likewise, students get a clear concept if resources are used properly. Hence, the obtained data from respondents is presented in the following table:

Table 7

Mother Tongue based training and resources in English class

Responses	No of respondents	Percentage (%)
Agree	21	70%
Strongly agree	4	13.33%
Disagree	5	16.67%
Strongly disagree		

Teachers were asked, lack of mother tongue based training and resources create challenges in ELT class” and the collected data from the participants, the above table 7 depicts that twenty one out of thirty (70%) teachers responded on “agree” that the lack of mother tongue base training and resources create challenges in English language class. But four out of thirty (13.33%) teachers responded “strongly agree” about it. On the contrary, five out of thirty (16.67%) teachers “disagree” that lack of

mother tongue training and resources do not create challenges in English class. But none of them responded on “strongly disagree.”

To sum up, the table 7 shows that 83.33% teachers agreed that mother tongue based training and resources create challenges in English classes.

Challenges created by Power of English. English has great influence in the world and is taken as an international language. It is used in several sectors like- education, trade, tourism, science and technology and so on. Therefore, people have different views regarding the medium of instruction whether English should be medium of instruction or mother tongue should be medium of instruction. So that to find out the teachers’ views, question was asked them and obtained data from them is presented in the table below:

Table 8

Challenges created by Power of English

Responses	No of respondents	Percentage (%)
Yes	23	76.67%
No	7	23.33%

The above table 8 exposes that twenty three out of thirty (76.67%) teachers responded that the power of English creates challenges to the students of non-native students. On the other hand, seven out of thirty (23.33%) teachers responded that the power of English does not create challenges.

To sum up, the majority of respondents 76.67% marked “yes” that the power of English creates challenges in English classes to the Basic level students.

Teachers’ belief on the role of mother tongue in English class. The mother tongue has vital role in English language class because it helps the Basic level students to teach vocabulary, give instruction, to elicit language, etc. with the consideration of significance, roles of mother tongue in English class, the informants were asked to respond on the questionnaire on the basis of their belief about the roles of mother tongue. The collected data from the questionnaire are demonstrated bellow in the table:

Table 9**Teachers' belief on the role of mother tongue in English class**

Role of MT in English class	No of respondents	Percentage (%)
Cooperating among Learners	7	23.33%
Teaching Vocabulary	6	20%
Giving complex instruction	16	53.34%
Eliciting Language	1	3.33%

The teachers were asked the question, “which of the following roles do you believe the most that L1 can play in English teaching classroom?” which the above table 9 demonstrates that sixteen out of thirty (53.34%) teachers responded that mother tongue has the role of giving complex instruction but on the contrary, very few of them (3.33%) have belief that mother tongue has the role of eliciting language. Similarly, seven respondents (23.33%) believe that mother tongue has the role of cooperating among learners. Likewise, six teachers (20%) marked on the role of teaching vocabulary.

This allows the conclusion that the aforementioned responses all are roles of mother tongue though 53.34% teachers responded that mother tongue is used to “give instruction” when students felt difficulty to understand.

Teachers' view and reasons for dropping out from schools. The teachers have their own opinions and experiences why students drop out of school. Teachers, educators, experts, concerned stakeholders and many national reports show that students drop out when they do not understand and repeat the same class again and again. To explore this issue, teachers were asked and their responses are as the collected data are presented below:

Table 10**Teachers' view and reasons for dropping out students from schools**

Responses	No of respondents	Percentage (%)
It is reality	12	40%
It is hearsay	8	26.67%
I disagree	10	33.33%

The question was asked to the teachers that if the students do not understand the concept of the contents only using English then they drop out from the school and the obtained data from the respondents, the above table 10 shows that twelve out of thirty (40%) teachers marked that “it is reality” but eight (26.67%) teachers marked on “It is hearsay”. On the other hand, ten out of thirty (33.33%) teachers disagreed.

In conclusion, from the table and discussion above, the majority of the teachers (40%) responded that “It is reality” if students do not understand the concept of the content then they drop out from the schools.

