

CHAPTER ONE

INTRODUCTION

This study is concerned with the perception of teachers and students towards the use of mother tongue in ELT classroom. In this study, I want to explore the perception of teachers and students who are involved in teaching and learning English. These days, even our Interim Constitution has given the provision of the study in mother tongue up to primary levels. Similarly, Ministry of Education in collaboration with the government of Finland has started Multilingual Education (MLE) from the 15th January 2007 which phased out on the 15th December 2009. The multilingual education program was conducted in 6 districts 7 Piloting Schools and 8 languages as a pilot program (Yongan, 2009).

As there are different views regarding the theory of language, language is species specific. The possession of language makes a human being different from animals. Human beings have the unique place in the universe due to possession of the two elements: language and thought. There are also controversies between language and thought. One view is that language determines thought and other view is thought determines language. The first view is supported by Sapir and Whorf which is also called the Whorfian Hypothesis. This hypothesis asserts that language determines thought and shapes reality. Thus, it is also called theory of **linguistic relativity and determinism**. "We dissect nature along lines laid down by our native language" is proclaimed by Whorf and Sapir. For example, Eskimo Language has 40 different words to represent distinction among 40 varieties of snow. It is due to the availability of words in his language that an Eskimo becomes able to distinguish 40 varieties of snow. An English man, on the other hand, cannot

know the same distinction due to the availability of the word 'Snow' in his vocabulary. Therefore, an English man forms only one concept whereas in the same semantic field an Eskimo forms 40 different concepts. As such, we arrive at this conclusion that thinking process (or formulation of concepts) is conditioned or determined by the language the person is using. The same object is realized differently by different groups of people due to the variation of their codes. The worldview of a person or community is shaped by the language he uses. “The world is presented in a Kaleidoscopic flux of impressions which has to be organized by our minds and this means largely by the linguistic system in our minds”, Sharma (2005,p. 20).

We cut nature up and organize it into concepts, and ascribe significance as we do, largely because we are parties to an agreement to organize it in the way an agreement that holds throughout our speech community and is codified in the patterns of our language.

From the above description, the point to be notable is that while we teach English in our context, the way the teachers as well as the students perceive the contents in their mind depends upon their linguistic background. My research is directed towards to see whether they perceive the use of L₁ in English classroom positively or negatively.

1.1 General Background

Language teaching is a matter of pedagogy. The main purpose of language teaching is to impart linguistic skills to language learners. Language teaching involves first and second /foreign languages. Acquisition of first language and learning second language involve different processes. In the world of language

teaching, new concerns have occupied in the minds of methodologists and applied linguists, new techniques have been widely used.

Language is at the centre of human life. We use it to express our love or our hatred, to achieve our goals and further our careers, to get artistic satisfaction or simple pleasure, to pray or to blaspheme. Through language we plan our lives and remember our past; we exchange ideas and experiences; we form our social and individual identities. Language is the most unique phenomenon about human beings. As Cicero said in 55 BC, "The one thing in which we are especially superior to beasts is that we speak" (as cited in Cook, 2008 p. 1).

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

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

Cook (2008, p. 2) further says that it should be remembered that the English language is often in a unique situation, being the language that can be used almost anywhere on the globe between people who are non-native speakers.

Regarding the use of mother language (L_1) as a medium of instruction, traditionally, it means to make the learners able to read and write in the particular language but listening and speaking skills were neglected in the field of language teaching than Grammar of the language in question was focused in language teaching and language was taught translating the target language into children's mother tongue. It was the oldest method of language teaching especially used to teach Greek and Latin in Europe, known as Grammar translation (GT) method. It was popular during 1840s-1940s in the ELT field. During the last quarter of the 19th century, a revolution took place that affected much of the language teaching used in the twentieth century. The revolt was primarily against the stultifying methods of grammatical explanation and translation of texts that were then popular. "The pioneers of new language teaching, such as Henny Sweet and Otto Jespersen emphasized the spoken language and the naturalness of language learning, and insisted on the importance of using the second language in the classroom rather than first" Howatt (2004, as cited in Cook, 2008, p. 3).

1.1.1 Multiple Languages

To know what multiple languages is we have to get a simple glimpse of SLA, which is a cover term under which multiple language is a research area. In the context of Nepal, English language learning is done after the first and second language has been acquired by a child. English, in general, is a foreign language, for we learners.

Here, foreign language is used as a second language elsewhere which is taken as a cover term defined differently by different scholars.

Dulay, Burt and Krashen (1981, p. 10) define it as “The process of learning another language after the basics of the first have been acquired.” Here, he has used second language acquisition as any language after first language is acquired. In the same way, Ellis (1985, p. 5) defines “The study of how learners learn additional language after they have acquired their mother tongue.” He further instead that additional language can be either second, third, fourth language. In support of Ellis view, Cook (2008, p. 2) also agrees with him and he defines “SLA is the acquisition of language in addition to mother tongue.”

The broader and inclusive definition given by Gass and Selinker (2009, p. 7)

“SLA as the term that refers to the learning of a language after the learning of the native language. As with the phrase “second language”, L₂ can refer to any language learned after learning the L₁, regardless of whether it is the second, third, fourth or fifth languages.”

All the above definitions state that an L₂ (second) is an additional language or a language other than the first language of the learners that can be their 'third' or even 'fourth' language.

In brief, the term 'second' can refer to any language that is learned subsequent to mother tongue. Thus, it can refer to the learning of a third or fourth language. English is even the foreign language for the Nepalese learners.

1.1.2 Native (Speaker), First Language

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 to L₂, then they may refer to several other terms.

They are as follows:

Source Language (L ₁)	Target Language (L ₂)
i. First language	-Second Language
ii. Mother Language	- Foreign Language
iii. Primary Language	-Secondary Language
iv. Stronger Language	-Weaker Language
v. Filter Language	- Other 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:

i) One of the first uses of term is by Leonard Bloomfield: "The first language human being learns to speak is his native language; he is a native speaker of this language" Bloomfield (1933, p. 43). Here, being a native speaker in this sense, is a straightforward matter of an individual's history; the first language you encounter as a baby is your native language.

A typical modern definition is "a person who has spoken a certain language since early childhood" (McArthur, 1992 as cited in Cook, 2008, p. 171)

ii) Second way of definition

Stern (1983) lists of characteristics such as:

- a) A subconscious knowledge of rules and creativity of language use: native speakers know the language without being able to verbalize their knowledge,
- b) They can produce new sentences they have never heard before.
- iii) Third approach to defining native speaker brings in language identity: your speech shows who you are.

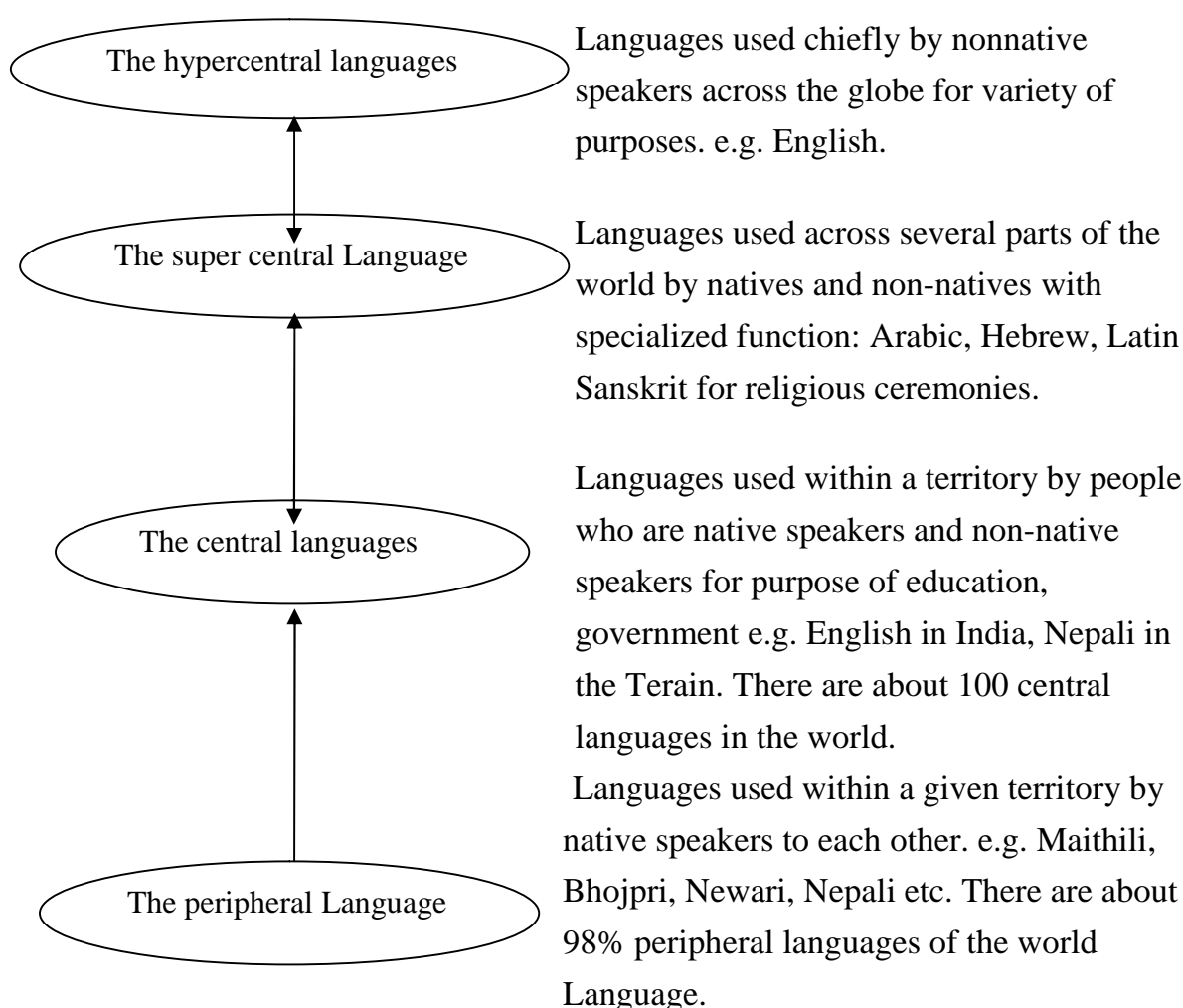
According to Shaw (ibid), "It is impossible for an Englishman to open his mouth without making some other English man hate or despise him".

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

1.1.3 Hierarchy of Languages

The situations of language that are used outside the country or the area where originated or either within the country can be represented hierarchal.

According to de Swaan (2001), languages from hierarchy are as presented below:



According to de Swaan (2001), the learning of second languages usually go up the hierarchy rather than down.

The reasons why language has got to these particular levels are complex and controversial. Some see the dark side of the dominance of English, regarding as a way of retaining an empire through deliberate political action (Phillipson, 1992) and inevitably leading to death of the local languages.

On the other hand, others see the use of English as an assertion of local rights to deal with the rest of the world in their own way rather than as to domination (Canagarajah, 2005).

Nowadays much use of English takes place between fellow non-native speakers: 74 per cent of English in tourism does not involve native speakers (Gradol, 2006). Many jobs like professional footballer, merchant, seaman, call centre workers or airplane pilots require L₂ users to L₂ users interaction. Sometimes, indeed the native speaker may find it difficult to join in L₂ users of ELF need primarily to be able to talk to each other rather than a native speaker.

