CHAPTER ONE

INTRODUCTION

This study is based on the opinions and reasons of secondary level students regarding their use of first language when they are in an English class. This section consists of five interrelated chapters. This is the first chapter which consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1   Background of the Study

Language is at the centre of human life. We use it to express our love, hatred, to achieve our goals and our further careers. Through language we plan our lives and remember our past; we exchange ideas, experiences and form social and individual identities. Language is the most unique phenomenon of human being. Cook (2008, p.1) says, "The one thing in which we are especially superior to beasts is that we speak". The world is a storehouse of languages. There are different languages spoken by the people.

Nepal is a multilingual, multicultural and multiethnic nation where more than hundreds of languages are being spoken by different ethnic communities. There are 123 languages spoken by125 ethnic communities as mother tongue in Nepal, identified by 2011 census (Central Bureau of statistics, 2011). Such figures highlight the ethnic and linguistic diversities that contribute towards the cultural mosaic of Nepal. Moreover, this multilingual setting has made Nepal an interesting and sometimes even intriguing area of linguistic research.

Sometimes a language is spoken by most of the people in a particular country, for example, English in America and England, Japanese in Japan, Chinese in China and Nepali in Nepal, but at the same time a language is spoken by only a part of the population of a country for example Nepali language by most of the

people in Kathmandu Valley, Maithili and Bhojpuri languages by most of the people from Terai region of Nepal and Newari language by Newari community. It means not only one language is spoken at all the places or by all the people. They use different languages according to the demand of context and situation.

1.2 Statement of the Problem

We know that all learners are individually unique and different from others due to various factors. Putting it in another way, all classes have students with various language abilities and language levels. It means that the class represents the people of the society who have different social, educational, cultural and political background. In other words, a classroom has many learners with different educational, social, economical, cultural background, previous experiences, intelligences and so on. More clearly, each classroom site is increasingly becoming diverse in terms of language, race, gender, social background, cultural background, personal related factors and so on. Hence, teaching and learning in such diverse classroom providing equal access in materials resources and opportunities in education and ensuring success of all students is really challenging. In such classroom students may have different perception towards medium of instructions. Students learn better when they are culturally and mentally prepared. I still remember the days of my school life. When I were a student of the secondary level, I had different attitude and perception about the medium of instruction in ELT classroom. Most of the time, I used to talk with my friends using the Nepali language in English classroom. In many classes teachers and students were interpreting the subject matter in Nepali more frequently although it was the English classroom. Moreover, students used to ask questions in Nepali to the teachers because they were afraid of committing mistakes. Thus, the above realities and considerations urged me to carry out a survey research on students' opinions and reasons towards using first language in ELT classroom.

1.3   Objectives of the Study

The objectives of the study were as follows:

(i)   To explore students' opinions and reasons regarding their use of L1 when they are in an English classroom.

(ii)   To explore how often students use L1 in English class and

(iii)   To suggest some pedagogical implications.

1.4   Research Questions

The research questions of my study were as follows:

(i)   What reasons do non-native English students have for using their L1 in English classroom?

(ii)   In what contexts or situations do non-native English students tend to use their L1 in English classroom?

(iii)   For what language functions do non-native English students use their first language in English classroom?

1.5   Significance of the Study

New innovative ideas, findings, discoveries, thoughts and theories are significant for the related field. As this study finds out students' opinions and reasons regarding their use of L1 in an English classroom, teachers, students and curriculum designers will be benefited. Teachers would know for what activities and in which contexts or situations students use L1 in the ELT classroom and accordingly teachers would improve their strategies of teaching and classroom management. Teachers will update themselves with the findings of this study that help them to manage different types of learners in the classroom. In the same way curriculum designers will update themselves with the findings of this study. Similarly, this study will be very significant for the students who want to know the reasons why students use L1 in an English

classroom. Likewise, this study will also be equally important for the researchers who want to carry out further research work related to the use of L1 in an English classroom. To sum up, this study will be beneficial for those who are directly or indirectly involved in teaching and learning activities, like teachers, students, institutions, subject experts, policy makers etc..

1.6 Delimitations of the Study

This study had following delimitations:

i)   This study was delimited to the students' L1.

ii)   This study was delimited to forty students, learning at secondary level.

iii)   This study was delimited to five government-aided secondary schools of Kanchanpur district.

iv)   This study was delimited to the data collected through questionnaire and classroom observation checklist.

v)   This study was delimited to the survey research.

1.7   Operational Definitions of the Key Terms

Heterogeneous class: heterogeneous classes are the kinds of class where students not only differ in language acquisition ability but also in age, motivation, intelligence, self-discipline, literary skills, attitudes and interests

Mixed ability: means groups of learners with many differences, e.g. level of knowledge, language learning ability, intelligence, motivation, learning style, etc.

Mother tongue: refers to the first language that a child learners and acquires to speak.

Risk- taking: risk taking is an eagerness of someone to try something new and different without putting the primary focus on success or failure.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Under this chapter, related theoretical literature, empirical literature, implication of the reviewed literature and conceptual framework of the study are mentioned.

2.1   Review of Related Theoretical Literature

This sub-chapter deal with different theoretical perspectives related to the English language teaching and learning, factors affecting language learning and use of L1 in ELT classroom.

2.1.1 English Language Teaching Situation in Nepal

In the context of Nepal, though there exist different types of education system and/or different types of schools, two of the types of school viz. government-aided and institutional schools have the dominant role (Bhattarai, 2006). In the case of institutional schools, all the subjects except the national language Nepali are taught in English, whereas in government-aided schools, all other subjects except English are taught in the national language Nepali as a medium of instruction. However, both these streams meet finally at the same point; complete for the same when students sit for school leaving certificate examination at the end of the tenth grade or higher secondary educational board at the end of twelfth grade. Although approximately five hundred thousand students appear in each of these national examinations every year, only half of those go to the university level examination. And alarming number of students from the Nepali medium school fail because they cannot secure pass mark in English which is a huge wastage in resources (Bhattarai, ibid).

Classes in Nepal are usually large. It is a great challenge for teachers to manage large classes with mixed ability students. Individual differences, learning ability of the students, and personal strategies are to be taken into consideration in the classroom instruction. Most of the language classes are conducted in large classes and the lecture method, as a common tool of instruction is used in the classroom (Budhathoki, 2010). Students involve in rote learning and low priority is given to active participation of the students (Shrestha, 2013). National Curriculum Framework (2063) clearly mentions that the medium of instruction of English subject should be in English. Conversely, it is not implemented satisfactorily in all the cases. Some private schools in certain places teach their students through English. Besides these places, translation, paraphrasing and lecture methods are popular.

By and large, language is a means of communication and system of systems, too. It is revealed that the present trends of teaching and learning of English is to communicate in English in certain circumstances. But in reality there is very little progress in communication be it written or verbal.

2.1.2 Learners' Diversity in ELT Classroom

Since no two individuals can be the same in terms of learning ability, educational and cultural background and so on, it is a utopian view to think that our classes could be homogeneous. So, all ELT classes are diverse in one way or another. Shrum and Glisan (2000) clearly say:

> In any given language classroom there may be students who differ from
>
> each other in motivation, goals for learning, aptitude, zone of proximal
>
> development, ethnic or national origin, gender, socio-economic status
>
> and linguistic or cultural heritage. Even in classes in which students
>
> appear to be relatively homogeneous in background and goals, they may
>
> differ along some other dimension (p. 255).

