

CHAPTER-ONE

INTRODUCTION

1. General Background

Language is the most effective means of human communication. It is common to only human beings. It is the most unique gift that sets them apart from the rest of other living beings, i.e. animals. Over the past century or more, language has come to be studied exclusively, and different points of view have arisen from which it can be observed. According to Widdowson (1988, p. 5) 'language is a system of arbitrary vocal symbols which permits all people in a given culture; or other people who have learned the system of the culture , to communicate or to interact'. So language is a system in which we can communicate the ideas and share the experiences gained during the life. Language is used as a vehicle to transmit ideas from person to person and generation-to-generation helping society to march forward. The supreme importance of language is in its use as a tool- a vehicle of expression, 'a means through which interaction between human beings takes place.'

People in the world speak a number of languages. It has been estimated that some sixty percent of today's world population is multilingual (Richards and Rodgers, 1995, p.1). Both from a temporary and historical prospective bilingualism or multilingualism are the norms rather than exception. It is fair, then, to say that throughout history, foreign language learning, mainly the English language has always been an important practical concern. English is one among them and spoken all over the world. It is an official language or a joint official language in about fifty

other countries. English is also used as a second language, though without official status, in countries like Bangladesh, Malaysia, Bhutan and so on. English is used extensively as a foreign language for international communication. The coverage of the English language has been increasing rapidly at present. We know that English is much used as the second language in former British colonies such as India and Nigeria. Not only this, the countries like Nepal, Bhutan, Bangladesh use English for a variety of functions in foreign affairs, in broadcasting, in the press, in information technology, in researches, and broadly in education and many more.

Among the various languages spoken in the world, English occupies the principal roles for international communication though there are some other international languages such as French, Russian, and Arabic and so on. English is accepted as a lingua-franca all over the world. It has become the gateway to the world body of knowledge in every field. Its popularity and emergence can be guessed from the fact that more than half of the world books have been published in English and the powerhouses of the world such as the USA and the UK use English as their mother tongue (MT). To conclude, we can say that teaching English has been the cry of the day as there is no other language, easy to learn and internationally accepted as lingua-franca.

There is no country which does not share cultural diversity and linguistic plurality i.e. every country is multicultural and multilingual. In most of the countries English is learnt and taught as a second or foreign language because of its importance and necessity. Nepal is also a multicultural and multilingual country. Due to its linguistic plurality Nepal has got a unique

position on the linguistic map of the world. In Nepal more than 93 languages are spoken (CBS, 2001, p.102) and the Nepali language is used as a lingua franca. But Ethnologue (2001,p. 26) has listed 126 languages spoken in Nepal. Because of the existence of the many indigenous languages, Nepali is taken as the second language by some of the indigenous groups of people. On the other hand the Nepali language is widely and commonly used all over the Nepal by all the indigenous language speakers as lingua franca. It has become the sole language to communicate as a national language. As the importance and value of the English is growing in the present day world, English is put forth as a compulsory subject from pre-school level to Bachelor level along with the Nepali language.

Nepali is widely taken as L1 whereas English is taken as a foreign language. English has become the foreign language of all the Nepali learners. Generally the terms ‘first language’, ‘mother tongue’ and ‘native language’ are considered as L1 which means the language to which a child is exposed to for the first time and gets mastery over that i.e. which the child learns for the first time. On the other hand, the terms ‘second language’, ‘foreign language’ and ‘target language’ are used as L2, which refers to that language which the child learns after learning his mother tongue/ first language/native language. Both the L1 and L2 have their unique role in the people’s life but the issue of discussion is the use of Nepali in the English language classroom. It is being discussed as to whether the L1 hinders or facilitates learning FL. Some of the evidences show that L1 hinders FL learning but some other evidences show that L1 facilitates FL learning. And another discussion is on whether L1 must be used in FL classroom or not. The questions are raised on the acceptability

and appropriateness of L1 in FL classroom. Most of the experts put emphasis on the use of the target language i.e. believe in the English environment in the English language classroom. The general belief is that the child must be exposed to the target language to make him/her learn TL perfectly. Emphasis is on the full and proper exposure i.e. greater the exposure, greater the learning. In this respect the emerging questions are "Can the L1 be avoided from the FL classroom? In case of not it is desirable or inevitable?" There have always been contradicting views about whether to use the mother tongue of the students in the foreign language classroom. Furthermore, here comes the psychological, cultural, socioeconomic aspects and thoughtfulness to the use of L1 in FL classroom. There have been many theoretical arguments both for and against the use of L1 in the FL classroom. There have been a few researches carried out which have remeasured the exact effects of L1 use in the foreign/target language classroom. It is the matter of controversy whether or not the use of students' L1 in the classroom by either, the teacher, the students, or both, hinders the learning of a target/foreign/second language.