1.1.4 Goal of Language Teaching

As regards why the second language is being taught and from one period to another, Cook (2008, p. 9) mentions, "One avowed goal of language teaching is to help people to think better brain training and logical thinking". Similarly, others are appreciation of serious literature; the student's increased self-awareness and maturity; the appreciation of other cultures and races; communication with people in other countries, and so on. Many of these have been explored in particular SLA research. For example, "The goal of brain training is supported by evidence that people who know two languages think more flexibly than monolingual" (Laundry, 1974, p. 9).

Regarding the assumption of language, Cook (2008, p.4) has given four assumptions of language teaching which are as follows:

- 1) The basis for teaching is the spoken, not the written language.

- 2) Teachers and students should use the second language rather than the first language in classroom.
- 3) Teacher should avoid explicit discussion of grammar.
- 4) The aim of language teaching is to make the students like native speakers.

Cook (ibid) further says that if we agreed with most of above assumptions, then we share common assumption of teachers over 120 years.

My research point comes from the second assumption of language teaching i.e., teacher and students should use the second language rather than the first language in the classroom. From this statement, I wanted to explore teachers' and students' perception towards the influence of mother tongue in ELT classroom. This research is limited to speaking skill while explaining the content into the classroom.

1.1.4.1 Using L₂ Rather than L₁ in the Classroom

This is also the by-product of the revolution of the 19th century against older methods. This is supported by Direct method and Berlitz method. In the 1990s, the use of the first language in the classroom was still seen undesirable whether in England or elsewhere. "The natural use of the target language for virtually all communication is a sure sign of a good modern language course" (DES, 1990, p. 56) or in Japan – "The majority of an English class will be conducted in English" (MEXT 2003).

1.1.4.2 Using the First Language in the Classroom

Using the first language in the classroom is controversial. Though the teaching methods popular in the twentieth century differed in many ways, they nearly all tried to avoid relying on the students' first language in the classroom. The only exceptions were the grammar-translation, academic style of teaching,

which still survives despite the bad press it has always received and the short-lived reading method in the USA in the 1930s. Nevertheless, everything else from the Direct method to Audiolingual method, to task-based learning has insisted that the less the first language is used in classroom, the better the teaching. Although in the early days, the first language was explicitly rejected, later in communicative method it is used while it needed. In task-based learning for beginners: "Don't ban mother tongue use but encourage attempts to use the target language" (Wills, 1996, p. 130)

1.1.4.3 Arguments for Avoiding the First Language

While avoidance of the first language is taken for granted by almost all teachers, and is implicit in most books for teachers, the reasons are rarely stated. Cook (2008, p. 181) mentions the arguments which are as follows:

- i) Many English classes justifiably avoid the first language for practical reasons:
 - a) because of the mixed language of the students
 - b) because of the teacher's ignorance of the students first language.
- ii) One is that the teacher's language can be the prime model for true communication use of the second language.
- iii) In the EFL context, many expatriate language teachers often do not speak the first language of the students, so the L₂ is unavoidable.
- iv) It is hard to find explicit reasons being given for avoiding the first language. The implicit reasons seem to be two fold.
 - a) It does not happen in first language acquisition.
 - b) The two languages should be kept separate in the mind.

The argument assumes that the first and the second language are in different parts of mind. An early distinction in SLA research made by Uriel Weinreich (1953) contrasted compound bilinguals who link the two languages in their

minds with co-ordinate bilingual, who keep them apart. Thus, the policy of avoiding the first language assumes that the only valid form of L₂ learning is co-ordinate bilingualism.

- v) Students should keep the two languages separate in their minds rather than linking them, this adopts compartmentalized view of the language in the same mind.

1.1.4.4 Arguments for Using the First Language in Second Language Classroom

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

Cook (2008, p. 183) has mentioned some methods. They are;

- 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.

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

Macro (1997) observed a number of modern language teachers at work in the classrooms in England to see when they used 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 feed back 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 a serious threat, rather than practicing imperatives and conditional construction.

Clarifying the above concepts the findings, in terms of frequency, Franklin (1990) found that the over 80 per cent of teachers used the first language for explaining grammar and for discussing objectives; over 50 per cent for tests, correcting written work and teaching background; under 16 per cent for organizing the classroom activities and activities and for chatting informally.

Students use the first language within classroom activities when they are with people who share the same language. Similarly, L₁ is used while using bilingual dictionaries and an 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. That is why, if the tendency imposed by the late 19th century to ban on the first language in this twenty-first century teaching, it will have to look elsewhere for its rationale. In support of this Swain and Lapkin (2008, p. 132) put it: ‘To insist that no use be made of the L₁ in carrying in out tasks that are both linguistically and cognitively complex is to deny, the use of an important Cognitive toll.’

1.1.5 Third Language Acquisition, Multilingualism

In a multilingual society or country more than one language is spoken by people. It is not unusual in Nepal where most people are multilingual. Being multilingualism is boon in this present hectic world.

In fact, in monolingualism individual would be regarded as a misfit, lacking an important skill in society, the skill of being able to interact with the speakers of other language with whom regular contact is made in the ordinary business of living Wardhrough(1986, p. 94).

If a child is born and brought up in a bilingual or multilingual society, s/he automatically becomes bilingual or multilingual. We should also remember the fact that a bilingual or bi-dialectal and multilingual and multidialectal are not the same thing. If a person is a bilingual he speaks two languages whereas if he is bi-dialectal he speaks two varieties of dialects of the same language, and same is true with being a multilingual and multidialectal.

There is a research area that is becoming more prominent that of third language acquisition Cenoz and Genesee (1988, p. 16).

Multilingual acquisition and multilingual are complex phenomena. They implicate all the factors and process associated with second language acquisition and bilingualism as well as unique and potentially more complex factors and effects associated with the interaction that are possible among the multiple language being learned and the process of learning them.

Since there are multiple languages involved, there is the language influence of one over the other. The L_1 or the L_2 will influence the acquisition of L_3 is governed by a number of variables such as the age at which L_3 learning being

learned the context of acquisition, individual characteristic, distance among the language and so on.

When learners have the knowledge of multiple languages, it is very difficult for them to keep those languages apart while communicating in a piece of discourse. There are a very few individuals who do not have difficulty keeping language apart. A well known quote from king Charles V of Spain (1500-1558) suggests that some individuals have no difficulty keeping language apart and even assign different functions to each. "I speak Spanish to God, Italian to work, French to men and German to my horse" Gass and Selinker (2009, p. 22).

But most individual do not have such control and are not so compartmentalized. Why one cannot keep languages and interlanguages apart and why the mixing and merging of various of language known and being learned occurs are issues at the heart of research on multilingualism.

1.1.6 The Concept of Perception

The word 'perception' is derived from the Latin word 'percepere' which was modified from the same Latin word 'perceptio', means observation. Literally, it means deeper or natural understanding of something or the way of understanding or interpreting something.

According to Oxford English, perception means an idea, a belief or an image you have as a result of how you see or understand something is called perception.

Similarly, it is the organization of meaningful understanding about any subject matter. According to Sanford and Capaldi (1964, p. 175), perception refers to

the awareness or the process of being aware, of extra, of the extra-organic or intra-organic objects or relations or qualities by means of sensory process and under the influence of set and of prior experiences. Likewise, Hochberg (1964, p. 660) views on perception as both the experience of gaining sensory information about the world of people, things and events and the psychological processes by which this is accomplished.

It is clear from the above definitions that the development of perception is based on experience of previous knowledge. In other words, perception develops from organization of present and past experiences about subject matter. My study aims to explore the teachers' as well as students' perceptions towards using mother tongue in ELT classroom on the basis of its features, classroom interaction procedures, literary genres and its environmental constraints.

1.2 Review of Related Literature

A number of researches studied related to perception are carried out in the department which are reviewed as follows:

Karki (1989) studied "Attitude of campus students towards English language field study". The objective of the study was to compare the attitudes of students towards English as a foreign language from technical and non-technical institutes. He has selected 50 students from proficiency certificate level and 50 students from Diploma level were selected, 10 institutes available in Kathmandu valley were taken as the sample. The respondents were selected randomly with the help of register copy. The questionnaires were used as a tool for data collection. He found their positive attitudes of the campus students towards English as a foreign language.

Khanal (1999) studied "An Analysis of the New English Textbook of Grade Eight." The objective of the study was to point out whether the language materials used in the new English textbook were sufficient to meet the objective set out in the curriculum for developing spoken English. The population of the study were English teachers of grade eight of the Government and private schools of Kathmandu district. Twenty teachers with at least one year's teaching experience in grade eight from Kathmandu were selected randomly. The data were collected using questionnaire which were of both closed-ended and open-ended. He found most of the teacher's positive attitudes on some statements related to develop communicative skill though they are negative in their points.

Bastola (2002) studied "Teachers' Guide for Grade IX English: An Attitudinal Study". The objective of the study was to find out the attitudes of the teachers and experts towards the teacher's guide for grade IX English. There were 48 English language teachers and experts of secondary level from different public and private schools of Kaski, Tanahun and Kathmandu. The sample population were selected using random sampling. The tools for data collection were the questionnaire for teachers as well as experts. He analysed the data by applying statistical measures as χ^2 (Chi-square) and simple percentage. He found all the teachers (trained/untrained) and experts have positive attitudes towards the teachers guide.

Kunwar (2008) studied "Teachers Perception Towards Grade XI Teacher's Book of Meanings into Words". The objective of the study was to find out the teacher's perception towards XI teacher's book. The primary sources of data were 30 English teachers of higher secondary level of Lamjung, Kathmandu and Tanahun district. The teachers from each district were selected through random sampling method. The data were collected through operating

questionnaire. The collected data were tabulated and analyzed by applying statistical measures χ^2 (Chi-square) and simple percentage. After analyzing the data, he found that the teacher's book is very practical and highly helpful. Stepwise instruction for teachers in each exercise, tape script, general ideas with examples for teaching different approaches, methods and techniques used for presentation of the subject matter etc. were its highly positive aspects.

Giri (2010) studied "Perception of Teachers and Students on Lecture Technique". The objective of the study was to find out the perception of learners and teachers on the use of lecture technique in teaching in English at higher secondary level. The primary sources of data were sixty people comprising of ten teachers and fifty students teaching and learning at higher secondary level in Nawal Parasi district. The selection of the population was done on the basis of simple random sampling design. The questionnaires were used as a tool to obtain the perception of teachers and students which were of both closed-ended and open-ended. He found that although lecture technique is criticized as a passive, out-dated, traditional and unproductive technique, it is found to be popular among teachers and students and it is still practised technique in context of Nepal in teaching English.

Thus, there are few studies conducted on perception but no study has been carried out on perception of L₁ interference in ELT classroom which is one of the burning issues in language teaching. That is how the present research is different from the researches that have been carried out till the date in the field of language teaching.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i.** To find out perceptions of English teachers and students towards the influence of mother tongue in English classroom.
- ii.** To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

As the different researches have proved that while learning the second or foreign language, the prior learning influences the latter learning. The influence can be either positive or negative. In fact, the basic assumptions of CA which are linguistic and psychological have also advocated regarding the influence of the source language over the target language. The psychological (theory) aspect of CA is also known as transfer theory. In the beginning, it has more effect. However, in higher level, here my concern is at +2 level, how it is perceived by both teacher and students whether L1 has positive or negative influence.

The activity which is done in English classroom is not sufficient to conceptualize the content to the student. Because English is not the language which evokes our cultures, custom and ethnic locality to the student's directly. Therefore, to make the class content interactive, interesting as well as comprehensive, there requires the explanation and discussion in other dominant languages, which is the mother tongue of the learners. It is crystal clear that having idea in different languages makes our teaching learning process successful.