Diversity in ELT classes is as natural as in the society. Ur (1996, p.304) mentions the following differences between learners in heterogeneous classes:

- Language learning ability
- Cultural background
- Attitude to the language
- Intelligence
- Learning experience
- Age or maturity
- Personality
- Motivation
- Independence
- Educational level

- Language knowledge
- Learning style
- Mother tongue
- World knowledge
- Knowledge of other languages
- Gender
- Confidence
- Interests
- Self-discipline

Similarly, Harmer (2008, p.21) describes the following components under learner differences:

- Age
- Learning styles
- Levels
- Educational and cultural background
- Motivation
- Responsibility for learning

After considering the above mentioned views it is obvious that each classroom consists of various aspects regarding learners' differences that cannot be easily noticeable. Thus, based on Ur (1996) and Harmer (2008), it can be concluded that there are various factors that causes students to use L1 in an English classroom. They are as follows:

(a) Personality

Personality of students is one of the major factors of using L1 in an English classroom. Most of the students do not like to speak in front of the large groups. This is especially true in a foreign language because they may worry about producing utterances with many errors in them and losing face in front of teachers and students. Therefore, they feel easy to speak in L1.

(b) Responsibility and risk taking

Classrooms are not homogeneous where we can find different types of learners. Some are introvert while others are extrovert. Similarly, some students always try to take risk in learning second language while others do not want to take risk. Those students who do not try to take risk are found worried about their possible mistakes. Such students are often inhibited about trying to say things in a foreign language in the classroom. Thus, fear of criticism, hesitation and nervousness of the students are hindrances in speaking foreign language. Therefore, students use L1 to talk with teachers and their classmates.

(c) Lack of motivation

Motivation is a social psychological factor. It refers to the desire or inner drive to initiate L2 learning. It is commonly believed that students who are highly motivated will learn an L2 faster and to a greater degree. As our classes are large and heterogeneous, most of the students are not motivated to speak in L2. Students feel that they do not have any motive to express themselves in foreign language. They are found complaining that they cannot think of anything to say. By the result, they do not speak more in foreign language which happens due to the lack of appropriate motivation.

(d) Interests and activeness

Only active, interested and talkative students speak occupying most of the class period. Majority of the students do not speak adequately. Some shy students do

not speak L2 at all in heterogeneous classroom. The talkative students can have the tendency to dominate others students. In such condition, students get normally discouraged to take part in English classroom.

(e) Language learning ability and confidence

Language learning ability and confidence of the students is another factor of using L1 in English classroom. Some students feel easier and more comfortable to talk in the L1. They feel that to talk in the target language is unnatural. This situation is highly problematic in large class because the teacher cannot pay attention to all the individuals in the classroom. If the learners are less disciplined or motivated, they highly share their L1 to speak. By the result, the learners are found less exposed in the target language. Furthermore, the learners speak their L1 because they feel difficult to speak the L2.

2.1.3 Factors Affecting Language Learning and Teaching

Various factors play vital role in the rate or degree of language learning. Numbers of factors which affect language learning process and teaching procedures have been identified by the authors and researchers of SLA. According to Hedge (2010, pp.7-10), "Language learning is affected by various factors i.e. learners related, teacher related and teaching methodology related factors". Therefore, language teachers have to be seriously concerned with those factors.

He writes following different issues for language teachers:

∫   Learner differences
∫   Learning context
∫   Language exposure
∫   Language awareness
∫   Attitude towards L2
∫   Language practice and motivation

)   Materials, resource and curriculum

)   Methods and technique

Not only this, medium of instruction also affects the language learning process. Generally it is understood that students learn better in their mother tongue. Besides it, there can be other factors for using mother tongue in ELT classroom. Here, I would like to integrate the different ideas of Ellis (1985), Gass and Selinker (2008), and Hedge (2010) regarding the factors affecting language learning. There are two types of factors. They are linguistic factors and non- linguistic factors.

(a)   Linguistic Factors

All languages are absolutely equal in worth so long as they fulfill their basic functions, and they deserve the same level of respect. Moreover, linguistically, no language is inherently superior or inferior to others. Likewise, no language teaching learning is inherently easy or difficult in itself. It indicates that due to the mother tongue inference of the teachers and students, teaching and learning of some language areas or aspects, which are more difficult to teach and learn due to the gap between the first and second language, affect the rate of the language learning and teaching. Simply linguistic factors refer to inter-linguistic factors.

Bloomfield (1933, as cited in Ellis 1985, p.25) says, "The differences among languages are great enough to prevent our setting up any system of classification that would fit all languages". According to Ellis (1985, p. 26)

> There are no similarities between two languages in terms of features of first language and target language. Similarly, one item in the first language may become two items in the target language and item in the first language may have different distribution from the equivalent item

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in the target language. Likewise an item in the first language may be absent in the target language.

Regarding Nepalese context, Nepali learners of English have difficulty in learning labiodental consonants (/f/ and /v/) and diphthongs. Similarly, a structure that is commonly used and heard in L2 will probably be easier than other used structures. Thus, these are some of the factors related to the first and second language that foster or hinder the language learning.

(b) Non-linguistic factors

Non-linguistic factor which is also known as non-language factor refers to any factor beyond the linguistic factors. Gass and Selinker (2008, p.395) says, "Some individuals are more successful in learning a second language than other individuals". There are different non-linguistic factors responsible for these differences such as age, language aptitude, motivation, anxiety, etc. Hedge (2010, p.25), says there are two types of non-linguistic factors. They are social and educational factors. Thus, by analyzing the above discussion, we can put non-linguistic factors under three broad headings. They are individual factors, social factors and educational or institutional factors. They are briefly explained as follows:

(i) Individual factors

Individual factor which is also referred as individual variability refer to those learner related internal factors which affect the language learning process. According to Ellis (1985, p.75), "Individual factors or variability consist of the variability that can be explained in terms of individual differences to do with such factors as age, motivation, personality, aptitude and learning style".

Age of students is a major factor in learning a language. People of different ages have different needs, competences and cognitive skills. One of the most common beliefs about language and language learning is that young children

learn faster and more effectively than any other age group. In the same way, motivation is another important factor in language learning. Motivation refers to the desire or inner drive to initiate L2 learning. Those students who have high motivation, high self – confidence and low anxiety can perform better than those students who have low motivation, low self – confidence and high anxiety. In this connection Gass and Selinker (2008, p. 426) says, "Individuals who are motivated will learn another language faster and to a greater degree". Similarly, aptitude of the students is another factor in learning a language. Simply, aptitude is the capacity of the students which enhances the rate and ease of learning. According to Gass and Selinker (2008, p. 417), "Aptitude refers to one's potential for learning new knowledge or new skills". Hence, we can say that students who have low aptitude may not perform well in comparison to those who have high level of language aptitude. Likewise, personality and learning style of the students is also one of the most important individual factors that affect language learning. Personality refers to a trait of an individual whereas learning style refers to the characteristic ways in which individuals orientate to problem solving. There are different types of learners. Some are introverted while others are extroverted. Introverted learners are those who are quiet and prefer non-social activities. They have few but close friends and usually avoid excitement. They are much happier with a book than with other people whereas extroverted learners are those who are sociable, lively, active and risk takers. They like parties have many friends, like practical jokes and need excitement. In other words, they are much happier with people than a book. Thus, language leaning is highly affected by the above mentioned individual factors of the students.