Use of mother tongue for instruction. Giving instruction means making learners easy to understand. When students feel difficulty in learning, instruction is given to them for comprehension. So for this, respondents were asked to question and information obtain from them is presented in the given table below:

Table 11

Use of Mother Tongue for instruction

Responses	No of respondents	Percentage (%)
Agree	24	80%
Strongly agree	2	6.67%
Disagree	4	13.33%
Strongly disagree		

Teachers were asked the questions that, “giving instruction in students’ mother tongue is significant” and the above table 11 depicts that twenty four out of thirty (80%) teachers responded “agree” and 6.67% teachers responded “strongly agree” that mother tongue is used for giving instruction. In contrast, four out of thirty (13.33%) teachers responded on “disagree”. But none of them have any response on “strongly agree”.

To sum up, 86.67% respondents agreed that the mother tongue is helpful to give instructions.

Language shifting as a medium of instruction. There are two rising views about the medium of instruction. The medium of instruction should be in the English language and the next one is Mother Tongue Instruction should be the medium of instruction. Educators, Experts, different theories and concerned stakeholders have their own views regarding the medium of instruction. Similarly, government added/community schools have also two different views, English medium instruction and Mother tongue based instruction. To find out the actual and correct data from the primary source are presented in the table below:

Table 12

Language shifting as a medium of instruction

Responses	No of respondents	Percentage (%)
Agree	24	80%
Strongly agree	5	16.67%
Disagree	1	3.33%
Strongly disagree		

The teachers were asked, “Language shifting from mother tongue instruction to English medium instruction is challenging.” Hence, the above table 12 displays that 80% teachers marked “agree” but only 3.33% teachers marked “disagree”. Likewise, five out of thirty (16.67%) teachers marked on “strongly disagree”. But none of them responded “strongly disagree.”

In conclusion, the table 12 shows that almost all (96.67%) teachers “agreed” that language shifting from mother tongue instruction to English medium instruction is challenging for Basic level students. This refers to not only use English mediums but also follow MTI if necessary

Challenges occur due to mother tongue instruction in English class.

Teaching is one of the most challenging jobs for the teachers to teach in the multilingual class because students are from diverse linguistic, cultural, economic and family backgrounds. Therefore, teachers need special skills, training and materials or resources addressed to all students. Most of the students are from different linguistic backgrounds and their learning pace, ability and capacity vary from one to another. In

this situation, the questionnaire were asked to them and obtained data is presented in the table below:

Table 13

Challenges occur due to mother tongue instruction in English class

Responses	No of respondents	Percentage (%)
Lack of training and resources	11	36.67%
Overuse of Mother Tongue	14	46.67%
Poor Translation	1	3.33%
Language shifting	4	13.33%

The question asked to the teacher was, which of the following is the most occurring challenges due to using mother tongue in English teaching classroom?’ The above table 13 shows that fourteen out of thirty (46.67%) teachers responded, overuse of the mother tongue in English class but only 3.33% of respondents marked “poor translation”. Likewise, 36.67% of teachers lack training and resources”. Similarly, 13.33% of respondents marked “language shifting”.

In conclusion, from the above discussion it shows that 46.67% teachers responded overuse of mother tongue is the main challenges occurring in English class.

Teachers’ views on shifting MTI to EMI. Both MTI and EMI have an inevitable role in teaching the learning process and people have their own view regarding MTI and EMI. That is why, teachers were asked and they responded in line with their experiences. The collected data is presented in the table 14:

Table 14

Teachers’ views on shifting MTI to EMI

Responses	No of respondents	Percentage (%)
Yes	23	76.67%
No	7	23.33%

To find out the teachers’ views the question was asked, “Are you in support of shifting mother tongue instruction to English medium instruction?” The above table

14 clearly displays that twenty three out of thirty (76.67%) teachers responded on “Yes” and 23.33% teachers marked on “No”.

To sum up, the majority of the teachers 76.67% responded “yes” that they are in support of shifting mother tongue instruction to English medium instruction.