1.1 Using L1 in the FL Classroom

During 1840s to 1940s using the native speakers' first language was considered a necessity because grammar-translation method was dominant. But due to the emergence of audio-lingual approaches followed by communicative methods, the use of first language was almost totally eliminated. The widely advocated principle that the native language should not be used in the foreign language classroom makes most teachers, experienced or not, feel uneasy about using L1 or

permitting its use on the classroom even when there is a need to do so. Much emphasis is given on the target language. TL (English) must be the sole medium for communications and the use of native language should be forbidden. But sometimes it is inevitable to use L1 in the FL classroom, no matter greater or lesser. So the questions are "Is it necessary to use L1 in the FL classroom?" Is it desirable or inevitable?" No rigid idea is found regarding this issue.

In this regard, Li (1999, pp.162-63) states, "Some Chinese students choose to speak their L1 at home when they are spending time, effort, and money to learn a new language and when they have been told time and again by their teacher to speak as much English as possible." He further adds that we cannot disregard the use of L1 but can encourage and create opportunities for using L2 (English). Moreover, Nation (2001, p. 44) writes,

In some countries, English and the L1 are in competition with each other and the use of English increases at the expense of the L1. Teachers need to show respect to the learners' L1 and need to avoid doing things that make the L1 seem inferior to English. At the same time, it is the English teachers' job to help learners develop their proficiency in English. Thus, a balanced approach is needed which sees a role for the L1 but also recognizes the importance of maximizing L2 use in the classroom.

Likewise, Weschler (2002, p.135) claims “English only classroom is based on two fundamentally flawed arguments: first, the premature, outright rejection of the traditional ‘grammar-translation’ method and second, the false assumption that an ‘English only’ requirement is an essential element of more modern ‘communicative methodologies’”. And he has proposed a hybrid ‘The Functional-Translation method’ by combining the best of the ‘grammar-translation’ method with the best of communicative methods. Regarding the controversy of using L1 in the L2 classroom, Gill,(2005 p. 195) opines that

The position we take is that the mother tongue represents a powerful resource that can be used in a number of ways to enhance learning but that it must always be used in a principled way...the L1 should not be used simply as an optional ‘spice’ like, say, the use of video, or running dictations, or role play, or authentic reading texts taken from today's newspaper to give a few examples. It’s much more basic than that...

In this context, Zehnhoi 2000 (as quoted in Schweers, 2005, p. 127) “the best solution is to make limited use of students' native language at appropriate time and in appropriate places.” Cook (2001, p. 22) argues that using L1 in certain contexts can create authentic users of L1. And he describes four existing methodologies that deliberately include L1 in the L2 learning. Sharma, (2007, p. 12) opines

There are English-only schools which exclusively make use of English. Even the government aided schools are starting teaching of English from Grade One. Some parents force their kids to speak English at home and among their peers. What does it indicate? Of course, widespread use of English in Nepal is a part of globalization, and, therefore, we must welcome and acknowledge it without undue hesitation. English is not the property of English people or other native speakers of it...we can speak English still maintaining and preserving our own mother tongues. The implication is that Teaching of English and native language of the child (in our case indigenous languages of Nepal) will do justice to both the language policy will prove a stepping stone in the aspired and much awaited new Nepal.

Furthermore, it can be said that the proper use of L1 in proper time and manner is beneficial and appropriate for the learners. Focus must be given in the target language and L1 is necessary to facilitate the learners to learn TL. There must not be the circumstances which make the students feel TL is everything, if this happens they may seek the respect and value of L1 or totally neglect their mother tongue. And use of L1 while teaching FL is almost obligatory for the primary level i.e. elementary level. As the level grows the use of L1 can be minimized and use of FL can be maximized.