(ii)   Social factors

Social factor or distance is another factor of language learning. According to Ellis (1985, p.251), "The acquisition of a new language is seen as tied to the way in which the learner's community and the target language community view each other". Similarly, Hedge (2010), states:

The presence of English in the community will immediately

facilitate practice opportunities such as writing review of English

films and TV programmes, keeping a diary of extra-curricular

activities, outside visit, or encounter projects. Its absents creates

greater but not insuperable challenges for teachers, who will need

to think about sources of authentic input , about manageable out

of class practice, and about creating a balance of skills work to

make the most productive use of class and out of class time.

(p.25)

From this view, we know that several social factors affect language learning like social attitudes, social or outside exposure and social resources. If a society has positive attitude towards L2 culture, learning and teaching, obviously students of that society are more interested/ motivated to learn the language than the students of society, which has negative attitude. Likewise, exposure and resources availability in the society also play the vital role in the language learning process in the sense that if a society has sufficient and effective input or exposure and resources, students of that society can learn language more effectively and meaningfully.

(iii)   Educational factors

 Many educational factors or institutional factors also determine the rate and degree of language learning of the students. For examples: class size, scientific and innovative technology, materials, methods and techniques, cultural notion of authority, courses, status of teachers and their professional development activities, institutional policies and examination system, and so on. Hedge (2010, p. 25), has provided some educational or institutional factors that a

teacher should take into account for successful language teaching and learning. They are as follows:

- The extent to which the materials in use train for public examinations and the extent to which deviation from these may disadvantage students in this respect, notwithstanding the benefits of alternatives.
- The hours available for teaching and the distribution of those hours
- The existence of institutional or departmental policies for such things as marking or homework and the flexibility of these.
- The physical constraints of the classroom.
- Class size
- The resources available in the classroom and in the institution
- The cohesion that exists among English language teachers and the degree to which it fosters teamwork
- The status of teachers in the hierarchy and their involvement in book selection, policy development, etc.
- The financial/contractual status of teachers and whether they work in one institution or several
- The interest of management in continuing professional development through in-service sessions, projects in materials design, etc.
- Whether classes are monolingual or multilingual.

Thus, after analyzing the above mentioned educational factors it is crystal clear that second language learning and teaching is greatly affected by the class size, physical constraints of the classroom, resources available in the classroom or in the institution and types of class whether it is monolingual or multilingual.

Moreover, we can conclude that second language learning and teaching is affected by different linguistic, individual, social and educational factors. Regarding mother tongue use, most of the time, the above mentioned factors urge students to use mother tongue in ELT classroom. For example, aptitude of

students, language and cultural shock, anxiety of committing mistakes. Hedge (2010) says:

> Students may feel that they are presenting themselves at a much lower level of cognitive ability than they really possess; they may have a natural anxiety about being incomprehensible about losing face, or they may simply be shy personalities who do not speak very much in their first language.(p.292)

So there can be different interrelated factors of students that force them to use L1 in ELT classroom.

2.1.4 Native Language or First Language

Native language refers to the language which a child acquires as the basic need for communication from his or her mother, family, caregiver and other local speakers. It is acquired naturally and subconsciously along with the acquisition of social, cultural, regional and other special features related to the child, his family and community.

Gass and Selinker (2008, p. 7), define native language as "The first language that a child learns. It is also known as the primary language, the mother tongue or the first language". First language, native language, primary language, and mother tongue are usually treated as synonymous terms. Generally, one of the two languages is familiar to the learner and the other is the language which the learners want to learn. They are known as source language and target language respectively. If we call the two languages L1 and L2, then they may refer to several other terms which are as follows:

Source Language (L1)	Target Language (L2)
First Language	Second Language
Mother Language	Foreign Language
Primary Language	Secondary Language
Stronger Language	Other Language
Filter Language	

Though they are synonymously used, there are considerable differences as well. The term native (speaker) or first language can be defined in different ways: one of the first uses of term is by Bloomfield (1933, p.43) "The first language human being learns to speak is his native language; he is a native speaker of that language". A typical modern definition is a person who has spoken certain language since early childhood is his native language. Stern (1983) lists the characteristics of native speakers as:

)   A conscious knowledge of rules and creativity of language use: native speakers know the language without being able to verbalize their knowledge,

)   They can produce new sentences which they have never heard before.

The third approach to define native speaker brings in language identity: Our speech shows who we are. Our speech shows the groups that we belong to whether in terms of age, gender or religion. Thus, being a native speaker shows identification with a group of speakers and membership of language community.

2.1.5 Arguments for using L1 in L2 Classroom

There are a few minority methods during the twentieth century, other than the shunned grammar translation methods, indeed tried to systematize the use of the first language in classroom.

Cook (2008, p. 183) has provided the following methods:

i.   Alternating language methods
ii.   Reciprocal language teaching
iii.   Key school two way model
iv.   The alternate days approach
v.   Dual language programs
vi.   Bilingual method
vii.   New concurrent method.

Alternating language methods: Alternating language methods depend on the presence of native speakers of two languages in the classroom, so that in some way the students learn each other's languages.

Reciprocal language teaching: In reciprocal language teaching Students switch language at predetermined points. The method pairs students who want to learn each other's languages and makes them alternate between the two languages.

Key school two way model: Classes of mixed English and Spanish speakers learn the curriculum through English in the morning and Spanish in the afternoon.

The alternate days approach: This approach teaches the standard curriculum subjects to children with native pilipino using English and pilipino on alternate days.

Dual language programs: In dual language programs a balance is struck between two languages in the school curriculum, ranging from say 90 percent in the minority language versus 10 percent in the majority languages in the preschool year.

Bilingual method: In bilingual method the teacher reads an L2 sentence and gives its meaning in the first language called 'interpreting' rather than

'translating'. The teacher tests the students' understanding by saying the L1 sentence and pointing to a picture, though the students have to answer in the second language. The two languages are tied together in the students' minds through the meaning.

The new concurrent method: It allows systematic code switching under the teacher's control.

These above methods have proved that using the first language in the second language classroom is inevitable.

Marco (1997, as cited in Thapa 2012) observed a number of modern language teachers at work in the classrooms of England to see when they use the first language. He founded five factors that most commonly lead to L1 use.

i.   Using the first language for giving instructions about activities such as conducting the examination, extra-curricular activities.

ii.   Translating and checking comprehension. Teachers felt the L1 'speed things up'.

iii.   Individual comments to students, made while the teacher is going round the class, say, during pair work.

iv.   Giving feedback to pupils-Students are often told whether they are right or wrong in their own language presumably, the teacher feels that this makes it more real.

v.   Using the first language to maintain discipline, saying shut up or you will get a detention in the first language shows that it is serious threat, rather than practicing imperatives and conditional construction.