In fact, now English has become the world English due to the conglomeration words, structures and ethnicity of multiple languages'. Thus, my study will be profitable to those concerned people who are interested in teaching and learning the English language and particularly to English teachers and trainers, course designers, ELT students, textbook writers because of the fact that the teachers' and students' perception of mother tongue and problems faced by them while implementing it in ELT classes and overall achievement of the learners in the use of English and other languages are interrelated.

The study will also be significant to National Centre for Educational Development (NCED), the government agency responsible for providing training to school level teachers, Nepal English Language Teachers Association (NELTA), the only independent non-political professional organization of English Teachers in Nepal, to get feedback on the effectiveness to their training programs in developing awareness of mother tongue use in secondary as well as higher secondary English teachers and to plan for further training programs accordingly.

CHAPTER TWO

METHODOLOGY

To fulfill the objectives of the study, the following methodology was adopted.

2.1 Sources of Data

The researcher used both primary and secondary sources for the data collection.

2.1.1 Primary Sources of Data

The populations of the study were English language teachers who were teaching at +2 level and +2 level students of Dhanusha district. The data from primary sources were collected by administering preset questionnaire.

2.1.2 Secondary Sources

Regarding the secondary sources of data, detailed information is presented in the reference section. However, the following books were consulted by the researcher: Lyons (1981) Yule (1997) Mitchell and Myles (2004) Harmer (2008) Holmes (2008) Cook (2008) Gass & Selinker (2009). Apart from these, several articles, Journals like NELTA Journal, etc. were the secondary sources.

2.2 Population of the Study

The populations of the study were higher secondary language teachers and students of Dhanusha district. The teachers as well as students were from public aided and private higher secondary schools formed as the population of the study.

2.3 Sampling Procedure

The sample population of this study was 80 students of higher secondary level and 10 English teachers teaching at the same level of Dhanusha District. Among 80 students, 40 were girls and 40 boys. The selections were done

through simple random sampling procedure. The 10 teachers were selected through purposive-random sampling procedure. The researcher simply reached the informants and took the cases that were appropriate for this purpose so that the researcher was able to include the teachers and students having a variety of teaching experience, classroom interaction, previous sharing, training and other background.

2.4 Tools for Data Collection

Questionnaires were used as the research tool for data collection. Two sets of questionnaire were used to collect the required data from the teachers teaching at higher secondary level and students studying at the same level. The questions in both sets of questionnaire were related to their perceptions towards the influence of mother tongue in ELT classroom. Close-ended and open-ended questions were included in both sets of questionnaire.

2.5 Process of Data Collection

After preparing the sets of questionnaire, the researcher went to the field for data collection. For this purpose, he selected and listed the name of the total higher secondary schools (5 public aided and 5 private).

- i.** At first, the researcher went to the Higher secondary school and talked to the authority (Principal / head teachers) and explained the purpose and process of the research to them to get their permission to carry out the research.
- ii.** After getting permission from the principals / head teachers, the researcher consulted the English teachers and students and explained them the purpose of the research and requested them to take part in it. The researcher assured him/her of the confidentiality in terms of ethics of research regarding the information obtained through questionnaire.
- iii.** Then, the researcher distributed the questionnaires.
- iv.** Finally, the researcher collected the questionnaires and thanked the informants and school authority for their kind co-operation.

- v. The process was repeated until the designated number of questionnaires was administered to fulfill the purpose of research.

2.6 Limitations of the Study

The study had the following limitations:

- i. The study was limited to the perception of English teachers and students towards the influence of mother tongue in ELT classroom.
- ii. The study was limited to 10 Higher Secondary school (5 Public aided and 5 Private) located in Dhanusha district.
- iii. The study was limited to 80 students and 10 teachers.
- iv. The study was limited to survey questionnaire only as a tool to elicit the data.
- v. The questionnaires were limited to mother tongue use in ELT classroom.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This section provides the analysis and interpretation of the data collected from the primary sources. The main objectives of this study were to find out the perception of teachers and students towards the use of mother tongue in ELT classroom and to find out why they use mother tongue medium of instruction instead of (second) English language medium of instruction.

For this study, two sets of questionnaire consisting of open-ended and closed-ended questions were used as research tools. The questionnaires were prepared for both students as well as teachers. The perception of students and teachers who are studying and teaching respectively at higher secondary level have been presented and described in this chapter.

I used more closed-ended than open-ended questions in both questionnaires which were separated as set A and set B. Closed-ended questions were multiple choice type. Distracters were competitive or similar or equally important in each question. Fourteen questions out of 35 in both questionnaires asked were to be answered on a 4-points scale, i.e. strongly agree, agree, disagree and strongly disagree. The percentage is the main statistical tool for data analysis. While analyzing the data the total number of responses for each question and items have been counted and tabulated. Then total numbers of responses have been changed into percentage. The calculation has been done separately to the responses of questionnaires for teachers and students. Open-ended question in each set of questionnaires were asked to take the subjective responses from the informants. For these, the researcher has described the accumulated responses from the teachers and students. The responses to each open-ended questions have been collected, listed and

described separately. There were 4 open-ended questions each for teachers and students. The researcher has analyzed the responses to both questionnaires separately and in group under the different headings.

3.1 Perception of Teachers Towards the Use of Mother Tongue in ELT Classroom

To find out the perception of teachers towards mother tongue use in ELT classroom of higher secondary level, I have collected the responses of 10 teachers who are from different 10 higher secondary schools which are the sample of my study. I have prepared 20 closed-ended questions and 4 open-ended questions. I have analyzed the responses by using both statistical as well as descriptive tools. So, their views are tabulated in the following table and analyzed one by one.

Table No.1
Perception of Teacher towards the Use of Mother Tongue in ELT Classroom

Q.NO	a		b		c		d	
	No	Percent	No	Percent	No	Percent	No	Percent
1.	8	80%					2	20%
2.	3	30%	5	50%	2	20%		
3.			1	10%	6	60%	3	30%
4.			4	40%	6	60%		
5.	1	10%	5	50%	2	20%	2	20%
6.			7	70%	3	30%		
7.	2	20%	3	30%	4	40%	1	10%
8.	2	20%	5	50%	3	30%		
9.	5	50%	3	30%	2	20%		
10.	2	20%	4	40%	1	10%	3	30%
11.					7	70%	3	30%
12.			7	70%	2	20%	1	10%
13.	1	10%	9	90%				
14.	4	40%	6	60%				
15.	1	10%	1	10%	3	30%	5	50%
16.	6	60%	4	40%				
17.			3	30%	7	70%		
18.			6	60%	3	30%	1	10%
19.			3	30%	5	50%	2	20%
20.	4	40%	4	40%	1	1%	1	1% ^s

[Note: In the table, 1 to 20 represent the question number (See Appendix-1) where a, b, c, d represent the options which were provided to the teachers in the questionnaire.]

The questionnaire responses are interpreted one by one which are as follows:

Q.N. 1: I use mother tongue in English classroom to

In response to this statement, 8 teachers used mother tongue in English classroom to motivate the students while it was only 2 teachers who used for all purposes i.e. to motivate the students, introduce the topic and summarize the topic.

Q.No. 2: Why do you use mother tongue in ELT classroom?

In response to this question, 3 of them responded that they use mother tongue for giving instruction about activities while 5 used it because it helps for translating and checking comprehension and 2 used it because it helps for individual comment to the students.

Q.N. 3 Mother tongue is used to teach grammar in English at Higher Secondary Level.

In response to this statement, 1 teacher agreed and 6 teachers disagreed while 3 of them strongly disagreed.

Q.N. 4 Do you use mother tongue while giving feedback to public?

Four teachers responded that they use mother tongue sometimes while 6 of them viewed that they used it when the situation demanded.

Q.N. 5 Mother tongue is neglected in ELT classroom because of the mixed language of the students.

Regarding this statement, 1 teacher strongly agreed, 5 teachers agreed while 2 teachers disagreed and 2 strongly disagreed.

Q.N. 6 Teacher's language is considered to be prime model for true communication use of the second language.

In response to this statement, 7 teachers agreed while 3 teachers disagreed that the teacher's language is considered to be the prime model for true communication use of the second language.

Q.N. 7 Should teachers keep the two languages separate in language classroom which signify compartmentalized view?

Regarding the compartmentalized view, 2 teachers strongly agreed and 3 agreed while four disagreed and 1 strongly disagreed that the 2 opined that language should be kept separate in language classroom.

Q.N. 8 Abstract content such as poem demands the mother tongue to be practised in the language classroom.

In response to this statement, 2 teachers strongly agreed and 5 agreed while 3 disagreed that the abstract content such as poem demands the mother tongue to be practised in the language classroom.

Q.N. 9 Another tongue use in classroom helps in making the concept clear. So I use it.

In response to this statement, 5 teachers strongly agreed and 3 agreed while 2 disagreed that mother tongue use in classroom helps in making the concept clear.

Q.N. 10 Mother tongue is very useful medium to teach

Regarding the usefulness of mother tongue in language skills, 2 teachers preferred listening and speaking skill, 4 in favour of speaking and writing, 1 in favour of listening and reading and 3 in all of the language skills.

Q.N. 11 How often do you use mother tongue in language classroom?

In terms of the frequency of use of mother tongue in language classroom, 7 teachers viewed that they use when the topic demands while 3 teachers responded that they rarely use.

Q.N. 12 You teach poems, stories and reading comprehension using mother tongue.

In response to this statement, 7 teachers agreed while 2 teachers disagreed and 1 strongly disagreed.

Q.N. 13 To make the course content interactive we can use question, humor, teaching aids with mother tongue instruction and that encourages students to ask question.

In order to find out the attitudes of teachers towards the extra-linguistic presentation of mother tongue, the responses given by them are; 1 teacher strongly agreed and 9 teachers agreed.

Q.N. 14 Mother tongue use gives the students visualizing the subject matter and tasking notes.

In response to this statement, 4 teachers strongly agreed and 6 teachers agreed.

Q.N. 15 What difficulty level of language do you use while delivering the lecture in mother tongue in the classroom?

In response to this question, 1 teacher responded that he used standard and difficult and 1 teacher used colloquial while 3 of the total used formal but very simple and 5 used according to the level of students.

Q.N. 16 Non verbal presentation such as eye contact, facial expression, gesture and good posture of own ethnicities helps course content to be effective.

In response to this statement, 6 teachers strongly agreed and 4 disagreed.

Q.N. 17 I plan and give examples in mother tongue in class note.

In response to this statement, 3 teachers agreed and 7 disagreed.

Q.N. 18 While organizing the classroom, it is inevitable to give instruction in mother tongue.

Six teachers agreed while 3 disagreed and 1 strongly agreed that it is inevitable to give instruction in mother tongue while organizing the classroom.

Q.N. 19 Among these context when do you mostly use the mother tongue.

Regarding the context of using mother tongue, 3 teachers of total respondents used for giving test instruction, 5 teachers for correcting written work and teaching background and 2 teachers while using the bilingual dictionaries.