1.1.1 L1 or L2: A Historical Glimpse

If we look at the history of L1 use in the L2 classroom, we see periodic but regular changes in how it is viewed. Before some decades bilingual teaching was the norm. It means the use of L1 to study L2 was the norm with students because the students were taught through translation. The use of L1 to study L2 was almost universal and readily accepted in past because language teaching placed an emphasis on the written word above the spoken word.

The appearance of the direct method of teaching just over a hundred years ago also contributed greatly to the consolidation of the idea that all L1 languages should be excluded from the classroom. Philipson, 1992, p. 188 opines “The rise of an English-only classroom for political and practical reasons conversely brought about the exclusion of the students L1. Students who were caught using L1 were often punished or shamed for doing something wrong.” By enforcing an English-only policy, the teacher could assume control of the class, and would naturally be in a position of strength. On the other hand, by using L1 in the classroom, the teacher risked undermining him/herself, as the students being the better speakers, would control the communication.

The communicative approach firmly believed the idea that monolingual teaching with authentic communication in L2 was the best way to learn a language. Communicative researchers not only believed in the use of L2 as the medium of teaching, but many others also believed the L1 use actually interfered with L2 learning. These errors from L1 interference would be formed into what is now known as the Contrastive Analysis Hypothesis.

But nowadays there are some researchers who think L1 should not be excluded totally from the English language class. They think moderate use of L1 helps to learn L2 better and in meaningful way. Schweers, 1999, p. 145 opines “Recently though support for an English-only policy has been declining, some researchers and teachers have begun to advocate a more bilingual approach to teaching which would incorporate the students' L1 as a learning tool”.

Many of the methods and techniques have emerged and they have their own place depending on the different circumstances of the teaching environment. Some of the techniques and methods focus on never use of L1 and some of them do not discard though they focus on the use of L2. Polio (1994 p. 294) opines “A study by Schweers in 1999 found that 88.7% of Spanish students studying English wanted L1 used in the class because it facilitated learning. Students also desired up to 39% of class time are spent in L1.”

Supporters of the bilingual approach might argue that to make the separation or distinction between L1 and L2, explanations in L1 are necessary, because the teaching of grammar is so complex, that without the use of L1, there would be little or no comprehension on the student's part, especially at lower levels.

1.2 Review of the Related Literature

Shrestha, (1999) carried a research on “A comparative study of the Efficiency of Nepali and English as the media of instruction in Teaching English” and concluded that medium of instruction plays an important role in learning a foreign language. Medium of instruction plays a vital

role to achieve the goals and objectives of any language teaching. It has been found from this experiment that there is not a single medium which is appropriate for teaching listening, speaking, reading, writing, vocabulary, grammar and functional English. Different media are effective for different language skills. The teaching English in English medium was more effective for teaching listening, speaking, reading, writing, vocabulary and functional English while teaching English in Nepali medium was more effective in teaching grammar.

Schweers (1999) has conducted a study with EFL students and their teachers in Spanish context to investigate their attitudes toward using L1 in the L2 classroom. His findings indicate that the majority of students and teachers agreed that Spanish should be used in the EFL classroom. He concluded that

A L2 can be learned through raising awareness to similarities and differences between the L1 and the L2... bringing Spanish into the English classes had made learning English appear to be less of a threat to their vernacular...using Spanish has led to positive attitudes toward the process of learning English and better yet, encourage students to learn more English.

Prodromou (2000) has carried out a research on "From Mother Tongue to Other Tongue." His study concluded

Students seem skeptical about the use of L1 in the classroom, particularly at higher levels. However, the bilingual/bicultural teachers are in a position to enrich the process of learning by using the mother tongue as a resource, and then, by using the L1 culture; they can facilitate the progress of their students towards the other tongue, the other culture.

Bhandari (2000), conducted a research on “Effectiveness of Medium of Instructions in Teaching English Prepositions: A Practical Study” and reached the conclusion that teaching English prepositions through Nepali medium is significantly more effective than teaching them through English medium.