The roles of mother tongue instruction in an English language classroom

Mother tongue instruction is considered most important for the Basic Level students and helpful for teachers to make their students learn any difficult things in their own language. The roles of mother tongue in English classroom are for teaching and learning vocabulary, for translation, checking sense and comprehension, for giving instruction, cooperating learners and so on. To find out the roles of mother tongue the teachers were asked, “What are the roles of mother tongue instruction in English language classroom?” and different responses obtained from thirty teachers. Among them:

T1 wrote *“teacher can use students L1 to provide a quick and accurate translation of English, check students’ comprehension, create scaffolding of the learner’s language, give clear instruction and create sense of security and validate learning.”*

T2 responded that *“the roles of mother tongue instruction in English language classroom are: participate the learners in learning, express feelings, views and thought without hesitation, makes easy to learn new vocabulary and lesson, enjoy while learning, be close with teacher and encourage the students to learn.”*

T3 answered that *“the use of mother tongue instruction in English language classroom is for teaching vocabulary, giving complex instructions, eliciting language, using translation (grammar translation method), co-operating learners to learners and checking for sense.”*

In conclusion, it was found that the roles of mother tongue in English language classroom are- judicious use of mother tongue boosts students’ learning and motivate them. The mother tongue has various roles namely, for teaching difficult vocabulary, giving clear instruction, checking for sense and comprehension, cooperating among learners to learn, providing scaffolding in learning, removing obstacles,

encouraging students to learn, concentrating, for facilitation, for making easy to understand, managing classroom, for translating the sentences, for promoting cognitive development, increasing students' participation in activities, for building rapport with students, for keeping classroom discipline, decreasing dropout rate of the students, increasing students' educational outcomes, reducing inhibitions, providing feedback, and learners become close to the teachers.

Use of Tharu language in English class by Tharu community students

Tharu language is the mother tongue of Tharu community people. They expose themselves more and grow up by listening and speaking. Therefore, small children who belong to the Tharu community use it day to day communication. So that they become weak at other languages to communicate and understand little. They use their language because of fear to commit mistakes and hesitation. They use their mother tongue in English class when they cannot comprehend the text, they use it while talking to the teacher, and they use it while doing peer or group work, classroom discussion. Similarly, when they cannot get clear ideas or meaning of the words and sentences. In this way, to find out the teachers were asked, "In what conditions do your students (Tharu community students) prefer to use their mother tongue in English language class?" and the thirty teachers responded among them:

T1 responded that "*students prefer to use their own mother tongue in any situations. They don't want to use English language in the class. However, some students speak in English. Students prefer to use their L1 when they: can't express the complex and abstract things, can't comprehend the text, can't find the equivalent word or sentence in their mother tongue.*"

Similarly, T2 Tharu community students prefer to use their mother tongue "*while teacher ask question related to their culture, to describe about their community and family, while talking with teacher without hesitation and describing pictures and situation.*

T3 answered that "*In the context of Nepal, English language is taught or spoken as a foreign language (EFL). Mostly the English language classes are linguistically heterogeneous class. It means the students do not share same mother tongue as well. The students are from Tharu community above 85 percent at our school. They are*

willing to use their mother tongue in English language class in such conditions like: doing peer or group work, classroom discussion, classroom management, to get clear ideas or meaning about something, task-based activities and some fun events.”

In this way, it is found that those students who are from Tharu speaking community of basic level use their language in different conditions. They use their language when they did not understand the meaning of vocabulary and contents. They use it for asking questions when they cannot speak Nepali and English languages, in group work when they are from the same community, for responding to the questions, describing the pictures. Similarly, when they cannot speak English clearly and appropriately and do not understand the meaning in Nepali as well then they use their own language. Likewise, while teaching poems, dramas, and stories and to tell their culture. Hence, those students who belong to Tharu community use it for different purposes.

Instructions Used by the Teachers for Tharu Community Students

Language is a powerful means of communication where people share ideas, receive and decode messages. For Basic level indigenous students, speaking and understanding other languages is quite difficult. Even those students whose mother tongue is Tharu and rarely speak other languages in their family are challenging to understand. In this situation, the teachers use real objects, pictures, postures, realia, use multimedia to provide exposure, use body language (gesture), asking with students what is the meaning of words in your Tharu language, giving example by showing pictures. So, to find out the thirty teachers were asked the question, “If you are not from the Tharu speaking community then how do you instruct your students those who understand English as well as Nepali very little except their mother tongue?” The responses from the teachers, some of them are here:

T1 answered that *“this will be a challenging job to instruct the students. However, we can use the method: use of body language, use the Total Physical Response method, use pictures/posters, real objects and use multimedia to give rich exposure.”*

