

**STUDENTS' PERSPECTIVES ON THE USE OF THEIR  
L1 IN ELT CLASSES**

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

**Submitted by**

**Jiwan Kumar Joshi**

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

**Nepal**

**2016**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Jiwan Kumar Joshi** has prepared this thesis entitled **“Students’ Perspectives on the Use of Their L1 in ELT Classes”** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 04-07-2016

---

**Dr. Ram Ekwel Singh (Supervisor)**

Reader

Department of English Education

T. U., Kirtipur, Kathmandu

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

**Signature**

**Dr. Anjana Bhattarai**

Professor and Head

Department of English Education

T.U., Kirtipur, Kathmandu

---

Chairperson

**Dr. Ram Ekwel Singh (Supervisor)**

Reader

Department of English Education

T. U., Kirtipur, Kathmandu

---

Member

**Mr. Resham Acharya**

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

---

Member

Date: 2071/05/27

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

**Signature**

**Dr. Anjana Bhattarai**

Professor and Head

Department of English Education

T.U., Kirtipur, Kathmandu

---

Chairperson

**Dr. Ram Ekwel Singh (Supervisor)**

Reader

Department of English Education

T. U., Kirtipur, Kathmandu

---

Member

**Mrs. Madhu Neupane**

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

---

Member

Date: 10-07-2016

## **DECLARATION**

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

Date: 02-07-2016

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**Jiwan Kumar Joshi**

# DEDICATION

*Dedicated*

*to*

*my parents who spent their whole life to make me what I am today.*

## ACKNOWLEDGEMENTS

This study has been possible due to the co-operation, support and kindness of my research supervisor **Dr. Ram Ekwel Singh**, Reader, Department of English Education, whom I sincerely respect and show my gratefulness. His kind help and scholarly guidance greatly helped me to complete this thesis on time without whose supervision, this work would never have appeared in this form.

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**Jiwan Kumar Joshi**



## ABSTRACT

The present research study entitled **“Students’ Perspectives on the Use of Their L1 in ELT Classes”** aimed to explore secondary level students’ opinions and reasons regarding their use of L1 when they are in an English classroom and to explore their practices of using L1. To meet the objectives of this research study, I selected 40 secondary level students from 5 secondary level schools of Kanchanpur district using purposive non-random sampling. From each school, eight students were selected as a sample. I observed one class of each school in order to find out their practices of using L1 in English classroom. Classroom observation checklist and questionnaire were used to collect the data for this study. And then, data were analysed and interpreted using simple statistical tools like tabulation and description. The findings of this study showed that students were not competent enough to communicate teaching learning content in English only. Similarly to explain in a clear way, to get the meaning of new words and to talk about the personal things with classmates, they used their first language. Regarding students opinion, majority of the students strongly agreed that in English classroom it is best to have a teacher who could understand their first language. Likewise, most of the students agreed that English classroom should have only English policy. It was found that 67.5% students sometimes used L1 in English class, 15% always, 10% usually and 7.5% never to chat with their classmates about the topics that may not be connected to the class. In the same way, 42.5% students sometimes used L1 in English class, 25% usually and always and 7.5% never because they could not think of the correct word in English when talking to their classmates.

This thesis is organized into five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature, review of related empirical literature, implication

of the review for the study and conceptual framework. Similarly, the third chapter includes design and method of the study, population, sample and sampling strategies, study area/field, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure. Likewise, the fourth chapter presents the analysis and interpretation of results and the fifth chapter included conclusions and recommendations at three different areas (policy related, practice related and further research related) followed by references and appendices.

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## LIST OF SYMBOLS AND ABBREVIATIONS

CUP	-	Cambridge University Press
Dr.	-	Doctor
e. g.	-	For example
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
ESL	-	English as a Second Language
etc.	-	Et cetera
i.e.	-	That is
M.Ed.	-	Masters of Education
No.	-	Number
NESP	-	National Education System Plan
Regd. No.	-	Registration Number
S.N.	-	Serial Number
T.U.	-	Tribhuvan University
NELTA	-	Nepal English Language Teachers' Association