Similarly, we can conclude that students use the first language within classroom activities when they are with people who share the same language. Likewise, L1 is used while using bilingual dictionaries and in administering test. Thus, if there is no principal reason for avoiding the first language other

than allowing the students to hear as much second language as possible, it may be more effective to resort to the first language in the classroom when needed.

2.2 Review of Related Empirical Literature

There has been a lot of research done in the area of first language use in English classrooms by many researchers and language teachers. Most of this research has studied teachers' opinions about the use of native language in the classroom or the frequency of that usage. There have not been many studies done exploring students' perspectives and reasons for using their first language when they are trying to learn English in English language classrooms. Hence, some of the old theses have been reviewed here considering them as related literature and also as evidence to the present study.

Bhandari (2000) carried out a research work on the title "Effectiveness of medium of instruction in teaching English preposition: A practical study". His main objective of the study was to find out effectiveness of the medium of instruction in teaching English preposition. His study was an experimental research. The sample population was all the grade nine students. He took 40 students of grade nine using random sampling procedure. He used pre-test and post test to collect the data. He found out that students taught through Nepali medium performed nearly double than the students' taught through English medium. He further stated that teaching English preposition through Nepali medium was far better than teaching English medium and finally suggested that teachers should teach English prepositions through Nepali medium.

Khanal (2004) carried out a research work on the title "A study on the use of Nepali language in English classroom". The main objective of this study was to find out use of Nepali language in English classroom. She took 30 teachers of lower secondary level English teachers as sample population for this study. She used non-random judgemental sampling procedure to select the sample population and questionnaire as a research tool for the data collection. The

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findings of the study showed that English teachers frequently use Nepali language to explain difficult English vocabulary, to instruct and suggest the students. The teachers of rural areas used more Nepali language in the classroom. She concluded that moderate and judicial use of the learners' mother tongue facilitates the learning and teaching of the target language but if teachers use mother tongue excessively in the English classroom, it hinders or creates obstacle in learning target language.

Poudel (2010) carried out a research work on the title "Teaching English in the multilingual classroom of Higher Education". The objectives of this study were to identify the problems and challenges of multiligual classroom and to find out the attitudes of the students towards their teachers' using of language in the classroom. He took 20 teachers and 30 students based on judgemental non-random sampling procedure from Kathmandu valley. Questionnaire was used as the research took for the data collection. The findings of this study showed that the students are deprived of the convenience to the right to get education in their own language. The teachers felt comfortable in Nepali and the students also felt comfortable in their own language but the goal of teaching is to make them competent in English. English language teaching situation seems to be affected by this situation. The success in ELT also depends on the students' motivation towards English language and the interference of learner's mother tongue seemed to be one of the factors for poor performance in English.

Upaddhaya (2011) carried out a research work on the title "The effectiveness of learners' mother tongue in teaching grammar." His main objective fo the study was to find out the effectiveness of learners' mother tongue in teaching grammar. This study was an experimental research. The sample population was all the grade seven students. He took 30 students of grade seven using random sampling procedure from Bardiya district. He used pre-test and post-test to collect the data. The findings of this study showed that the learners' mother tongue was very effective for teaching grammar. He further stated that the

students. Level of understanding in English grammar was increased when he used their mother tongue in the English language classroom.

Thapa (2012) carried out a research work on the title "Teachers' perceptions towards using English as a medium of instruction in community schools". The main objective of this study was to find out teachers' perceptions towards using English as a medium of instruction in community schools. All the primary level English teachers were the study population of this study. He selected 30 primary level English teachers as sample. Purposive non-random sampling procedure was used to select 30 teacher and 30 schools from Tanhun and Lamjung districts. He used questionnaire as a main research tool to collect the data. The findings of the study showed that out of the total, seventy percent of teachers opined that English is the accurate medium of instruction. The government should start the English medium in all community schools but there should be appropriate training for teachers.

Nepal (2015) carried out a research work on the title "Students perception and practice of ELT classroom interaction". The main objective of the study was to find out the existing situation of classroom interaction at secondary level English classes and the students perception on it. He took 50 students studying at secondary level from five government schools of Morang district. Random sampling procedure was used to select the sample population. He used questionnaire and classroom observation checklist to collect the required information for the study. From this study it was found that seventy percent of the students opinioned that they feel comfortable in speak in Nepali even in English classes because their mind is full of the Nepali language. Students were found feeling uneasy, difficulty and afraid of speaking English in front of teacher and friends.
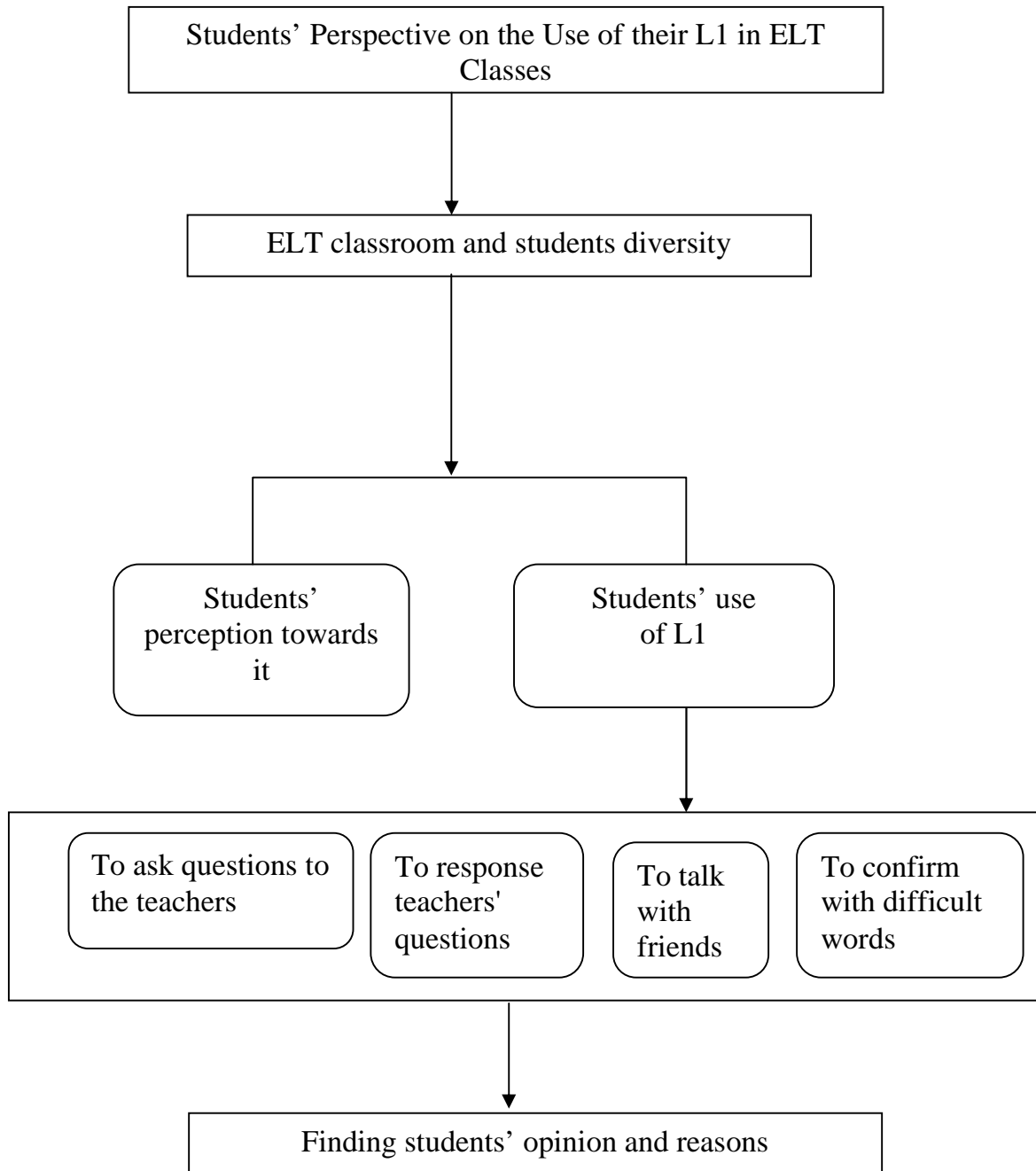
2.3 Implications of the Review for the Study