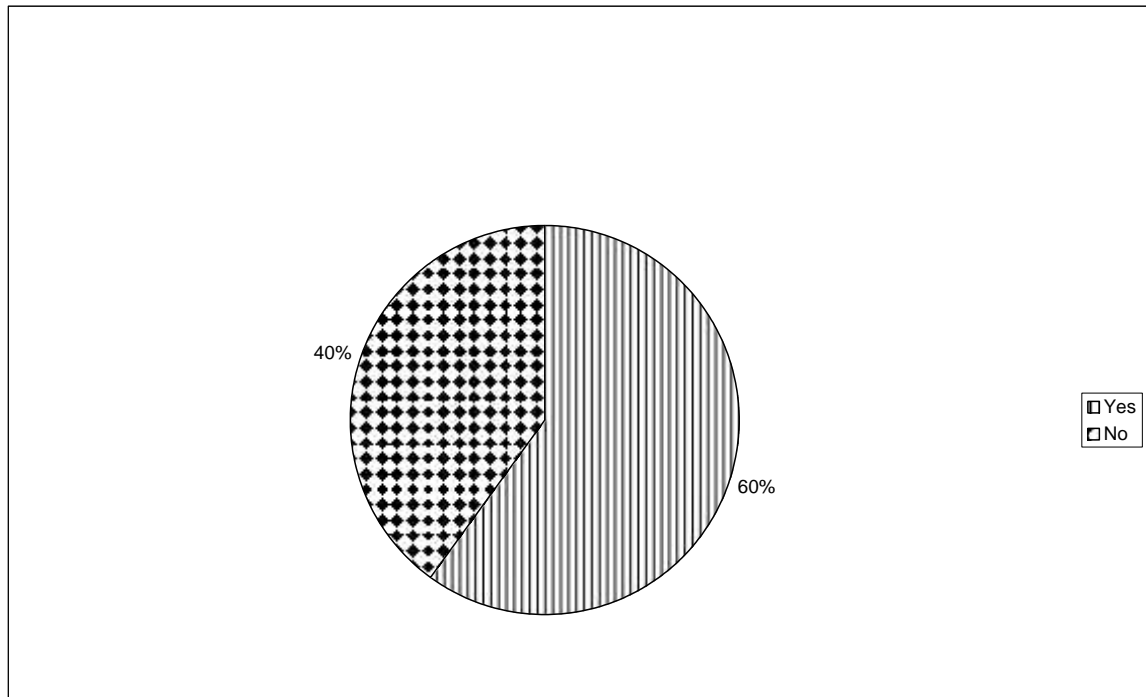
Q.N. 20 Are you satisfied with teaching learning activities which are based on mother tongue?

In response to this statement, 4 teachers replied that they were highly satisfied, 4 satisfied while 1 less satisfied, and 1 not satisfied anymore.

3.1.1 Effectiveness Through Mother Tongue Instruction

The respondents were provided an opportunity to put their views about the effectiveness and suitability of mother tongue medium of instruction to teach English at higher secondary level. They were also provided a chance to clarify their thought both positive or negative. To find out whether the teachers think mother tongue medium of instruction is suitable for higher secondary level or not, they were asked to respond to the question, “Do you think mother tongue is suitable and effective for higher secondary level?” The responses obtained are presented in the following figure.

Figure No. 1: Use of Mother Tongue Medium of Instruction



Six of the total respondents thought that it is not an effective and suitable technique for this level whereas 4 respondents thought that it is suitable and effective medium of instructing for this level. The teacher who were in favour of mother tongue medium of instruction were asked the question, “How can you say the technique is effective and suitable for this level?” To clarify the reason, the responses obtained from them are presented below.

1. The student’s depth of understanding at this level is not high. That is why they should use simple, formal as well as colloquial language using mother tongue.
2. Students are highly motivated.
3. Students can share their feelings and thoughts through their mother tongue.
4. Students get clear concept about their subject matters.
5. Even poor students became active in the classroom.

6. Education provided by using mother tongue encourages students to attend the class which results in better learning.
7. For this level, students take mother tongue as their identity and also as a tool to preserve their culture and tradition.
8. Use of mother tongue doesn't give any chance of information gap between students and teachers.
9. It provides freedom to the student as they will ask any question in classroom without hesitation or feeling.
10. Class becomes more active and communicative.
11. It clarifies essence of a text.
12. Students easily get feedback.
13. Teachers express very vividly their feeling that helps to deliver the good message to the students.
14. The contents like poems, stories, novels and reading comprehension require mother tongue use in ELT classroom.

From the above mentioned responses, what we can pinpoint is that the use of mother tongue is appropriate at higher secondary level to teach the abstract contents, poems, stories, reading comprehension etc. It makes the students to be felt as the member of target text.

3.1.2 Alternative Medium of Instruction to Mother Tongue

The respondents who did not agree that the use of mother tongue is the effective and suitable to teach English at higher secondary level were provided with an opportunity to give the alternative medium of instruction to teach the abstract content such as poem and cultural aspect. To obtain the suggestions for appropriate language of instruction from them, they were asked to respond to the question, "What will be the alternative language to teach the abstract contents such as poems and cultural contents?" The responses obtained from them are listed below.

- Direct method (in English medium)
- Gestures
- Contextual example using L₂
- Use of synonym and antonym
- Picture, visual aids
- Drilling, map drawing
- Dictation, reading aloud
- Conversation practice
- Use of simple, colloquial and formal language in the classroom.
- To teach poem and cultural contents, different aspect of meanings such as connotative, denotative, semantic and lexical items should be used.

From the above responses, as provided by 6 of the respondents, we can conclude that instead of mother tongue medium of instruction we can use direct method. Although teachers were not using it frequently into the classroom in spite of having theoretical knowledge, they were inquisitive to teach the abstract contents such as poems and cultural aspect using the above alternatives.

3.1.3 Advantages of Mother Tongue Use in ELT Classroom

The respondents were requested to mention the advantages of mother tongue use in ELT classroom. On the basis of their own perception on mother tongue use, they have mentioned the following advantages of using mother tongue in the English class at higher secondary level.

- It clears the concept of students.
- It helps in talking the different aspects of language.
- It is helpful to understand the semantic and pragmatic meaning.
- Students can easily express ideas that are related to subject matter.

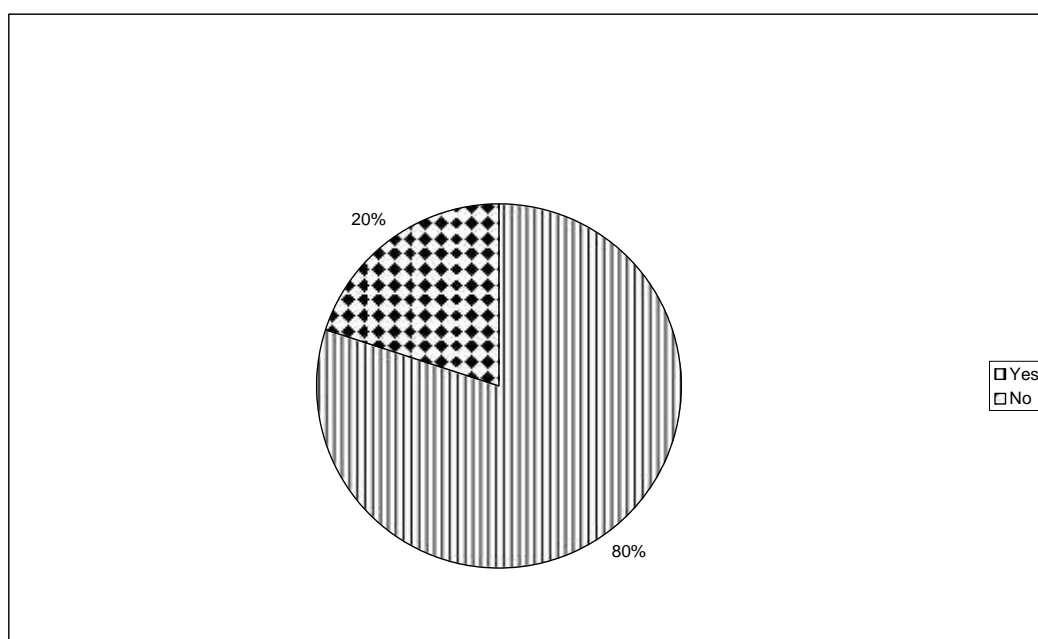
- It encourages the students to write notes on the given subject matter.
- It helps to relate the two culture, tradition and ethnicities.
- Students have not any psychological hesitation to interact in the classroom.
- It is appropriate for poor and mild students and establishes good relationship between teacher and student.
- Teaching activities become comprehensible and appropriate.
- It helps the students to manipulate their problems easily.
- It is child's first language thus, s/he speaks, understands and feels easily.
- It makes class confusion free.
- It abolishes monotonous and that facilities to teach poems, stories, essays and creative writing.

From the above points, which show the perception of teachers, it is clarified that mother tongue use is helpful in many ways. It is the best way to make the classroom effective and interesting.

3.1.4 Making Mother Tongue Use Interactive and Effective to the English Content and Culture

To find out the teachers suggestions about the interactive and effectiveness of mother tongue to make the class interactive while teaching the English content and cultural text they were asked to reply the question, "Can we make mother tongue use interactive and effective to teach the English content and culture or not?" The responses are presented in figure and described below.

Figure No. 2: Making Interactive and Effective of English Content and Cultural Text Using Mother Tongue



The teachers were asked to find out whether they can make their mother tongue use interactive and effective to teach the English content and culture or not. In response to this, 8 teachers supported and 2 opposed. Those who supported that they can do, they have to give procedure and activities involved for this purpose and the same with the case who opposed. The responses in supporting and opposing the view are presented below.

All the respondents except two opined that there is possibility of interactive and effective mother tongue use in ELT classroom. They do the following activities and procedure to make the classroom interactive and effective.

- Teachers use grammar translation method and communicative approach.
- Teachers make the content more interesting relating to the own text.
- They encourage the students to be free to ask any question regarding the text.

- Students are given the chance to instruct their friends to complete the task.
- For active participation the students are given the simple task, creative work as well as project work.

The above perception shows that if we use mother tongue in English content and culture class then the subject matter becomes vivid to the students as they understand it clearly. Students acquire their mother tongue at the same time irrespective of culture, cast, creed, nation etc. Thus, for anybody, it is helpful as it is the soul of the social being for communication.

Similarly, in opposing the view that we cannot make mother tongue use interactive and effective in use to teach the English content and culture, they have given their supporting views as follows:

- It makes confusion of the text to the students.
- We cannot deliver the true meanings to the students.
- Students do not get a chance to improve their knowledge in the related field.
- For minority group learners, the use of mother tongue to their majority group learners would not be adjustable.
- Teacher may not be full-fledged in different language. It is only possible for teachers who are of that language.
- The country like our is multilingual and multicultural, thus, because of cultural diversity, course contents of English and Nepali are obviously different which are difficult to conceptualize.

On the basis of aforementioned view, there is compartmentalized view asserted by the respondents who rejected that we cannot make mother tongue use interactive and effective to the English content and culture.

3.2. Perception of Students Towards the Use of Mother Tongue in ELT Classroom

The main goal of teaching learning activities is to impart the knowledge and skills to the students as well as to develop communicative competence. Thus, students are central characters of teaching and learning activities. The selection of medium of instruction by teachers may not be appropriate for the students. To find out the perception of students towards the use of mother tongue, 80 students of Dhanusha district were selected. They were half male and half female in total number. Forty students were from public and 40 from private schools. The analysis is done both separately and jointly. Out of 40 students, twenty were male and twenty were female which is same in private. In separate analysis, 40 is considered to be 100% and in totality eighty is considered to be 100%. Students were asked to respond to 15 closed-ended and 4 open-ended questions. The responses obtained from them to each questions are analyzed and interpreted below. The distracters are presented as a, b, c and d.