T2 responded that *“presenting realia. Asking with them what is the meaning of words in Tharu language. Giving any example of anything or object and showing pictures.”*

T3 wrote that “*the most of the school of Nepal, the learners are from multilingual communities. They learn English language as a foreign language as well as third language (L3). It is difficult for the teachers to implement the language theory while teaching English. As we also face with the issue where the beginner just understand English as well as Nepali very little except their mother tongue (Tharu language).*”

If I am not from the Tharu speaking community I prefer to instruct my student in English language as a medium language because the Tharu language does not share the language features with English. It interferes L2 as well as L3. It also affects the pronunciation. I will conduct real life communicative activities with communicative functions like- greeting, addressing, announcing taking leave, introducing, thanking, etc. I believe that the language learning depends on the amount of exposure the students get. It is in English class where the students get the chance to listen to English. The more students are exposed to English the more quickly they will learn: as they hear and use the teacher’s English. But the teacher need to use simple English.”

To sum up, when students understand English and Nepali very little except their mother tongue for that condition teachers instruct their students by translating English into their own language, use teaching materials, realia. Similarly, Mobile, tablets are used to show pictures, make them tell in their own language who know the meaning and content. Likewise, they use gesture, explaining abstract words and vocabulary, use locally available materials. Moreover, encouraging, motivating and giving them incentives to use English. Appropriate feedback should provide them after speaking. If there is no exact meaning in Tharu then Nepali language is used. Along with these, take help from other teaching staff who speak Tharu language.

Challenges faced by the teachers due to MTI in English class

Regarding teaching English at Basic level, its main purpose is to develop communicative competence and skills in the learners. Communicative competence means making students able to communicate fluently and appropriately. Teachers face several challenges due to MTI in English classes like- students do not get enough exposure of English language, there is no common first language among students in

the same classroom, students commit different mistakes in structures and pronunciation, students do not participate in speaking actively and so on. In this way, to find out the challenges faced by teachers at Basic Level due to mother tongue instruction, the teachers were asked the question, “what sorts of challenges do you face when using mother tongue as an instruction in ELT classroom?” and some of the responses are here.

T1 responded that *“challenges that we face while using mother tongue in ELT are: students do not get enough exposure of English language, they cannot participate in speaking actively due to nothing to say, students do not understand the instructions given in English language and they cannot pronounce the English word correctly.”*

T2 answered that *“challenges in grammatical use, sentence structure, and use of vocabulary, mother tongue interference while learning and over use of mother tongue.”*

T3 responded that *“In multilingual community, use of mother tongue can’t be denied as an instruction in ELT classroom. L1 can be a valuable source if it is used at appropriate times and in appropriate ways. It is the most challenging issue for the language teachers. They must be very careful while using the mother tongue in ELT classroom. Some of the issues or challenges are: there is no common first language among students in a multilingual classroom, cultural experience of the learners are differ, students make different mistakes in structure and pronunciation, students have different learning style and students speak more of their native language than English.”*

In conclusion, it is found that due overuse of mother tongue in English language class students do not get ample exposure to the English language, make them lazy and depend on teachers. Similarly, they cannot pronounce English words correctly. They hesitate to speak and do not want to participate in speaking activities. They make habit to use their own language in English class and have a lack of confidence to speak. Mother tongue cannot be appropriate to teach all abstract vocabulary because sometimes it may lead to misunderstanding. Similarly, oversimplification makes students confused, overuse of Mother tongue reduces students’ opportunity to practice English speaking. Likewise, in what amount of mother tongue should be used in

English class is another problem. Tharu language hinders/infers in learning English and impedes in the development of English language. In this way, when students did not get sufficient exposure of English then they face to develop language skills.

Teachers' experience on overuse of mother tongue in English class

The meaning of overuse is to use too much. In English class use of the English language is for making students able to acquire sufficient exposure for communication and understand the contents. But students do not understand the target language in that situation. It creates challenges and problems for the teachers to make their students able to understand. So far, those students who do not understand mother tongue are used to give them instruction. In this way, respondents were asked question, “does overuse of mother tongue instruction creates challenges in ELT class and why?” and collected data from the respondents are presented and listed below. The table shows that how many teachers responded “yes” and “No” regarding overuse of mother tongue instruction creates challenges in ELT class.