Through the intensive study of the aforementioned and other related literature, I pinpointed the fact that previous researcher missed the investigation on students' perspectives on the use of L1 in ELT classroom, which, after all, was very important factor of second language teaching learning process. Thus, the review of the related literature made me feel the need to carry out this study. At the same time, after reviewing all those research works, I developed a concept on research process and methodological tools which are very beneficial to my research work.

All the reviewed research works have been carried out with different objectives, methodology and research question and in different situation. So after reviewing all those research works, I updated myself with research process and methodological tools of survey research. In order to conduct those research works the researchers have used survey research design. As my study is survey research design, I got ideas on the process of it after reviewing those research works. As above researchers have used questionnaire as tool of data collection, these works have direct implication to my research study because I will also use questionnaire and classroom observation checklist for the data collection of this study. For example, Khanal (2004) research study implies that English teachers frequently use Nepali language to explain difficult English vocabulary, to instruct and to suggest the students.

Thus, this research is different from the aforementioned researches in a sense that it will uncover the students' perspective on the use of L1 in L2 classroom.

2.4 Conceptual Framework

Based on the description above, conceptual framework for my study is presented below;

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│   Students' Perspective on the Use of their L1 in ELT │
│                      Classes                          │
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       ┌─────────────────────────────────────┐
       │   ELT classroom and students diversity │
       └─────────────────────────────────────┘
                         │
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        ▼                                 ▼
 ╭──────────────────╮            ╭──────────────────╮
 │    Students'     │            │   Students' use  │
 │ perception towards│            │     of L1        │
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│ │To ask questions│ │To response│ │To talk │ │To confirm    │  │
│ │to the teachers │ │teachers' │ │with    │ │with difficult│  │
│ │                │ │questions │ │friends │ │words         │  │
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       │ Finding students' opinion and reasons │
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CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfill the above objectives:

3.1 Design and Method of the Study

The research topic itself reveals the nature of the research to be undertaken. To be precise, I adopted the survey research design. To define the survey research, various scholars have put their views forward. According to Cohen and Manion (1985, as cited in Nunan, 2010) say;

> Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research in generally to obtain a snapshot of condition, attitudes, and/or events at a single point in time (p.140)

Thus, from the above explanation, we can say that survey research is carried out to eliminate important educational issues. Survey research studies large and small population or universe by selecting and studying sample chosen from the population Here, the data are collected from the sample which is generalized to the whole population. This research is of survey because this study will be conducted to explore secondary level students 'opinions and reasons regarding their use of first language when they are in an English language classroom. Similarly, this study will represent the whole Kanchanpur district's secondary level students and as population sample will be carried out from the large number.

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct research activity, researchers have to follow the systematic process. Otherwise these will be fake data.Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design:

Step 1: Defining objectives

Defining objectives is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study .What does he/she want to find out; should be clearly written in their research work. If they carry out research work without defining objectives, it will lead them nowhere.

Step 2: identify target population

This is the second step of survey research design under which target population of the study should be mentioned. For example, students, teachers, etc.

Step 3: Literature review

Under this step related literature should be reviewed. It helps to know about what others said / discovered about the issues.

Step 4: Determine sample

In this step we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: Identify survey instruments

In this step we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist, etc.

Step 6: Design survey procedures

After preparing appropriate tool for data collection the process/ ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedures

After collecting raw data, it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median and so on.

Step 8: Determine reporting procedure

Finally, after analyzing the data we have to prepare the report of our research. It can be written in narrative way with description.

3.2 Population, Sample and Sampling Strategies

Survey research demands a large number of population. So, the population of this study consisted of all the secondary level students of Kanchanpur district. Since it is a small-scale study, it is difficult to collect data from each and every member of the respondents. So the required sample consisted of forty secondary level students. All together five secondary level schools were selected for this study and from each school eight students were selected as sample for this study using purposive non-random sampling procedure.

3.3 Study Area/Field

The research area of this study was Kanchanpur district and secondary level students. The field was related to secondary level students' perspectives on the use of L1 in ELT classroom. For the feasibility of this study, I selected five secondary level schools and forty students of the same localities by using purposive non-random sampling procedure.

3.4 Data Collection Tools and Techniques

The main tools of data collection for this study were questionnaire and classroom observation checklist. These tools were supposed to be effective, appropriate and feasible for the respondents of this study and useful for the researcher to meet the objective of this study.

3.5 Data Collection Procedure

In order to collect the authentic data after the determination of prerequisites, I visited the selected five different secondary level schools and established rapport with the head teachers. After clarification of the purpose and getting approval, I visited the students and handed over questionnaires and told them to complete it within a week as per the constrained of the time, then, the questionnaires were collected from the respondents for further steps. Similarly, I observed the students' classroom with observation checklist in order to to find out the use of L1 in L2 classroom. All together five classes were observed of the secondary level students.

3.6 Data Analysis and Interpretation Procedure

Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. In this study, two types of research tools were used viz. questionnaire and classroom observation checklist. Thus, the collected data were put under different headings and then analysed and interpreted descriptively.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULT

4.1 Analysis and Interpretation of Result

This section is mainly concerned with the presentation, analysis and interpretation of the results. The collected data from the forty secondary level students were presented, analysed and interpreted in order to find out their reasons and opinions regarding the use of L1 in English classroom and to explore practice of the use of L1. In this study, respondents were selected using purposive non-random sampling procedure. Similarly, questionnaire and classroom observation checklist were used as research tools for the collection of data.

4.1.1 Analysis of Data Collected through Questionnaire

First of all, all the forty selected secondary level students were given a set of questionnaire in order to find out their reasons and opinions regarding the use of L1 in English classroom. And then, those collected data were analysed and interpreted. Therefore, the following section consists of the analysis of students' reasons and opinions in using of L1 in L2 classroom that I found in the collected data.