3.2.1 Frequency of the Use of Mother Tongue

The teachers use the mother tongue into the classroom to teach his/her students but the level of frequency may be different. To find out the extent to which their teachers use mother tongue in their English classroom, students were asked to respond to the question, “How often does your English teacher use mother tongue in your classroom?” The responses obtained from them are presented below in the table.

Table No.2
Frequency of the Use of Mother Tongue

Gender	Schools	a		b		c		d	
Male	Public	6	15%	7	17.5%	6	15%	1	2.5%
	Private	9	22.5%	6	15%	3	7.5%	2	5%
Total		15	37.5%	13	32.5%	9	22.5%	3	7.5%
Female	Public	3	7.5%	7	17.5%	6	15%	4	10%
	Private	3	7.5%	6	15%	6	15%	5	12.5%
Total		6	15%	13	32.5%	12	30%	9	22.5%
Grand Total (M+F)		21	26.25%	26	32.5%	21	26.25%	12	15%

The above table shows that 15 (37.5%) male in total respondents i.e. 6 (15%) of public and 9 (22.5%) of private and 9 (15%) female in total i.e. 3 (7.5%) of public and 3 (7.5%) of private and in total 21 (26.25%) respondents responded that their teachers always use mother tongue in their classroom. Similarly, 13 (32.5%) male in total i.e. 7 (17.5%) of public and 6 (15%) of private, 13 (32.5%) female in total i.e. 7 (17.5%) of private and 6 (15%) of private and in total 26 (32.5%) respondents responded their teachers frequently use mother tongue. Likewise, 9 (22.5%) male respondents i.e. 6 (15%) of public and 3 (7.5%) of private and 12 (30%) female i.e. 6 (15%) of public and 6 (15%) of private used in total 21 (26.25%) respondents responded that their teachers rarely use it. In the same way, 3 (7.5%) male respondents i.e. 1 (2.5%) of public and 2 (5%) of private and in total 12 (15%) responded that their teachers never use mother tongue. From the above data, we can conclude that the frequency of mother tongue use in English classroom is high.

3.2.2 Views of Students Towards Mother Tongue

To find out the views of students towards mother tongue use on a topic in classroom, they were asked a question, “Do you like the way of using mother

tongue on a topic in classroom? The responses obtained from them are presented in the following table:

Table No.3
Views of Students Towards Mother Tongue

Gender	Schools	a		b		c		d	
Male	Public	4	10%	22	30%	4	10%	-	-
	Private	9	22.5%	9	22.5%	2	5%	-	-
Total		13	32.5%	21	52.5%	6	15%	-	-
Female	Public	7	17.5%	10	25%	3	7.5%	-	-
	Private	11	27.5%	4	10%	4	10%	1	2.5%
Total		18	45%	14	35%	7	17.5%	1	2.5%
Grand Total (M+F)		31	38.75%	35	43.75%	13	16.25%	1	2.5%

The above table shows that 13 (22.5%) male respondents i.e 4 (10%) of public and 9 (22.5%) of private; and 18 (45%) female respondents i.e. 7 (17.5%) of public and 11 (27.5%) of private and in total 31 (38.75%) in total respondents liked the use of mother tongue very much on a topic. Similarly, 21 (52.25%) male i.e. 12 (30%) of public and 9 (22.5%) of private; and 14 (35%) female i.e. 10 (25%) of public and 4 (10%) of private and in total 35 (43.75%) in total responded they liked it. Likewise, 6 (15%) male i.e. 4 (10%) of public and 2 (5%) of private; and 7 (17.5%) female i.e. 3 (7.5%) of public and 4 (10%) of private and in total 13 (16.25%) respondents in total disliked it. In the same way, 1 (2.5%) female of private schools replied that s/he ignores it. On the basis of above data, we can conclude that mother tongue use is popular among the students and they liked it to be taught through it.

3.2.3 Items to be Taught

To find out the preference of students to the language items to be taught through mother tongue, they were asked to respond to the question, “Which of

the following do you prefer to be taught using mother tongue?" The responses that are obtained from them are presented in the following table.

Table No.4
Items to be Taught

Gender	Schools	a		b		c		d	
Male	Public	6	15%	2	5%	2	5%	10	25%
	Private	6	15%	-	-	1	2.5%	13	32.5%
Total		12	30%	2	5%	3	7.5%	23	57.5%
Female	Public	7	17.5%	1	2.5%	5	12.5%	7	17.5%
	Private	3	7.5%	2	5%	6	15%	9	22.5%
Total		10	25%	3	7.5%	11	27.5%	16	40%
Grand Total (M+F)		22	27.5%	5	6.25%	14	17.5%	39	48.75%

The above table shows that, 12 (30%) male respondents i.e. 6 (15%) of public and 6 (15%) of private, 10 (25%) female i.e. 7 (17.5%) of public and 3 (7.5%) of private and in total 22 (27.5%) respondents in total preferred stories and poems to be taught using mother tongue. Similarly, 2 (5%) male i.e. only of public, 3 (7.5%) female i.e. 1 (2.5%) of public and 2 (5%) of private schools and in total 5 (6.25%) respondents in total preferred grammar teaching.

Likewise, 3 (7.5%) male i.e. 2 (5%) of public and 1 (2.5%) of private, 11 (27.5%) female i.e. 5 (12.5%) of public and 6 (15%) of private and in total 14 (17.5%) respondents to total preferred essays. In the same way, 23 (57.5%) male i.e. 10 (25%) of public and 13 (32.5%) of private schools, 16 (40%) female i.e. 7 (17.5%) public and 9 (22.5%) of private schools and in total 39 (48.75%) in total responded they preferred all of options. On the basis of above data, we can conclude that students preferred stories and poems, grammar and essays to be taught using mother tongue.

3.2.4 Use of Visual Aids, Humor and Joke

To find out the feeling of students to the use of visual aids, humor and joke in mother tongue by English teacher in the classroom, they were asked to respond to the question, “What do you feel when your English teacher uses visual aids, humor and cracks joke using mother tongue?” The response obtained from them are tabulated in the following table.

Table No. 5

Use of Visual Aids, Humor and Joke

Gender	Schools	a		b		c		d	
Male	Public	16	40%	2	5%	1	2.5%	1	2.5%
	Private	16	40%	1	2.5%	2	5%	1	2.5%
Total		32	80%	3	7.5%	3	7.5%	2	5%
Female	Public	18	45%	-	-	-	-	2	5%
	Private	17	42.5%	1	2.5%	1	2.5%	1	2.5%
Total		35	87.5%	1	2.5%	1	2.5%	3	7.5%
Grand Total (M+F)		67	83.75%	4	5%	4	5%	5	6.25%

The above table shows that 32 (80%) male i.e. 16 (40%) of public and 16 (40%) of private, 35 (87.5%) female i.e. 18 (45%) of public and 17 (42.5%) of private and in total 67 (83.75%) respondents in total responded that they felt very happy. Similarly, 3 (7.5%) male i.e. 2 (5%) of public and 1 (2.5%) of private schools, 1 (2.5%) female which was only of private and in total 4 (5%) respondents in total responded that they felt distracted. Likewise, 3 (7.5%) male i.e. 1 (2.5%) of public and 2 (5%) of private schools, 1 (2.5%) female which was only female and in total 4 (5%) respondent in total responded that they felt unhappy. In the same way, 2 (5%) male i.e. 1 (2.5%) of public and 1 (2.5%) of private schools, 3 (7.5%) female i.e. 2 (5%) of public and 1 (2.5%) of private schools and in total 5 (6.25%) respondents in total responded that they

felt sleepy. In conclusion, on the basis of above data, most of the students felt very happy in the use of visual aids, humor and jokes.

3.2.5 Level of Understanding the Language Course

To find out the level of understanding of the students language course taught through mother tongue, they were asked to respond to the question, “Could you understand the language course clearly taught through mother tongue?” The responses obtained from them are presented in the following table.

Table No.6

Level of Understanding the Language Course

Gender	Schools	a		b		c		d	
Male	Public	13	32.5%	6	15%	1	2.5%	-	-
	Private	14	35%	3	7.5%	3	7.5%	-	-
Total		27	67.5%	9	22.5%	4	10%	-	-
Female	Public	12	30%	6	15%	1	2.5%	1	2.5%
	Private	12	30%	4	10%	2	5%	2	5%
Total		24	60%	10	25%	3	7.5%	3	7.5%
Grand Total (M+F)		51	63.75%	19	23.75%	7	8.75%	3	3.75%

The above table shows that 27 (67.5%) male i.e. 13 (32.5%) of public and 14 (35%) of private schools, 24 (60%) female i.e. 12 (30%) of public and 12 (30%) of private and in total 51 (63.75%) in total respondents responded that they understood clearly. Similarly, 9 (22.5%) male, 10 (25%) female i.e. 6 (15%) of public and 4 (10%) of private schools and in total 19 (23.75%) respondents in total understood. Likewise, 4 (10%) male i.e. one (2.5%) of public and 3 (7.5%) of private schools, 3 (7.5%) female i.e. 1 (2.5%) of public and 2 (5%) of private and in total 7 (8.75%) respondents responded hardly understood. In the same way, only 3 (7.5%) female i.e. 1 (2.5%) of public and 2 (5%) of private schools and in total 3 (3.75%) in total responded they didn't

understand. The evidence shows that most of the students understand the language course taught through mother tongue.

3.2.6. Fluency of English teacher while Explaining in Mother Tongue.

To find out the fluency of English Teacher while explaining in mother tongue, they were asked to respond the question, “How fast does your English teacher speak while explaining in mother tongue?” The responses obtained from them are presented in the following table.

Table No.7

Fluency of English Teacher while Explaining in Mother Tongue

Gender	Schools	a		b		c		d	
Male	Public	2	5%	5	12.5%	13	32.5%	-	-
	Private	1	2.5%	6	15%	10	25%	3	7.5%
Total		3	7.5%	11	27.5%	23	57.5%	3	7.5%
Female	Public	5	12.5%	1	2.5%	12	30%	2	5%
	Private	6	15%	2	5%	8	20%	4	10%
Total		11	27.5%	3	7.5%	20	50%	6	15%
Grand Total (M+F)		14	17.5%	14	17.5%	43	53.75%	9	11.25%

The above table shows that 3 (7.5%) male respondents i.e. 2 (5%) of public and 1 (2.5%) of private, 11 (27.5%) female i.e. 5 (12.7%) of public and 6 (15%) of private schools and in total 14 (17.5%) in total respondents responded their teacher, spoke very fast. Similarly, 11 (27.5%) male i.e. 5 (12.5%) of public and 6 (15%) of private schools, 3 (7.5%) female i.e. 1 (2.5%) of public and 2 (5%) of private schools and in total 14 (17.5%) responded their teacher spoke fast. In the same way, 23 (57.5%) male i.e. 13 (32.5%) of public and 10 (25%) of private schools, 20 (50%) of female i.e. 12 (30%) of public and 8 (20%) of private schools and in total 43 (53.75%) in total responded their teacher spoke normally. Likewise, 3 (7.5%) of male that is only of private and 6 (15%)

female i.e. 2 (5%) of public and 4 (10%) of private schools and in total 9 (11.25%) responded their teacher spoke slowly. On the basis of above result, we can conclude that teacher perception on the fluency depends upon the level of students.