Responses	No of respondents	Percentage (%)
Yes	27	90%
No	3	10%

The above table in Serial No 1 shows that twenty seven out of thirty (90%) teachers responded that overuse of mother tongue instruction creates challenges in English class. Overuse of mother tongue creates challenges like: students do not get ample opportunity to interact in real life situation, they do not get enough exposure and do not get motivate in language learning, overuse of mother tongue can create culture, etc. Regarding why overuse of mother tongue instruction creates challenges in ELT class, some of the samples are presented given below:

T1 answered that *“of course it creates challenges in ELT class because this can significantly reduce students’ opportunities to practice English. Translation also regularly creates the problems of over simplification. Students do not get enough exposure of English and they do not get motivate in Language learning.”*

T2 responded that *“yes, it does. The overuse of mother tongue instruction creates challenges in ELT class. The most of government-aided schools, the students*

hardly have 45 minutes class period a day and more than 80% hours consumed by Nepali language. Even the teachers and students mostly don't get the ample opportunity to interact in real life situation. This, in result, minimizes the students' exposure to English and the output is not satisfactory. The students prefer to response in Nepali language and in their mother tongue. Many studies show that limited use of mother tongue is beneficial and overuse of it may counter-productive."

T3 replied that *"really learner focus on mother tongue it is difficult to draw them towards in ELT class due to overuse of mother tongue. And it has become a culture. So being teacher we should encourage them to use English language though mother tongue. We should use teaching materials (audio-video, realia, pictures as well as situation of the classroom, community and surrounding)."*

To sum up, overuse of a mother tongue in English classes does not improve listening skills. It does not hinder the lower level but also impedes the upper classes, students do not focus on the content properly, translation always does not give accurate sense, and it may lead to misunderstanding. In this way, overuse of mother tongue, students become poor at English. Similarly, students understand that their language has the exact meaning of every English vocabulary. It reduces the exposure of the students, hinders in developing communicative skills. Students develop the habit of using their mother tongue in English classes. So, Students become unable to get proficiency in the target language and reduces the power to think in English.

But on the contrary, the above table in Serial No 2 depicts that three out of thirty (10%) respondents responded that overuse of mother tongue does not create challenges in English class rather it helps. They responded that:

T1 responded that *"No, I am not in favor of overusing mother tongue as an instruction in English language class. If students are taught only using English as a medium they do not develop vocabularies power and do not understand contents knowledge which later hinders in further level rather teacher should use student's mother tongue motivates the students to use English language in the classroom. Teacher should provide them topic and make them to speak about it whatever they know about the topic."*

T2 replied that *“No, the overuse of mother tongue does not create challenges in ELT class. The use of mother tongue creates better learning. The more you use language, the better you know the contents. Due to mother tongue, the students understand the content crystal clear. Therefore, I think the use of mother tongue enhances many learning opportunities.”*

In this way, it is found that overuse of mother tongue does not create challenges in ELT class. The overuse of mother tongue creates better learning, it motivates the students to use English, and the students understand the concepts crystal clear and enhances learning opportunities.

Chapter V

Findings, Conclusion and Implications

In this chapter, I have presented the findings, conclusion and recommendations on the basis of analysis, interpretation and results. This is the final and the most significant chapter of the study.

Findings

On the basis of analysis and interpretation of the data obtained from the respondents, the following findings have been drawn:

- It is found that Mother Tongue boosts their learning and motivates them.
- It is discovered that judicious use of Mother tongue is helpful to give instruction, check for sense and comprehension, to provide scaffolding to the learners' learning, to remove obstacles, encourage learners to learn, make it easy to understand, increase student's participation, and reduce inhibition.
- It is also found that almost all respondents responded that Mother Tongue is helpful to teach vocabulary. Similarly, 80% of teachers responded that their Mother Tongue is supportive for giving complex instruction.
- Moreover, it is found that 40% of teachers responded 'It is reality' that the use of Mother Tongue Instruction reduces the dropout rate of the students.
- It is helpful for those students who are weak at English to get the opportunity to ask and respond in their own language.
- It creates mutual understanding not only from students to students but also teachers to teachers because when those teachers who cannot speak Tharu language then take help from other teachers.
- It is found that students do not get ample exposure of the English language and they become lazy and as a result they do not want to practice themselves. Likewise, majority of the respondents (90%) responded that due to overuse of mother tongue students become weak at English.
- It is found that most of the teachers (83.33%) responded that lack of mother tongue base training and resources creates challenges in English class.