4.1.1.1 Use of L1 to Explain a New Point in the Lesson

In order to find out students' reason on the use of L1 in ELT classroom, a statement was given to them. The statement was '*I speak my first language in English class because I am explaining a new point in the lesson to a classmate*'.

In response to this statement, I got different perceptions of the students. The perceptions of the students are given under the following table:

Table 1

Use of L1 to Explain a New Point in the Lesson

Responses	No. of the Students	Percentage
Never	1	2.5%
Sometimes	25	62.5%
Usually	5	12.5%
Always	9	22.5%

The above table shows that out of 40 secondary level students, 62.5% students sometimes used L1 in ELT classroom, 22.5% always, 12.5% usually and 2.5% never to explain a new point in the lesson to a classmate.

4.1.1.2 Use of L1 to Chat with Classmates

Students use L1 with their classmates for different purposes. For example, to share personal problems, to chat with their classmates on leisure time and to ask some meanings of the words. In this study, a statement was given to the students in order to find out their reasons towards this activity. The statement was '*I speak my first language in English class because I want to chat with my classmates about topics that may not be connected to class*es. In response to this statement, I got following responses which are given in the following table:

Table 2

Use of L1 to Chat with Classmates

Responses	No. of the Students	Percentage
Never	3	7.5%
Sometimes	27	67.5%
Usually	4	10%
Always	6	15%

The above table shows that out of 40 secondary level students, 67.5% students sometimes used L1 in ELT classroom, 15% always, 10% usually and 7.5% never to chat with their classmates about the topics that may not be connected to the classes.

4.1.1.3 Use of L1 when Students Need to Ask Classmates to Explain a Point

In order to find out students' perceptions on the use of L1 in English classroom, a statement was given to them. The statement was '*I speak my first language in English class because I need to ask a classmate to explain a point in the lesson for me*'. In response to this statement, I got following perceptions of the students which are given in the following table:

Table 3
Use of L1 when Students Need to Ask Classmates to Explain a Point

Responses	No. of the Students	Percentage
Never	2	5%
Sometimes	12	30%
Usually	5	12.5%
Always	21	52.5%

The above table shows that out of 40 secondary level students, 52.5% students always used L1 in ELT classroom, 30% sometimes, 12.5% usually and 5% never to a classmate to explain a point in the lesson for them.

4.1.1.4 Use of L1 when Students Need to Check the Meanings of the Words

In the classroom, students sometimes encounter a word of which meaning s/he does not know. Not only this, students sometimes also check the meaning of a word during the class lesson to be confirm on it. In this study, a similar reason as statement was given to the students in order to find out their perceptions on it. The statement was '*I speak my first language in English class because I need to check the meaning of a new word or concept during the lesson*'.

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In response to this statement, I got different perceptions of the students which are given on the following table:

Table 4

Use of L1 when Students Need to Check the Meanings of the Words

Responses	No. of the Students	Percentage
Never	2	5%
Sometimes	14	35%
Usually	7	17.5%
Always	17	42.5%

The above table shows that out of 40 secondary level students, 42.5% students always used L1 in ELT classroom, 35% sometimes, 17.5% usually and 5% never when they needed to check the meaning of a new word or concept during the lesson.

4.1.1.5 Use of L1 when Students could not Think of the Correct Word in English

In order to find out students' perceptions on the use of L1 when they could not think of the correct word in English, a statement was given to them. The actual statement was '*I speak my first language in English class because I cannot think of the correct word in English when talking to my classmates*'. In response to this statement, I got different perceptions of the students. The actual data is given under the following table:

Table 5

Use of L1 when Students could not Think of the Correct Word in English

Responses	No. of the Students	Percentage
Never	3	7.5%
Sometimes	17	42.5%
Usually	10	25%
Always	10	25%

The above table shows that out of 40 secondary level students, 42.5% students sometimes used L1 in ELT classroom, 25% usually, 25% always and 7.5% never when they could not think of the correct word in English.

4.1.1.6 Use of L1 because Classmates Starts Talking in English

In order to find out students' perceptions on the use of L1 in English classroom when their classmates talk in first language, a statement was given to them. The statement was '*I speak my first language in English class because my classmates start talking to me in my first language while we are working on a task*'. In response to this statement, I got different perceptions of the students. The responses of the students are given under the following table:

Table 6
Use of L1 because Classmates Starts Talking in English

Responses	No. of the Students	Percentage
Never	2	5%
Sometimes	10	25%
Usually	10	25%
Always	18	45%

The above table shows that out of 40 secondary level students, 45% students always used L1 in ELT classroom, 25% sometimes, 25% usually and 5% never when classmates start to talk in English.

4.1.1.7 Use of L1 for Sharing Personal things with Classmates

It is commonly believed that students feel m ore comfortable and motivated when their own language is used in the classroom. When students' first language is used in English classroom, they feel more connected to their own culture. Moreover, they feel easy to share their personal things with their classmates. In this study, a similar reason as statement was given to the students in order to find out their perceptions. The actual statement was '*I speak my first language during English class when I talk about personal things*

with my classmates'. In response to this statement, I got following data which are given under the following table:

Table 7

Use of L1 for Sharing Personal Things with Classmates

Responses	No. of the Students	Percentage
Never	1	2.5%
Sometimes	11	27.5%
Usually	6	15%
Always	22	55%

The above table shows that out of 40 secondary level students, 55% students always used L1 in ELT classroom, 27.5% sometimes, 15% usually and 2.5% never for sharing personal things with classmates.

4.1.1.8 Use of L1 When Students Want to Finish Class Activities Faster

In order to find out students' perceptions on the use of L1 in English classroom when their classmates talk in first language, a statement was given to them. The statement was '*In English class, I speak my first language with other members of my group who speak my first language because we want to finish class activities faster.*' In response to this statement, I got different perceptions of the students. The responses of the students are given under the following table:

Table 8

Use of L1 to Finish Class Activities Faster

Responses	No. of the Students	Percentage
Never	3	7.5%
Sometimes	9	22.5%
Usually	7	17.5%
Always	21	52.5%

The above table shows that out of 40 secondary level students, 22.5% students sometimes used L1 in ELT classroom, 52.5% always, 17.5% usually and 7.5% never to finish class activities faster.

4.1.1.9 Use of L1 When Students Feel More Connected to Their Culture

In order to find out students' perceptions on the use of L1 in English classroom when their classmates talk in first language, a statement was given to them. The statement was '*I speak my first language with my classmates during English class because it makes me feel more connected to my culture.*' In response to this statement, I got different perceptions of the students. The responses of the students are given under the following table:

Table 9

Use of L1 When Students Feel More Connected to Their Culture

Responses	No. of the Students	Percentage
Never	2	5%
Sometimes	11	27.5%
Usually	8	20%
Always	19	47.5%

The above table shows that out of 40 secondary level students, 27.5% students sometimes used L1 in ELT classroom, 47.5% always, 20% usually and 5% never when they feel more connected to their culture.

4.1.1.10 English Classroom should have Teachers who Respect Students' First Language

Along with the reasons secondary level students were provided some predetermined opinions in order to find out their perceptions on the use of L1 in English classroom. In the study, one of the opinions given to the students was '*In English class, it is best to have a teacher who can understand my first language*'.