Rolin-Lanzite (2001) conducted a research on "Justifying Selected Uses of the learners L1 in the Foreign Language Classroom within Communicative Language Teaching."He found that

Shifting to the learners' first language may help the perception of L2 forms. The use of L1 could be particularly efficient to introduce vocabulary items, which cause miscomprehension during a listening activity... the use of L1 could be considered then as a strategy helping to introduce a 'focus on form' in the foreign language classroom.

Weschler (2002, p. 96) on 'Uses of Japanese in the English Classroom' mentions

“It should now be apparent that the use of Japanese in and of itself in texts and in the classroom is not the problem. For the student, it can act as an obstacle or a tool in the struggle to master English. And like any tool, it can be used skillfully or misused. Whether it is useful or detrimental depends entirely on the goal to which it is applied, the type of language being translated, the materials used to apply the method, and the procedures used in the classroom”.

And he has proposed Functional-Translation Method, where he writes

...because the emphasis is first on helping the students to understand and convey the meaning of ideas most useful to him. Only then is the appropriate grammar sought out as the framework in which to express that idea. It is 'translation' method because it makes unashamed use of the students' first language in accomplishing that goal. Planned carefully, it will combine the best of traditional “grammar-translation” with the best of modern “direct, communicative” methods.

Tang (2003) has carried out a research on "Using L1 in the English Classroom" and came out with the conclusion that

Limited and judicious use of the mother tongue in the English classroom does not reduce students' exposure to English, but rather helps to clarify some misconceptions that have troubled foreign language teachers for years, such as whether they should use the mother tongue when there is a need for it and whether the often-mentioned principle of no native language in the classroom is justifiable...moderate and judicious use of the mother tongue can aid and facilitate the learning and teaching of the target language.

However, the value of using the mother tongue is a neglected topic in the TEFL methodology literature.

Miles (2004) has carried a research on "Evaluating the Use of L1 in the English Language Classroom" and came to the conclusion that in the class where L1 was utilized, the students showed a significantly higher improvement in the area of speaking. The reason suggested here is that confidence was the determining factor, and that L1 use helped to foster this confidence. "...the findings were generally favorable and supportive of our original thesis, that L1 use in the English classroom does not hinder the learning of an L2, and can actually facilitate it."

Khanal (2004) carried out a research on “A study on the use of Nepali Language in English Classroom” and came to the conclusion that moderate and judicious use of the mother tongue(Nepali) aids the learning and teaching of the target language(English). Skills like speaking and reading and language aspects like vocabulary and language mainly require the use of the Nepali language. Moreover she found the use of Nepali in giving instructions, suggesting the students, explaining difficult concepts etc.

Sharma (2006) on “Mother Tongue Use in English Classroom” concludes that limited and judicious use of the mother tongue in the English classroom does not reduce students’ exposure to English, but rather can assist in the teaching and learning processes. But it should be noted that excessive and more frequent use of mother tongue is counter-productive...the use of mother tongue should be less encouraged. Total prohibition of mother tongue in an English classroom will certainly deprive the students of certain opportunities to learn more and better.

All of the above research works address the use of mother tongue in the English classroom but no one seem too much clear whether the Nepali language is inevitable or avoidable in English classroom and for when and how much the English teachers use Nepali in classroom. This research directly attempts to find out the role of Nepali in English classroom and the frequency of using Nepali in various teaching items of English.

1.3 Objectives of the Study

The objectives of this study were as follows:

- a) To find out when and how much the teachers use Nepali in English classroom.
- b) To analyze the opinions on the use of Nepali (L1) in English (FL) classroom.
- c) To suggest some pedagogical implications.

1.4 Significance of the Study

The English language is taught to the children from grade-one. Much training is provided regarding the teaching of English as the FL. And all the time focus goes on proper exposure and English environment but no attention is paid on the use of L1 in the classroom. So, this study being directly related to the English Language Teaching, reveals whether the use of L1 in the FL classroom is inevitable or not. It will be helpful to those who are involved in teaching and learning process. It will be equally significant to enhance and enrich the methodology in teaching English. The study is beneficial to the English language teachers, teacher trainers, subject experts, language learners and policy makers too.

CHAPTER-TWO

METHODOLOGY

2. Methodology

The researcher adopted the following methodological framework to accomplish the objectives of the study.

2.1 Sources of Data

Although the research was based on a field study, both primary and secondary sources were utilized to collect data.