3.2.7. Use of Extra Linguistic Feature of own Language

To identify the effectiveness of question, humors and gestures to create interest of the learners in learning activity, the students were asked to respond to the statement “Uses of questions, humors and gestures of own language make class interesting.” The responses obtained from them are presented in the following table.

Table No.8
Use of Extra Linguistic Feature of own Language

Gender	Schools	a		b		c		d	
Male	Public	11	27.5%	7	17.5%	-	-	2	5%
	Private	3	7.5%	12	30%	5	12.5%	-	-
Total		14	35%	19	47.5%	5	12.5%	2	5%
Female	Public	4	10%	9	22.5%	3	7.5%	4	10%
	Private	5	12.5%	7	17.5%	8	20%	-	-
Total		9	22.5%	16	40%	11	27.5%	4	10%
Grand Total (M+F)		23	28.75%	35	43.75%	16	20%	6	7.5%

The above table shows that 14 (35%) male i.e. 11 (27.5%) of public and 3 (7.5%) of private schools, 9 (22.5%) female i.e. 4 (10%) of public and 5 (12.5%) of private and in total 23 (18.75%) in total respondents strongly agreed on the use of extra linguistic feature of own language. Similarly, 19 (47.5%) male i.e. 7 (17.5%) of public and 12 (30%) of private schools, 16 (40%) female i.e. 9 (22.5%) of public and 7 (17.5%) of private schools and in total 35 (43.75%) agreed. Likewise, 5 (12.5%) male which was only of private, 11

(27.5%) female i.e. 3 (7.5%) of public and 8 (20%) of private schools and in total 16 (20%) in total disagreed. In the same way, 2 male (5%) which was only of public, 6 (15%) female i.e. 2 (5%) of public and 4 (10%) of private schools and in total 9 (11.25%) respondents total strongly disagreed. From the above evidence what we can conclude that use of extra-linguistic feature of own language makes the class interesting.

3.2.8. Learning Activities by Asking Question in Mother Tongue

To find out whether the teachers involve their students on learning activities by asking question or not, they were asked respond to the question, “Does your English teacher involve in learning activities by asking question in mother tongue?” In response to this question, 52 (65%) asserted that their teacher involve them and remain did not involve in learning activities by asking question in mother tongue. Then they were asked to what extent they like or dislike. The responses obtained from them are presented in the following table.

Table No.9

Learning Activities by Asking Question in Mother Tongue

Gender	Schools	a		b		c		d	
Male	Public	6	15%	5	12.5%	7	17.5%	2	5%
	Private	5	12.5%	6	15%	6	15%	3	7.5%
Total		11	27.5%	11	27.5%	13	32.5%	5	12.5%
Female	Public	10	25%	5	12.5%	2	5%	3	7.5%
	Private	11	27.5%	4	10%	3	7.5%	2	5%
Total		21	52.5%	9	22.5%	5	12.5%	5	12.5%
Grand Total (M+F)		32	40%	20	25%	18	22.5%	10	12.5%

The above table shows that 11 (27.5%) male i.e. 6 (15%) of public 5 (12.5%) of private schools, 21 (52.5%) female i.e. 10 (25%) of public and 11 (27.5%) of private and in total 32 (40%) in total respondents liked very much involving

learning activities by asking question in mother tongue. Similarly, 11 (27.5%) male i.e. 5 (12.5%) of public and 6 (15%) of private schools, 9 (22.5%) female i.e. 5 (12.5%) of public and 4 (10%) of private schools and in total 20 (25%) respondents liked it. Likewise, 13 (32.5%) male i.e. 7 (17.5%) of public and 6 (15%) of private schools, 5 (12.5%) female i.e. 2 (5%) of public and 3 (7.5%) of private and in total 18 (22.5%) in totality disliked. In the same way, 5 (12.5%) of male i.e. 2 (5%) of public and 3 (7.5%) of private schools, 5 (12.5%) female i.e. 3 (7.5%) of public and 2 (5%) of private and in total 10 (12.5%) respondents in total responded that they didn't care it. The evidence shows that most of the students liked involving them in learning activities by asking question in mother tongue.

3.2.9. Preference of Mother Tongue Medium of Instruction

To obtain the information about the reason of preference of mother tongue medium of instruction, the students were asked to respond to complete the statement with complementary alternatives, “ You like mother tongue medium of instruction_ _ _ _ ”. The responses obtained from them are presented in the following table.

Table No.10

Preference of Mother Tongue Medium of Instruction

Gender	Schools	a	b	c	d
Male	Public	9 22.5%	4 10%	5 12.5%	2 5%
	Private	11 27.5%	5 12.5%	3 7.5%	1 2.5%
Total		20 50%	9 22.5%	8 20%	3 7.5%
Female	Public	7 17.5%	5 12.5%	4 10%	4 10%
	Private	8 20%	3 7.5%	6 15%	3 7.5%
Total		15 37.5%	8 20%	10 25%	7 17.5%
Grand Total (M+F)		35 43.75%	17 21.25%	18 22.5%	10 12.5%

The above table shows that 20 (50%) male i.e. 9 (22.5%) of public and 11 (27.5%) of private schools, 15 (37.5%) female i.e. 7 (17.5%) of public and 8 (20%) of private schools and in total 35 (43.75%) in total respondents preferred mother tongue because it helps to conceptualize the content. Similarly, 9 (22.5%) male i.e. 4 (10%) of public and 5 (12.5%) of private schools, 8 (20%) female i.e. 5 (12.5%) of public and 3 (7.5%) of private schools and in total 17 (21.25%) respondents in total liked because it spoon fed them. Likewise, 8 (20%) male i.e. 5 (12.5%) of public and 3 (7.5%) of private schools, 10 (25%) female i.e. 4 (10%) of public and 6 (15%) of private and in total 18 (22.5%) in total respondents liked because they felt hesitation to work in pair and group in the English language. In the same way, 3 (7.5%) male i.e. 2 (5%) of public and 1 (2.5%) of private, 7 (17.5%) female i.e. 4 (10%) of public and 3 (7.5%) of private schools and 10 (12.5%) in total liked it because second language instruction obstacle to understand abstract content. The evidence shows that most of the students preferred mother tongue medium of instruction because it helps to conceptualize the content.

3.2.10. Improvement of Language by Listening English

To identify whether the student can improve their language by listening English teacher or not, they were asked to respond the statement, “I like mother tongue medium of instruction to be used in teaching English because we can improve our language by listening English teacher.” The responses obtained from them are presented in the following table.

Table No.11

Improvement of Language by Listening English

Gender	Schools	a		b		c		d	
Male	Public	7	17.5%	10	25%	2	5%	1	2.5%
	Private	6	15%	11	27.5%	3	7.5%	-	-
Total		13	32.5%	21	52.5%	5	12.5%	1	2.5%
Female	Public	9	22.5%	8	20%	2	5%	1	2.5%
	Private	8	20%	7	17.5%	4	10%	1	2.5%
Total		17	42.5%	15	37.5%	6	15%	2	5%
Grand Total (M+F)		30	37.5%	36	45%	11	13.75%	3	3.75%

The above table shows that 13 (32.5%) male i.e. 7 (17.5%) of public and 6 (15%) of private, 17 (42.5%) female i.e. 9 (22.5%) of public and 8 (20%) of private schools and 30 (37.5%) in total respondents strongly agreed that they can improve their language by listening teacher. Similarly, 21 (52.5%) male i.e. 10 (25%) of public and 11 (27.5%) of private schools, 15 (37.5%) female i.e. 8 (20%) of public and 7 (17.5%) of private and 36 (45%) in total agreed.

Likewise, 5 (12.5%) male i.e. 2 (5%) of public and 3 (7.5%) of private schools, 6 (15%) female i.e. 2 (5%) of public and 4 (10%) of private schools and 11 (13.75%) in total respondents disagreed. In the same way, 1 (2.5%) male which is only of public, 2 (5%) female i.e. 1 (2.5%) of public and 1 (2.5%) of private schools and 3 (3.75%) in total strongly disagreed. From the above data we can conclude that most of the students agreed that they can improve the language by listening English.

3.2.11 Usefulness of Mother Tongue

To find out the usefulness of mother tongue in visualizing the subject matter and taking notes, students were asked to respond the question, “While using mother tongue by your teacher does it help in visualizing the subject matter and

taking notes? If yes, it is helpful to _ _ _ _ _ ”The responses obtained from them are presented in the following table.

Table No. 12
Usefulness of Mother Tongue

Gender	Schools	a		b		c		d	
Male	Public	4	10%	11	27.5%	-	-	5	12.5%
	Private	2	5%	9	22.5%	1	2.5%	8	20%
Total		6	15%	20	50%	1	2.5%	13	32.5%
Female	Public	8	20%	5	12.5%	4	10%	3	7.5%
	Private	7	17.5%	6	15%	2	5%	5	12.5%
Total		15	37.5%	11	27.5%	6	15%	8	20%
Grand Total (M+F)		21	26.25%	31	38.75%	7	8.75%	21	26.25%

The above table shows that 6 (15%) male i.e. 4 (10%) of public and 2 (5%) of private, 15 (37.5%) female i.e. 8 (20%) of public and 7 (17.5%) of private and 21 (26.25%) respondents in total responded it was helpful to record the personal study. In the same way, 20 (50%) male i.e. 11 (27.5%) of public and 9 (22.5%) of private schools, 11 (27.5%) female i.e. 5 (12.5%) of public and 6 (15%) of private schools and 31 (38.75%) in total preferred to use mother tongue to get the idea clearly. Likewise, one (2.5%) male and 6 (15%) of private schools and 7 (8.75%) in total respondents used to copy for cheating in examination.

3.2.12. Preference of Skills to Be Taught

To identify which skills the students preferred to be taught using mother tongue, they were asked to respond the question, “Which skill do you prefer to be taught using mother tongue?” The responses obtained from them are presented in the following table.

Table No.13
Preference of Skills to be Taught

Gender	Schools	A		B		C		D	
Male	Public	1	2.5%	1	2.5%	14	35%	4	10%
	Private	5	12.5%	3	7.5%	12	30%	-	-
Total		6	15%	4	10%	26	65%	4	10%
Female	Public	2	5%	4	10%	9	22.5%	5	12.5%
	Private	1	2.5%	1	2.5%	15	37.5%	3	7.5%
Total		3	7.5%	5	12.5%	24	60%	8	20%
Grand Total (M+F)		9	11.25%	9	11.25%	50	62.5%	12	15%

The above table shows that 6 (15%) male i.e. 1 (2.5%) of public and 5 (12.5%) of private schools, 3 (7.5%) female i.e. 2 (5%) of public and 1 (2.5%) of private and 9 (11.25%) in total preferred listing skill while 4 (10%) male i.e. 1 (2.5%) of public and 3 (7.5%) of private schools, 5 (12.5%) female i.e. 4 (10%) of public and 1 (2.5%) of private schools and 9 (11.25%) in total preferred reading skill. In the same way, 26 (65%) male i.e. 14 (35%) of public and 12 (30%) of private schools, 24 (60%) female i.e. 9 (22.5%) of public and 15 (37.5%) of private schools and fifty (62.5%) in total preferred speaking skill while 4 (10%) male which is only of public, 8 (20%) female i.e. 5 (12.5%) of public and 3 (7.5%) of private schools and 12 (15%) in total preferred writing skill to be taught using mother tongue. From the above data we can conclude that speaking skill was preferred by more than sixty percents.

3.2.13. Mother Tongue Use While Using Bilingual Dictionaries

To find out the preference while using mother tongue, the students were asked to respond the question, “Do you prefer using mother tongue while using bilingual dictionaries?” The responses obtained from them are presents in the following table.