- It is found that 86.67% teachers responded that mother tongue instruction is appropriate for Elementary level (grade 1-3), but only 10% teachers responded that mother tongue instruction is suitable for Basic level.
- Most of the respondents (80%) reported that they have never participated in mother tongue instruction base training which shows that there is weak policy regarding providing effective training for the teachers.
- It is discovered that very few students responded with English language. Majority of the students (60%) use Nepali and 10% use Tharu language which refers to the difficulty to speak English.
- It is found that most of the teachers (76.67%) responded that the power of English creates challenges for the students in multilingual classes.
- It is found that language shifting from mother tongue instruction to English medium instruction is challenging. Majority of the teachers (76.67%) are in support of English medium instruction whereas 30% students use English to respond the questions.
- What is the amount of mother tongue instruction to be used in English class, this is also one of the challenges. Majority of the teachers (46.67%) responded that overuse of mother tongue instruction creates challenges.
- It is also found that mother tongue is not always appropriate to teach vocabulary because there is not one to one correlation in meaning and vocabulary. Similarly, translation and oversimplification sometimes makes students confuse to understand.
- Students cannot pronounce English words correctly and make hesitation to speak.

Conclusion

This study is concerned with the use of mother tongue in English classes at Basic level of community schools. The major purpose of this study was to explore the roles of mother tongue in English class and to find out the challenges. In teaching activities, language has significant roles. In the teaching and learning process, there are two different thoughts about instruction- Mother Tongue based Instruction and English Medium Instruction.

In English class, mother tongue is vital for teaching and learning. Mother tongue instruction has significant roles in learning. The majority of the Basic Level English teachers agreed that giving instruction in students' mother tongue is significant. So, it has roles for giving clear instruction, checking for sense and comprehension, providing scaffolding to the learners' learning, removing obstacles, encouraging students to learn, making easy for understanding, translating the sentences, increasing students' participation in activities, decreasing dropout rate, reducing inhibitions, providing feedback, promoting cognitive development, building rapport with students, keeping classroom discipline, increasing the students' educational outcomes. Mother tongue plays vital role when it is implemented as the medium of instruction.

Overuse of mother tongue in English class up to grade Eight, it creates challenges in getting ample exposure of English, pronunciation of English word, hesitation and lack confidence to speak, reduce opportunity to practice English listening and speaking, lack of mother tongue based training and resources, students depends on teachers, overuse of mother tongue in English class, students only depend on teachers, oversimplification and in what amount mother tongue should be used. To sum up, mother tongue instruction has probability and a great role in English class. However, it also has some considerable challenges. Therefore, it is found that MTI is appropriate for Elementary Level.

Implications

The finding of this study revealed that appropriate use of mother tongue instruction plays a vital role in English language class. On the other hand, various approaches, methods, scholars, concerned teachers and other stakeholders advocated that the target language should be in English Medium Instruction. MTI has significant roles in English class though it also has several challenges. However, a collaborative effort is required from educators, policy makers, curriculum and material designers and concerned stakeholders to try to remove the above mentioned challenges and promote probability in learning to achieve intended outcomes from the students. On the basis of aforementioned results, the implications of the study are presented in three different level below:

Policy related. The policy related implications are listed below.

- The Government of Nepal should not only make teacher training based on target language but also should make provision for teacher training concerning other language like Tharu.
- The Ministry of Education, Science and Technology should allocate extra budget for different teaching materials related to language.
- Curriculum designers and textbook writers should focus on preparing teachers' guides for when, where, and how to use mother tongue instruction in English language in order that students get ample exposure of English and understand clearly and effectively.
- Teacher trainers should encourage the English teachers to use students' mother tongue in the class judiciously and appropriately.
- The Government of Nepal should make provision to emphasize the use of mother tongue at Elementary Level because students who come from indigenous language communities cannot speak and understand both Nepali and English language well.