2.1.1 Primary Sources of Data

The primary sources of data for the study was the students who were learning English at the secondary level; teachers who are teaching English at secondary level; school headmasters who are responsible for the schools and the language classes where English is being taught and learnt as a foreign language.

2.1.2 Secondary Source of Data

Books, journals, articles, research reports, published and unpublished research works were used as the secondary source of data. These materials were used to prepare questionnaire, interview checklist and literature reviews. Mainly Richard and Rodgers (1995), Prodromou (2000), Bhandarari (2000) and Tang (2003) were used.

2.1.3 Sample Population and Sampling Procedure

The sample of the study consisted of 70 students of secondary level from 10 different secondary level schools of Chitwan District, including five government and five private.

Five government schools and five private schools of Chitwan were selected by using the random sampling procedure. Likewise 10 English teachers and 10 school headmasters and 70 students of the respected schools were selected by using the same method and sampling procedure.

2.2 Tools for Data Collection

Three different sets of questionnaires were used to collect the data. A checklist was also be used to record the data from observation of the English classes (see appendix 1,2,3 and 4).

2.3 Process of Data Collection

After preparing the questionnaires and checklist the researcher visited the selected schools and established the rapport with the headmasters and clarified the purpose of visiting to them. Then the researcher met the English teachers and gave the questionnaires to them. After that he developed the rapport with the students and clarified the purpose of his research. Then the required number of students were randomly selected.

For the purpose of observation, the researcher observed the 4 English classes of the each 10 teachers from the selected schools of grade 10. The classes were observed without informing the teachers.

2.4 Limitations of the Study

The study was limited in the following ways :

- i) Area of the study was limited to western parts of Chitwan district.
- ii) The study was based on the data collected from five public schools and five private schools of western Chitwan.
- iii) The population of the study comprised 70 students of grade 10, 10 English teachers, and 10 school Headmasters. 4 classes of each teacher of 10 different schools were observed as the sample class. In total 40 classes were taken as the sample class.
- iv) L1 in this study refers to only the Nepali language and FL refers to only the English language.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter of the study deals with the interpretation and analysis of the data collected from primary sources. To make analysis and interpretation vivid and comprehensive, the analysis was done under the following four different categories:

- Analysis of responses from students.
- Analysis of responses from teachers.
- Analysis of responses from school headmasters.
- Analysis of class observation.

3.1 Analysis of the Responses from Students:

Students are the main factors to concern while conducting research works on teaching and learning. They are the most reliable and valid sources for any classroom research. No matter whether the studies are on teaching methodologies or learning strategies, the findings are beneficial and fruitful for the students. During the time of collecting data, the researcher got many responses from the students which are analyzed as follows:

3.1.1 Use of Nepali in the English Classroom by Teachers

Learning English for Nepalese students is not an easy task. Seventy seven percent students said that it was a tough job to learn English. In the context of learning, L2 experts said that greater the exposure the greater the learning. But due to the poor exposure, environment and poor teaching learning activities, students are weak in English. The following

table shows the numbers of students who responded the situation of using and not using of Nepali in the English classroom by their teachers.

Table No. 1

Use of Nepali in the English Classroom by Teachers

Responses	Number of Respondents	Percentage
Nepali is used in class by Teachers	54	77.14
Nepali is not used in class by Teachers	16	22.85

The above table shows that out of 70 experimented students 77.14% students showed that their teachers used Nepali in the English classroom while 22.85% students showed that their teachers did not use Nepali in the English classroom.

3.1.2 Skills on which Nepali is Used Much by Teachers

It is considered that the teachers are the sole authority to provide input to the learners in our Nepalese schools. In the context of government aided school, students solely rely on teachers. So, in this regard, this issue tried to find out on which language skills Nepali is used much by teachers.

Table No. 2

Skills on Which Nepali is Used Much by Teachers

Responses	Number of Respondents	Percentage
Listening	-	
Speaking	9	12.85%
Reading	33	47.14%
Writing	14	20%
Not at all	14	20%

The above table shows that majority of the teachers i.e. 47.14% used Nepali while teaching reading skill, Similarly, 12.85% teachers used Nepali while teaching speaking. Likewise, 20% teachers used Nepali while teaching writing skill and 20% teacher did not use Nepali in any skills.