Table No. 14
Mother Tongue Use While Using Bilingual Dictionaries

Gender	Schools	a		b		c		d	
Male	Public	5	12.5%	4	10%	9	22.5%	2	5%
	Private	5	12.5%	6	15%	5	12.5%	1	2.5%
Total		10	25%	10	25%	14	35%	3	7.5%
Female	Public	6	15%	9	22.5%	4	10%	4	10%
	Private	6	15%	7	17.5%	5	12.5%	2	5%
Total		12	30%	16	40%	9	22.5%	6	15%
Grand Total (M+F)		22	27.5%	26	32.5%	23	28.75%	9	11.25%

The above table shows that 10 (25%) male i.e. 5 (12.5%) of public and 5 (12.5%) of private, 12 (30%) female i.e. 6 (15%) of public and 6 (15%) of private, 22 (27.5%) in total respondents preferred frequently mother tongue while using bilingual dictionaries. In the same way, 10 (25%) male i.e. 4 (10%) of public and 6 (15%) of private schools, 16 (40%) female i.e. 9 (22.75%) of public and 7 (17.5%) of private schools and 26 (32.5%) in total used sometimes. Likewise, 14 (35%) male i.e. 9 (22.5%) of public and 5 (12.5%) of private schools, 9 (22.5%) female i.e. 4 (10%) of public and 5 (12.5%) of private schools and 23 (28.75%) in total preferred to use mother tongue when situation demanded. Similarly, 3 (7.5%) male i.e. 2 (5%) of public and 1 (2.5%) of private schools, 6 (15%) female i.e. 4 (10%) of public and 2 (5%) of private schools and 9 (11.25%) in total never used mother tongue while using bilingual dictionaries. On the basis of above data, we can conclude that the majority of students use mother tongue sometimes while using bilingual dictionaries.

3.2.14. Context of Using Mother Tongue

In order to find out the context of using mother tongue, the students were asked to respond the statement, “You use mother tongue_____” The responses obtained from them are presented in the following table.

Table No.15
Context of Using Mother Tongue

Gender	Schools	a		b		c		d	
Male	Public	4	10%	11	27.5%	4	10%	1	2.5%
	Private	2	5%	12	30%	4	10%	2	5%
Total		6	15%	23	57.5%	8	20%	3	7.5%
Female	Public	1	2.5%	12	30%	5	12.5%	2	5%
	Private	3	7.5%	14	35%	3	7.5%	-	-
Total		4	10%	26	65%	8	20%	2	5%
Grand Total (M+F)		10	12.5%	49	61.25%	16	20%	5	6.25%

The above table shows that 6 (15%) male i.e. 4 (10%) of public and 2 (5%) of private, 4 (10%) female i.e. 1 (2.5%) of public and 3 (7.5%) of private schools and 10 (12.5%) in total respondents used mother tongue for chatting informally. Similarly, 23 (57.5%) male i.e. 11 (27.5%) of public and 12 (30%) of private schools, 26 (65%) female i.e. 12 (30%) of public and 14 (35%) of private schools and 49 (61.25%) in total used mother tongue who share the same language. Likewise, 8 (20%) male i.e. 4 (10%) of public and 4 (10%) of private schools, 8 (20%) female i.e. 5 (12.5%) of public and 3 (7.5%) of private and 16 (20%) in total used for it for internalizing the second language culture and ethnicities. In the same way, 3 (7.5%) male i.e. 1 (2.5%) of public and 2 (5%) of private schools, 2 (5%) female which was only of public and 5 (6.25%) in total replied that they used mother tongue non of the above any condition. The evidence from the above data shows that many of the respondents use mother tongue in a context when they share the same language.

3.2.15. Mother Tongue Interference in Learning Second Language

To find out the perception students towards the mother tongue interference in learning second language, they were asked to respond the question, “Does your mother tongue interfere in learning second language?” The responses obtained from them are tabulated in the following table.

Table No.16

Mother Tongue Interference in Learning Second Language

Gender	Schools	a		b		c		d	
Male	Public	9	22.5%	8	20%	3	7.5%	-	-
	Private	10	25%	6	15%	3	7.5%	1	2.5%
Total		19	47.5%	14	35%	6	15%	1	2.5%
Female	Public	14	35%	3	7.5%	3	7.5%	-	-
	Private	11	27.5%	5	12.5%	4	10%	-	-
Total		25	62.5%	8	20%	7	17.5%	-	-
Grand Total (M+F)		44	55%	22	27.5%	13	16.25%	1	1.25%

The above table shows that 19 (47.5%) male i.e. 9 (22.5%) of public and 10 (25%) of private schools, 25 (62.5%) female i.e. 14 (35%) of public and 11 (27.5%) of private schools and 44 (55%) in total agreed that mother tongue interfered in learning second language. Similarly, 14 (35%) male i.e. 8 (20%) of public and 6 (15%) of private schools, 8 (20%) female i.e. 3 (7.5%) of public and 5 (12.5%) of private and 22 (27.5%) in total replied that they didn't know anything. Likewise, 6 (15%) male i.e. 3 (7.5%) of public and 3 (7.5%) of private schools, 7 (17.5%) female i.e. 3 (7.5%) of public and 4 (10%) of private schools and 13 (16.25%) in total responded mother tongue helped in learning second language. In the same way, 1 (2.5%) male of private schools and in turn 1 (1.25%) in total responded mother tongue use neither supported nor interfere in second language learning. From the above data, we can conclude that mother

tongue interfere in second language learning which can be either positive or negative.

3.2.16 Students Like Mother Tongue

To find out whether they like mother tongue to be used in the English classroom, they were asked to respond to the question, “Do you like mother tongue to be used in the English language class?” Sixty nine (86.25%) in total respondents in which 40 (50%) of public based and 29 (36.25%) of private schools respondents preferred it to be used while rest 11 (13.75%) i.e. 4 (5%) of public based and 7 (8.75%) of private did not like it. Those who liked were asked to mention the reason why they love it.

The responses obtained from them are as follows:

- It provides more knowledge about the content.
- It is helpful to learn essay, stories and poem.
- Teacher student interactions become interesting.
- It helps to contextualize second language theme to the first language.
- It helps to do group work as well as monitoring the friends in their weaker subject.
- It is helpful in the sense that we cannot understand each and every English sentence, structure and technical words.
- It is helpful to write systematically about any subject.
- The students can retrieve the message of content for long time.
- Teacher can provide guidelines for further improvement.

On the basis of above responses, the researcher has come to the conclusion that mother tongue use in English classroom is appropriate but that should be according to the level, need and knowledge depth of the students.

3.2.17. Alternative of Mother Tongue

Those students who did not like mother tongue were asked question, “If no, what can be the alternative of mother tongue to clarify the abstract idea, stories, history etc instead of mother tongue medium of instruction.” The responses obtained from them are as follows:

- Teacher should make second language environment in the classroom
- Teacher should use audio-visual aids, signal, and role play in the classroom.
- Contextualization should be done.
- Project work can be given.
- To clarify the abstract idea, gestures, synonymous and antonymous can be used.
- Different excursion programs should be done to teach such as about histories.

From the above responses, what the researcher has concluded that we should not be totally dependent on mother tongue use instead different alternation and techniques should be used to make success teaching learning activities.

3.2.18 Advantages of Mother Tongue Medium of Instruction

To find out the advantages of mother tongue medium of instruction what is perceived by the students, they were asked to respond for the advantages. The advantages are also the reason as to why they preferred it. There are some unique advantages which are as follows:

- It helps weaker students to be competent in the concerned subject.
- It is helpful to conceptualize the subject matter.
- It helps in learning by doing.
- It fosters second language culture and ethnicities as our own culture and ethnicities.
- It vivids the abstract idea.

- It is helpful in travel and tourism areas.
- Students can recreate the story in their own culture and ethnicities.
- It is helpful to make note for preparation.

On the basis of above mentioned advantages provided by students, we come to know that mother tongue use is not only easy and useful medium of instruction in classroom situation but it is helpful outside the classroom i.e. in the practical life to link one with other.

3.2.19 Suggestion for Teacher to Make Their Teaching Effective and Interesting

The students were asked to provide suggestions to their English teachers to make their teaching effective and interesting for further improvement. The suggestions given to the teachers by them are as follows:

- Teacher should use simple and short words to make the content clear.
- He should concretize the abstract content.
- Regular interaction of subject matter should be done.
- He should teach the difficult subject matter in the analogous way.
- Teachers should be attractive as well as model for content.
- He should draw the attention of students by telling jokes and short stories.
- Updated technology should be used in the classroom.
- Teacher should give special interest to the weaker student.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with major findings of the research. It also deals with some recommendations and pedagogical implications, which are made on the basis of analysis and interpretation of the collected data.

4.1. Findings

After the rigorous analysis and interpretation of the collected data, it was found that most of the students were interested in learning and using English in classroom through mother tongue.

4.1.1. Finding of Teacher Perception

The major findings of the study are as follows:

- i. It is found that 80% teachers used mother tongue in English classroom to motivate the students.
- ii. The teachers perceived mother tongue as an appropriate instruction technique to join one language culture and content with other. They believed that it helps for translating and checking comprehension.
- iii. Most of the teachers agreed to teach grammar through L₁ medium of instruction. Similarly, they asserted that they use it while giving feedback to pupils when the students demands.
- iv. The use of mother tongue is less when there is mixed language of the students because a single teacher cannot tackle in all languages due to the lack of knowledge of those languages and diversities.
- v. Teacher language is considered to be prime model which is asserted by most of the teachers. Similarly regarding the separation of two languages which signify compartmentalized view is disagreed by more.

It means we should have to link one to other during teaching learning process.

- vi. Teacher's choice depends upon the content. So they use mother tongue for abstract contents such as poem and to make concept clear for it. More than 50% agreed regarding these options.
- vii. Regarding frequency and skills, they use mother tongue when the situation demands and skills like speaking and writing.
- viii. It is found that teaching poems, stories and reading comprehension mostly require mother tongue which is accepted by more than 70% teachers.
- ix. To make the course content interactive and encouraging the students, there is the requirement of using mother tongue that is supported by 90% teachers, and they also agreed that it gives the students visualizing the subject matter and taking notes.
- x. Teaching a second language totally through mother tongue medium of instruction is murdering that language. Thus, we have to use mother tongue according to the level of students which is supported by 50% teachers.
- xi. To create originality of the contents in the classroom as per the second language condition is impossible in context of Nepal because of the lack of skill, infrastructure and accessible materials which give birth to despair in teaching learning activities. Thus, in order to create the feeling to belongingness more than 60% of teachers strongly agreed to present the content using both linguistic as well as extra linguistic feature from the mother tongue. Extra-linguistic mother tongue features such as eye contact, facial expression, gesture and good posture of own ethnicity help course content to be effective.

- xii. To conceptualize the content, the best method is to plan and give examples in mother tongue in class note which is agreed by 60% teachers.
- xiii. Organization is the soul of the success in any program. So is the case with teaching learning activities. Giving instruction in a second language may confuse the students. So, the mother tongue instruction helps in the success of the activities that is supported by 60%.
- xiv. It is found that 50% teachers use mother tongue in correcting written work and teaching background .Similarly, teachers are satisfied with teaching and learning activities which are based on mother tongue. It is supported by more than 75% teachers.
- xv. Sixty percent of teachers opposed the view of using totally mother tongue medium of instruction in second language classroom. They viewed that we should use as per context require making content more vivid, not haphazardly.