In response to this opinion, I got different perceptions of the students which are given under the following table:

Table 10

English Classroom should have Teachers who Respect Students'

First Language

Responses	No. of the Students	Percentage
Strongly agree	30	75%
Agree	5	12.5%
Neutral	4	10%
Disagree	1	2.5%

The above table shows that out of 40 secondary level students, 75% students strongly agreed with the statement that English classroom should have teachers who respect students' first language whereas 12.5% agreed, 10% remained neutral and 2.5% disagreed with that statement.

4.1.1.11 Sitting with the L1 User Friends

In order to find out secondary level students opinions towards the use of first language with their classmates, a statement was given to them. The statement was '*I would prefer to sit next to a classmate who speaks my first language in English class*'. In response to this statement, I got following opinions of the students which are given under the following table:

Table 11

Sitting with the L1 User Friends

Responses	No. of the Students	Percentage
Strongly agree	8	20%
Agree	10	25%
Neutral	17	42.5%
Disagree	15	37.5%

The above table shows that out of 40 secondary level students, 20 % students strongly agreed with the statement that they would prefer to sit next to a classmate who could speak their first language whereas 25% agreed, 42.5% remained neutral and 37.5% disagreed with that statement.

4.1.1.12 English Classroom should have 'English Only Policy'

Generally, the medium of instruction to teach English language is English but students and teachers sometimes use L1 in the English classroom to carry out different activities. In this study, a statement was given to the students in order to find out their opinions towards English only policy in English classroom. The statement was '*I think my English class should have 'English Only Policy*'. In response to this statement, I got following perceptions of the students which are given under the following table:

Table 12

English Classroom should have 'English Only Policy'

Responses	No. of the Students	Percentage
Strongly agree	11	27.5%
Agree	20	50%
Neutral	3	7.5%
Disagree	6	15%

The above table shows that out of 40 secondary level students, 50% students agreed with the statement that English classroom should have 'English Only Policy' whereas 27.5% strongly agreed, 15% remained neutral and 15% disagreed with that statement.

4.1.1.13 Use of L1 after Becoming More Comfortable in Speaking English

In order to find out secondary level students opinions towards the use of first language with their classmates, a statement was given to them. The statement was '*As my English improves, I am becoming more comfortable speaking only English in English Class*'.

In response to this statement, I got following opinions of the students which are given under the following table:

Table 13

Use of L1 after Becoming More Comfortable in Speaking English

Responses	No. of the Students	Percentage
Strongly agree	8	20%
Agree	22	55%
Neutral	6	15%
Disagree	4	10%

The above table shows that out of 40 secondary level students, 20% students strongly agreed with the statement that they were becoming more comfortable speaking only English in English class as their English improved whereas 55% agreed, 15% remained neutral and 10% disagreed with that statement.

4.1.1.14 Use of L1 in English Classroom when Students Need of it

English is taught and learnt as a foreign language in Nepal. It is being included from the very beginning to the university level in the curriculum and medium of instruction is also English to teach the English subject. Here, in this study a statement was given to the students in order to find out their opinions to the given statement. The statement was 'I want to be able to speak my first language in English class when I feel I need to'. In response to this statement, I got following data which are given in the following table:

Table 14

Use of L1 in English Classroom when Students Need of it

Responses	No. of the Students	Percentage
Strongly agree	7	17.5%
Agree	13	32.5%
Neutral	5	12.5%
Disagree	15	37.5%

The above table shows that out of 40 secondary level students, 37.5% students disagreed with the statement that students use L1 in English classroom when they need of it whereas 32.5% agreed, 17.5% strongly agreed and 12.5% remained neutral with that statement.

4.1.1.15 Use of L1 for Completing the Course Task

In order to find out secondary level students opinions towards the use of first language with their classmates, a statement was given to them. The statement was '*It's not important to speak only English in class as long as I am completing the course tasks*'. In response to this statement, I got following opinions of the students which are given under the following table:

Table 15

Use of L1 for Completing the Course Task

Responses	No. of the Students	Percentage
Strongly agree	4	10%
Agree	13	32.5%
Neutral	4	10%
Disagree	19	47.5%

The above table shows that out of 40 secondary level students, 32.5% students agreed with the statement that L1 was ok as long as they were completing the course tasks whereas 10% strongly agreed, 10% remained neutral and 47.5% disagreed with that statement.

4.1.1.16 Use of L1 in Using Dictionaries and Resources in English Class

For the non-native speakers of English it is difficult to capture the meaning in English only since the word has contextual and cultural effect. Therefore, the insight into meaning may become difficult. In this regard, the students were provided with the statement '*Using dictionaries and resources in the first language should be allowed in English class*'.

In response to this statement, I got following opinions of the students which are given under the following table:

Table 16

Use of L1 in Using Dictionaries and Resources in English Class

Responses	No. of the Students	Percentage
Strongly agree	15	37.5%
Agree	13	32.5%
Neutral	5	12.5%
Disagree	7	17.5%

The above table shows that out of 40 secondary level students, 37.5% students strongly agreed with the statement that L1 should be allowed in using dictionaries and resources in English class whereas 32.5% strongly agreed, 12.5% remained neutral and 17.5% disagreed with that statement.

4.1.1.17 Speaking in First Language with the Classmates

In order to find out secondary level students opinions towards the use of first language with their classmates, a statement was given to them. The statement was 'Speaking my first language with my classmates between and during class activities should be okay as long as the course is not a speaking class'. In response to this statement, I got following opinions of the students which are given under the following table:

Table 17

Speaking in First Language with the Classmates

Responses	No. of the Students	Percentage
Strongly agree	1	2.5%
Agree	9	12.5%
Neutral	7	17.5%
Disagree	23	57.5%

The above table shows that out of 40 secondary level students, 57.5 % students disagreed with the statement that speaking students' first language with their classmates between and during class activities should be okay as long as the course is not a speaking class' whereas 17.5% remained neutral, 12.5% agreed and 2.5% strongly agreed with that statement.

4.1.2 Analysis of Information Collected from Classroom Observation Checklist

The classes of selected secondary level students were observed using prepared classroom observation checklist. A checklist containing different items was prepared for the purpose of observing secondary level students' practices reasons and opinions regarding the use of L1 in an English classroom.

It is very clear to us that at present English language has been made compulsory up to Bachelor's level in Nepal. English is also being taught and learnt as an optional subject at school as well as college level. It is spoken as first, second and foreign language all over the world. In Nepal, medium of instruction to teach English subject is through English language. But students have different perceptions on this and very often tend to use their first language in English class. In the classroom, there are students from different corner of the world. There are students from different backgrounds including culture, religion and race. There lie individual differences in terms of intelligence, autonomy and attitude. Not only this, the differences can be along the dimension of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs or other ideologies. So, some students always worry about speaking badly and therefore losing face in front of their classmates. In other words, students may feel very shy, anxiety, fear of criticism and losing of face. Such students are always found to be worried about possible mistakes and errors. Therefore, such students pay less concern to the use of English in the classroom. In such condition students may happen to use L1 in English classroom to carry out different actions in the

classroom.