3.1.3 Hindrance of Nepali in Learning English

This question was designed to find out the opinions whether Nepali hinders in the process of learning English. The responses provided by students' are as follows:

Table No. 3
Hindrance of Nepali in Learning English

Responses	Number of students	Percentage
Does not hinder	55	78.57%
Hinder	15	21.42%

The above table shows that 78.57 percentage of students expressed their opinions that use of Nepali does not hinder in the process of learning English. But 21.42% students opined that use of Nepali hinders in the process of learning English.

3.1.4 Facilitation of Nepali in Learning English

This question was designed to find out the opinions on the facilitation of Nepali in learning English. The responses provided by students are as follows:

Table 4
Facilitation of Nepali in Learning English

Reponses	Number of respondents	Percentage
Facilitates	55	78.57%
Hinder	15	21.42%

The above table shows that 78.37% students expressed their opinions that the use of Nepali facilitates in the process of learning English and 21.42% students expressed their opinions that the use of Nepali hinder in the process of learning English.

3.1.5 Positive or Negative Effect of Nepali in Learning English

English is the 2nd language for most of the learners of Nepali. In the process of learning English, the Nepali language can help or hinder. So this question tried to find out whether the effect of the Nepali language is positive or negative in the process of learning English.

Table No. 5
Positive or Negative Effect of Nepali

Response	Number of Respondents	Percentage
Positive	55	78.57%
Negative	15	21.42%

The above table shows that 78.57% students expressed their opinions that the role of Nepali in the English class room is positive whether 21.42% students expressed their opinions negative in the process of learning English.

3.1.6 Sufficiency of English in Speaking Class

This question tried to find out whether only English is sufficient for the real understanding in speaking class.

Table No. 6

Sufficiency of English in Speaking Class

Response	Number of Respondents	Percentage
Only English is not sufficient	54	77.17%
Only English is sufficient	16	22.85%

The above table shows that 77.17% students expressed their opinions that only English is not sufficient in the speaking class of English whether 22.85% students opined that only English is sufficient for the English classroom.

3.1.7 Occasions on which the Teacher should Speak Nepali

The researcher provided some of the possible occasions when the role of Nepal may be crucial and the teacher should speak Nepali. Infact, he tried to find out on which occasions the teachers should speak Nepali while teaching English.

Table No. 7

Occasions on which Teachers should Speak Nepali

Occasions	Number of respondents	Percentage
To give instructions	41	58.57%
To explain new words	60	85.71%
To translate the reading text	20	28.57%
To help understand only the difficult portion of reading text	48	68.57%
To explain grammar rules	55	78.57%
To help at the stages of writing text	40	57.14%
To help in the listening	19	27.14%
To help in the speaking	35	50.00%
No any situations	10	14.29%

Having provided the situations for using Nepali, out of 70 students 58.57% opined that the teacher should speak Nepali while giving instructions. Most of the students gave their opinions that the teacher should speak Nepali to explain new words which is 85.71%. Similarly 28.57% students opined that the teachers should speak Nepali while translating the reading text and 68.57% students opined that the teachers should speak Nepali to help understand only the difficult portions of reading text.

3.1.8 Appropriate Frequency of Using Nepali in English Classroom

This question was designed to find out what frequency of using Nepali is appropriate in the English classroom. The responses provided by students are as follows:

Table No. 8

Appropriate Frequency of Using Nepali in English Classroom

Frequency	Number of students	Percentage
Never	15	21.42
Sometimes	53	75.71
Very rarely	22	31.42
Frequently	10	14.28

The above table shows that 75.71% students opined that the teacher should speak Nepali for sometimes in the English classroom whereas 31.42 % students opined that the teacher should use Nepali very rarely in the English classroom. Similarly, 14.28% students opined that the English teacher should frequently use Nepali in the English classroom apart from defining new vocabs in the rare case. Likewise 21.42% students opined that the teachers should not use Nepali in the English classroom.

3.1.9 Demand of Using Nepali in the English Classroom

This question was designed to find out whether the students demand the use of Nepali in the English classroom or not. The responses provided by them are as follows:

Table No. 9

Students Demand of Using Nepali in the English Classroom

Response	Number of students	percentage
Demand	55	79%
Not demand	15	21%

The above table shows that 79% of the students felt need and demand their teachers to use Nepali in the English classroom. Similarly, 21% of the students responded that they did not feel the necessity to use Nepali in English classroom.