4.2.2. Findings From Students Perception

We know the world through our eyes which may be false. So to be confirmed and verifiable we should also go through other's eyes. I mean to say that regarding perception towards language through teachers view is not suitable because the crux of the activity is students. What students prefer and get success through should be accepted by teacher. In fact, teaching learning activities in a second (English) language should be done as per the student's interest, desire, level and perception. Students' perception towards mother tongue in ELT classroom is as shown as follows:

- i. Regarding frequency of the use of mother tongue, 32.5% students perceive that their teacher frequently use mother tongue which is by comparison more in public based than private higher secondary school.

- ii.** It is found that in initial classes most of the students preferred mother tongue use while later they use it less as their knowledge and understanding level grows up. Thus, they like the way of using mother tongue on a topic in the classroom.
- iii.** Students preferred stories and poems, essays and grammar to be taught using mother tongue.
- iv.** It is found that use of visual aids, humor and cracking joke through mother tongue provided the learners feel happy.
- v.** Use of language by teacher is clearly understood by the students and they view that their teachers speak normally while explaining in mother tongue.
- vi.** It is found that the use of questions, humors and gestures of own language makes classroom interesting and more than 60% students preferred to involve in learning activities by asking question in mother tongue.
- vii.** It is found that the students like mother tongue because it helps to conceptualize the content and improve their language by listening English.
- viii.** Use of mother tongue helps in visualizing the subject matter and taking notes which, in further, is helpful to record the personal study and to get the gist easily.
- ix.** The main goal of language teaching is to impart the knowledge of language and to develop the language skills. Most of the students i.e. 62.5% preferred speaking skill to be taught using mother tongue.
- x.** It is found that 60% students preferred using mother tongue for using bilingual dictionary, 93.75% for chatting informally, people who share the same language and internalizing the second language culture and ethnicities.

- xi.** The interference of mother tongue is both positive and negative. Earlier the students felt it helps more but as the depth of knowledge grows they felt a little barrier because they could not be total a unilingual in practical. Each and every time one to another interfere that can either be good or bad which is obtained from the above raised evidence.

4.2 Recommendations

This study is conducted for academic purpose which is limited to certain aspects only. The shortcomings and gaps of this study should be fulfilled by further research. Just deriving the finding of the research is not a complete work of the researcher, instead they should provide some recommendations for pedagogical purpose and for policy development. I have made an attempt to provide some recommendations which have been drawn from the findings of the present study. They are listed below:

- i.** Teachers are required to get training regarding creating the English environment into the classroom. Total English environment in our context is not possible and teaching learning totally in mother tongue environment also do not enhance learning success in children. Thus, the proper use of mother tongue in second language (English) classroom should be managed.
- ii.** The updated innovation in English arena should be introduced to students so they can deduce the gap between first language and second language.
- iii.** Use of mother tongue is an effective way of teaching the literary text but how it can be made more effective should be explored by the researcher and the teachers should be encouraged providing the practical as well as theoretical knowledge to apply the technique required by the text and classroom.

- iv.** Translation of different literary items should be prescribed in curriculum of higher secondary level.
- v.** The teacher should plan their notes and example ahead so that they will not get lost from the objectives of classroom teaching.
- vi.** Different teaching materials, visual aids, cultural exchange program should be conducted at higher secondary level so that their sphere of knowledge and skill will not be limited what they have during secondary level. This is the juncture level to join the school level to university level. Thus not totally we can banish and free to use mother tongue.
- vii.** We should give freedom to the learner what is called learner autonomy because itself fosters them with second language and culture but what we should do only to show the path.
- viii.** Teacher should speak at the normal speed without feeling hesitation in a clear voice, welcome and encourage the students participation so their classes become meaningful.
- ix.** Proper utilization of materials are required in the school and in classroom.

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APPENDIX I(A)

Questionnaire for Teachers

Dear Respondents,

This questionnaire is a research tool to gather information for my research entitled “Perception of Teachers and Students Toward L₁ Interference in ELT Classroom” under the guidance of Dr. Laxmi Bahadur Maharjan, Reader, Department of English Education, T.U., Kirtipur. The information you have provided will be highly confidential and used only for the research purpose, I would appreciate your honest opinions and assure you that your responses will be completely anonymous.

Researcher
Dipendra Lal Karna

Name:

Qualification:

Name of School/College:

Experience:

HSS: Govt aided/private:

Set ‘A’

Put a tick (✓) on the box next to the alternative that best indicates your responses.

1. I use mother tongue in English classroom to

a) Motivate the students

c) Summaries the topic

b) Introduce the topic

d) All of the above

2. Why do you use mother tongue in ELT classroom?

- a) Because it helps in giving instruction about activities.
 - b) Because it helps for Translating and checking comprehension.
 - c) Because it helps for individual comments to students.
 - d) None of the above.
3. Mother tongue is used to teach grammar in English at Higher Secondary level.
- a) Strongly agree c) Disagree
 - b) Agree d) strongly disagree
4. Do you use mother tongue while giving feedback to pupils?
- a) Yes, I use it frequently c) Yes, I use it when situation demands
 - b) Yes, sometimes I use it d) No, I never use it
5. Mother tongue is neglected in ELT classroom because of the mixed language of the students.
- a) Strongly agree c) Disagree
 - b) Agree d) Strongly agree
6. Teacher's language is considered to be the prime model for true communication use of the second language.
- a) Strongly agree c) Disagree
 - b) Agree d) Strongly disagree
7. Should teachers keep the two languages separate in language classroom which signify compartmentalized view?
- a) Strongly agree c) Disagree
 - b) Agree d) Strongly disagree
8. Abstract content such as poem demands the mother tongue to be practiced in the language classroom.
- a) Strongly agree c) Disagree

- b) Agree d) Strongly disagree
9. Mother tongue use in classroom helps in making the concept clear. So I use it.
- a) Strongly agree c) Disagree
 b) Agree d) Strongly disagree
10. Mother tongue is very useful medium to teach.....
- a) Listening and Speaking c) Listening and reading
 b) Speaking and writing d) All of the above
11. How often do you use mother tongue in language classroom?
- a) Always c) When topic demands
 b) Frequently d) Rarely
12. You teach poems, stories and reading comprehension using mother tongue.
- a) Strongly agree c) Disagree
 b) Agree d) Strongly disagree
13. To make the course content interactive we can use question, humor, teaching aids with mother tongue instruction and that encourages students to ask question.
- a) Strongly agree c) Disagree
 b) Agree d) Strongly disagree
- 14) Mother tongue use gives the students visualizing the subject matter and taking notes.
- a) Strongly agree c) Disagree
 b) Agree d) Strongly disagree

15. What difficulty level of language do you use while delivering the lecture in mother tongue in the classroom?
- a) Standard and difficult c) Formal but very simple
b) Colloquial d) According to the level of students
16. Nonverbal presentation such as eye contact, facial expression, gesture and good posture of own ethnicity helps course content to be effective.
- a) Strongly agree c) Disagree
b) Agree d) Strongly disagree
17. I plan and give examples in mother tongue in class note.
- a) Strongly agree c) Disagree
b) Agree d) Strongly disagree
18. While organizing the classroom, is it inevitable to give instruction in mother tongue.
- a) Strongly agree c) Disagree
b) Agree d) Strongly disagree
19. Among these context when do you mostly use the mother tongue?
- a) Discussing objectives c) Correcting written work and teaching background
b) Giving test instruction d) While using the bilingual dictionaries
20. Are you satisfied with teaching learning activities which are based on mother tongue?
- a) Highly satisfied c) Less satisfied
b) Satisfied d) Not satisfied

Set B

1. Do you think mother tongue use is suitable and effective for higher secondary level?

Yes No

If yes, how can you say the technique is effective and suitable for this level?

Ans:-----

2. If no, what will be the alternative language to teach the abstract contents such as poems and cultural contents?

Ans:-----

3) Mention the important advantage of mother tongue use in ELT classroom.

Ans:-----

4) Can we make mother tongue use interactive and effective technique to the English content and culture?

Ans:-----

Thank you for your participation.

Dipendra Lal Karna
Department of English Education, T.U
Mob. No: 9804848724s

APPENDIX I (B)

Questionnaire for Students

Name:

Class:

Name of School/College:

Roll No.:

Gender: Male() Female()

HSS: Govt

aided/private:

Set 'A'

Put a tick (✓) on the box next to the alternative that best indicates your responses.

1. How often does your English teacher use mother tongue in your English classroom?

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

2. Do you like the way of using mother tongue on a topic in a classroom?

- | | |
|------------------------|-----------------|
| a) I like it very much | c) I dislike it |
| b) I like it | d) I ignore it |

3. Which of the following do you prefer to be taught using mother tongue?

- | | |
|----------------------|---------------------|
| a) Stories and Poems | c) Essays |
| b) Grammar | d) All of the above |

4. What do you feel when your English teacher uses visual aids, gives example and cracks joke using mother tongue?
 - a) I feel very happy
 - b) I feel distracted
 - c) I feel unhappy
 - d) I feel sleepy

5. Could you understand the language course clearly taught through mother tongue?
 - a) I understand clearly
 - b) I understand
 - c) I hardly understand
 - d) I don't understand

6. How fast does your English teacher speak while explaining in mother tongue?
 - a) Very Fast
 - b) Fast
 - c) Normally
 - d) Very fast

7. Use of questions, humors and gesture of own languages makes class interesting?
 - a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree

8. Does your English teacher involve in learning activities by asking questions in mother tongue?

Yes	or	No
If you like it?		

 - a) I like it very much
 - b) I like it
 - c) I dislike it
 - d) I don't care it

9. You like mother tongue medium of instruction.....
 - a) Because it helps to conceptualize the content

b) Because it spoon feeds us

c) Because I feel hesitation to work in pair and group in English language

d) Because second language instruction obstacles to understand abstract content

10) I like mother tongue medium of instruction to be used in teaching English because we can improve our language by listening English teacher.

a) Strongly agree

c) Disagree

b) Agree

d) Strongly disagree

11. While using mother tongue by your teacher does it help in visualizing and conceptualizing the subject matter and taking notes? If yes, it is helpful to....

a) Record the personal study examination

c) Copy for cheating in

b) Get the idea clearly

d) Get the gist easily

12. Which skill do you prefer to be taught using mother tongue?

a) Listening skill

c) Speaking skill

b) Reading skill

d) Writing skill

13) Do you prefer using mother tongue while using bilingual dictionaries?

- a) Yes, I prefer it frequently
- b) Yes sometimes I use it
- c) yes, I use it when situation demand
- d) No, I never use it

14) You use mother tongue:

- a) For chatting informally
- b) Who share the same language
- c) For internalizing the second language culture and ethnicities
- d) All of the above

15. Does your mother tongue interfere in learning second language?

- a) Yes, I agree
- b) No, it helps
- c) I don't know anything
- d) None of the above

Set 'B'

1) Do you like mother tongue to be used in your English language class?

Yes or No

If yes, why do you like it? Mention the reason.

Ans:

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2) If no, what can be the alternative language to clarify the abstract idea, stories, poem etc. instead of mother tongue medium of instruction?

Ans:

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3) Mention the advantage of mother tongue medium of instrument.

Ans:

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4) Give the suggestions to your English teachers to make his teaching effective and interesting.

Ans:

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Thank you for your participation.s

Dipendra Lal Karna
Department of English Education, T.U
Mob.no:9804848724