Under this study 40 secondary level students from five secondary level schools of Kanchanpur district were sampled. I observed five classes of secondary level students. I found that students used L1 in English classroom for different purposes. For asking about any trouble or problems in the classroom students used L1. The exponents of language used for this purpose were: '*sər for instance ko ərth ke hunchh*' and '*sər pəchhadi suniyenə*'. Similarly, for asking questions to the teachers, students used following exponenets: '*sər dramatic dialogue kasto dialogue ho*' and '*prediction lai Nepali ma ke vənchh*'. In the same way for sharing personal views and beliefs to the teachers and classmates, students used following exponents: '*sər hamilai listening and speaking test gəraunuhunna*', '*hamilai English speaking badhaunə ke gərnupərchh*' and '*sər ko class aaj interesting vayen; timi lai kasto lagyo*'. Thus, form the aforementioned discussion we can say that students practices to use L1 in English classroom for asking questions, sharing personal views with the classmates and for asking troubles that occur in the classroom.

4.2 Summary of Findings

This study was limited to the 40 secondary level students. Those students were selected from five secondary level schools of Kanchanpur district in order to find out their opinions and reasons regarding the use of L1 when they are in ELT classroom and to explore the practice of the use of L1. In order to collect the data for this study, questionnaire and classroom observation-checklist were used as research tools. Hence, the results provided by these research tools are given below:

4.2.1 Opinion Based Findings

） It was found that out of 40 students, 75% students strongly agreed that in English classroom it is best to have teacher who could understand their first language.

⟩ Likewise, out of 40 students, 50% students agreed that English classroom should have only English policy whereas 27.5% students strongly agreed to this statement.

⟩ Similarly, out of 40 students, 57.5% students disagreed with the opinion in English class to talk with classmates in first language is okay.

⟩ In the same way, out of 40 students, 25% students agreed that they would prefer to sit next to a classmate who could speak their first language whereas 37.5% students disagreed to this statement.

⟩ Likewise, out of 40 students, 55% students agreed that they were becoming more comfortable speaking only English in English class as their English improved whrease 10% students remained neutral.

⟩ Similarly, out of 40 students, 37.5% students strongly agreed that use of L1 in using dictionaries and resources in English class should be allowed.

⟩ In the same way, out of 40 students, 47.5% students disagreed with the opinion that L1 was okay for completing course task.

⟩ Likewise, out of 40 students, 17.5% students strongly agreed that they should be able use L1 in English class when they needed it whereas 37.5% disagreed to this statement.

4.2.2 Reason Based Findings

⟩ It was found that out of 40 students, 62.5% students 'sometimes' used L1 in English classroom, 22.5% students 'always', 12.5% 'usually' and 2.5% 'never' to explain a new point in the lesson to a classmate.

⟩ Similarly, out of 40 students, 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 class.

⟩ Likewise, out of 40 students, 52.5% students 'always' used L1 in English class, 30% 'sometimes', 12.5% 'usually' and 5% 'never' to ask a classmate to explain a point in the lesson for them.

⟩ Similarly, out of 40 students, 42.5% students 'always' used L1 in English class, 35% 'sometimes', 17.5% 'usually' and 5% 'never' when they need to check the meaning of a new word or concept during the lesson.

- In the same way, out of 40 students, 42.5% students used 'sometimes' first language 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.

- Likewise, out of 40 students, 45% students used 'always' first language in English class, 25% 'sometimes' and 'usually' and 5% 'never' when their classmates started to talk with them while they were working on a task.

- Similarly, out of 40 students, 55% students 'always' used first language in English class, 27.5% 'sometimes', 15% 'usually' and 2.5% 'never' to talk about personal things and to share culture with their classmates.

- In the same way, out of 40 students, 22.5% students 'sometimes' used L1 in English classroom, 52.5% 'always', 17.5% 'usually' and 7.5% never to finish class activities faster.

- Similarly, out of 40 students, 22.5% students 'always' used L1 in English classroom, 15% usually, 57.7% 'sometimes' and 5% never feel when they feel more connected with their culture.

- It was found students' practices of using L1 in English classroom for different purposes like, for asking questions and answering to the teachers, for sharing personal views with the classmates and for asking some troubles that occur in the classroom.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendations on the different levels.

5.1 Conclusions

This study has found out the secondary level Students' opinions and reasons regarding their use of L1 when they are in English classroom. Moreover, this study has found out students' practices on the use of L1. Different reasons and opinions were found regarding the use of L1 in English classroom. After the analysis of the data, it was found out that secondary level students had different perceptions on the use of L1 in English classroom. Data showed that secondary level students' practices of using L1 are to ask questions to the teachers, sharing personal views and beliefs with the classmates, for discussing the topic and for asking troubles that occur in the classroom. The findings of the study showed that 67.5% students sometimes used L1 in English class, 15% always, 10% usually and 5% never to chat with their classmates about the topics that may not be connected to class. Similarly, 42.5% students always used L1 in English class, 35% sometimes, 17.5% usually and 5% never when they need to check the meaning of a new word or concept during the lesson. In the same way finding showed that 75% students strongly agreed that in English classroom it is best to have teacher who could understand their first language.

5.2 Recommendations

Every research study should have its recommendations in one or another ways. So, this research work has also some recommendations. It is hoped that the findings as summary and the gist as conclusion will be utilized in the

mentioned levels. The recommendations on these levels have been presented separately below:

5.2.1 Policy Related

) There should be regular provision of practical and skill-based training and workshop to all the secondary level English teachers that make them aware of the importance of students' L1 in English classroom.

) Policy makers should formulate policy regarding the 'English Only Policy' in ELT classroom.

) There should be frequent monitoring programme that encourage ELT teachers to use different motivational techniques that encourage secondary level students to use English in ELT classroom.

) The ministry of Education should work collaboratively with professional organization like NELTA to bring changes in teaching English using English.

) To bring the effective use of English language in the classroom government should bring effective policy of teaching English from the pre-primary level.

5.2.2 Practice Related

) Teachers should use simple language and words to teach the secondary level students.

) Students' L1 should be minimized in ELT classroom by the teachers.

) Task to be provided to the students should be according to the level of students because the simple task permits less use of L_1.

) To reduce the use of L_1 the students should be taught about the language of interaction or negotiation of meaning such as can you repeat?, What do you mean? etc.

） To promote the use of TL during class teachers must be good language model. Therefore, teachers should promote English atmosphere in the classroom.

5.2.3 Further Research Related

） This research will provide a valuable secondary source for the researchers.

） It will provide new research areas which are left to be investigated.

） On the basis of the findings of this research the further research can be carried out based on parents perception towards the use of L_1 in ELT classroom.

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Appendix - I

(Questionnaire for Student)

Dear students,

This questionnaire is a research tool for gathering information for my research entitled **"Students' Perspectives on the Use of Their L1 in ELT Classes"** under the guidance of **Dr. Ram Ekwal Singh,** Reader, Department of English Education, T.U., Kirtipur, Kathmandu. The correct information provided by you will be kept highly confidential and used only for research purpose. I would appreciate your responses will be completely anonymous.

Jiwan Kumar Joshi