Practice related. The practice related implications are listed below:

- The English Teacher should prepare low cost and no cost materials to help students to improve their English competence.
- The teacher should use students' mother tongue if necessary and motivate them to use English inside and outside the classroom because the major purpose of Basic level English is to develop communicative skills in the learners.
- The School management Committee and school administration should manage meetings from time to time and develop a sense of cooperation and help if any novice teachers feel difficulty teaching in multilingual classes.
- Overuse of mother tongue instruction should be reduced and used judiciously and appropriately.
- Teaching vocabulary, translation of sentences are instructed by using mother tongue to non-native students but Mother Tongue always may not give accurate meaning and translation may lead to misunderstanding due to

oversimplification therefore, teachers should be aware of using mother tongue instruction in the class.

- Teachers should make group of same language students for instruction but should not create environment to disrespect one to others language.

Further research related. The following are the further research related implications which are listed below on the basis of aforementioned results.

- It is recommended that further studies should be conducted on higher level students' perception on implementing mother tongue in English class.
- Effectiveness of mother tongue to motivate students in reading skills.
- Role of mother tongue in quality education.
- Role of mother tongue to motivate Elementary level students for speaking.

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Appendix

Dear Sir/ Madam

The questionnaire has been prepared to accomplish the study entitled **Use of Mother Tongue in English Classes at Basic Level in Community Schools**. This study will be conducted under the supervisor of Associate Professor **Dr. Gopal Prasad Pandey** at the Department of English Education, Tribhuvan University, Kirtipur. This study attempts to discuss and identify the benefits and challenges of adopting mother tongue instruction in English language teaching class of basic level. In order to make the study more valid and purposeful your kind cooperation, significance, clear and fair response based on your experiences are vital and the response will be used only for present study.

Research Practitioner

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PART I

Please, mention your personal details below.

Name:

Gender:

Institution:

Number of languages you speak:

Close-ended Questions

Q. 1) Which level would be appropriate for implementing mother tongue instruction (MTI)?

- | | |
|---------------------------------|---------------------|
| a) Elementary Level (grade 1-3) | b) Basic Level |
| c) Secondary Level | d) All of the above |

Q.2) What is the average number of Tharu students at basic level in your school?

- | | | | |
|-----------|-----------|-----------|--------------|
| a) 65-70% | b) 75-80% | c) 85-95% | d) 95% above |
|-----------|-----------|-----------|--------------|

Q.3) How often do you use mother tongue instruction in English language classroom?

- | | |
|-----------|--------------|
| a) Always | b) Sometimes |
| c) Rarely | d) Never |

Q.4) Have you ever participated in mother tongue instruction based training?

- | | |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

Q.5) Mother tongue instruction helps to teach vocabulary.

- | | |
|-------------------|----------------------|
| a) Strongly agree | b) Agree |
| c) Disagree | d) Strongly disagree |

Q.6) Use of mother tongue instruction in ELT class creates co-operation among learners.

- | | |
|-------------------|----------------------|
| a) Strongly agree | b) Agree |
| c) Disagree | d) Strongly disagree |

Q.7) What language do your students use to response the questions?

- a) First language b) Nepali language c) English language

Q. 8) Lack of mother tongue based training and resources create challenges in ELT class.

- a) Strongly agree b) Agree
c) Disagree d) Strongly disagree

Q.9) Does the power of English create challenges in ELT class due to mother tongue instruction?

- a) Yes b) No

Q.10) which of the following roles do you believe the most that L1 can play in English teaching classroom?

- a) Co-operation among learners b) Teaching vocabulary
c) Giving complex instruction d) Eliciting language

Q.11) If students do not understand the concept of contents only using English then they drop out of the school. What do you think?

- a) It is reality.
b) It is hearsay.
c) I disagree.

Q. 12) Giving instruction in students' mother tongue is significant.

- a) Strongly agree
b) Agree
c)Disagree
d) Strongly disagree

Q.13) Language shifting from mother tongue instruction to English medium instruction is challenging.

- a) Strongly agree
b) Agree
c) Disagree

Q.4) What sorts of challenges do you face when using mother tongue as an instruction in ELT classroom?

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Q.5) Does overuse of mother tongue instruction creates challenges in ELT class and why?

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Thank You