3.2 Analysis of the Responses from Teachers

Teachers are the guides, facilitators, instructions, supporters, motivators and moreover they are the models for students. The way the teachers present the items make the learners learn instantly or prevents from learning. Teachers have the significant role to make students learn perfectly. The following analysis shows the teachers attitude toward using Nepali in the English classroom.

3.2.1 Use of Nepali in the English Classroom by Teachers

The following chart shows the use of Nepali in the English classroom by teachers.

Table No. 10

Use of Nepali in the English classroom by Teachers

Response	Number of Respondents	Percentage
A bit	8	80%
A lot	-	-
Not at all	2	20%

The above table shows that 8 teachers out of ten used a bit of Nepali in the English classroom while 2 teachers did not use any Nepali words in the English classroom.

3.2.2 If Nepali Facilitates in Learning English

This question was designed to find out the teachers view of whether Nepali facilitates in the process of learning English or not. The responses provided by teachers are as follows:

Table No. 11

If Nepali Facilitates in Learning English

Response	Number of Respondents	Percentage
Yes	8	80%
No	2	20%

The above table shows that 8 teachers out of ten expressed their views that Nepali facilitates in the process of learning English while 2 teachers expressed the view that Nepali does not facilitate in the process of learning English.

3.2.3 Teachers who think Nepali Facilitates in Learning English

This question was designed to find out the number of teachers who think Nepali facilitates in learning English and the responses of them are given below.

Table No. 12

Teachers who think Nepali Facilitates in Learning English

Facilitates	Number of Respondents	Percentage
0-25%	5	62.5%
25-50%	2	25%
50-75%	1	12.5%
75-100%	-	-

The above table shows that 5 out of 8 teachers expressed their views that Nepali language facilitates in the process of learning English by 0-25% while 2 out of 8 expressed their views that the Nepali language facilitates in the process of learning English by 25-50%. Likewise, 1 out of 8 teachers expressed his view that the Nepali language facilitates in the process of learning English by 50-75%.

3.2.4 Occasions for Using Nepali

The researcher provided some of the possible occasions when Nepali could be used. The questions tried to seek occasions when and how much the teachers use Nepali while teaching English.

Table No. 13

Occasions for Using Nepali by Teachers

Occasions	0-25%	25-50%	50-75%	75-100%
To motivate the students	5	2	1	-
Giving instruction	4	3	1	-
To explain the background of the text	4	3	1	-
To define the new terms	2	4	1	1
To translate the reading text	6	1	1	-
To clarify only the difficult portion of reading text	4	2	2	-
To explain the grammar rules	3	4	1	-
To help students at the different steps of writing text	4	3	1	-
To help in the listening	4	3	1	-
To help them in speaking	4	3	1	-
Any other situations				
a) Dramatization	4	3	1	-
Not at all			2	

The above table shows the role of using Nepali in English classroom is important in itself. Most of the teachers i.e. 80% responded on the favor of using Nepali in English classroom at different degrees for different purposes of teaching. Only two teachers seemed not using any Nepali words in the English classroom and they were from private schools. Five

teachers out of 8 used Nepali from 0-25% to motivate the students. Likewise, 2 teachers used 25-50% Nepali and 1 teacher used Nepali from 50-75% to motivate the students. Four teachers out of 8 teachers used Nepali from 0-25% to give instruction and explain the background of the text. Likewise, 3 teachers out of 8 used Nepali from 25-50% for the same purpose. Only 1 teacher used 50-75% Nepali for that. Two teachers out of 8 used Nepali from 0-25% to define the new terms. Likewise, 4 teachers used Nepali from 25-50% for the same purpose. One teacher used Nepali from 50-75% and 1 teacher used it from 75-100% for the same. Six teachers out 8 used Nepali from 0-25% to translate the reading text. Likewise, 1 teacher used 25-50% Nepali for that purpose. Similarly, 1 teacher used Nepali from 50-75% to translate the reading text. Four teachers out of 8 used Nepali from 0-25% to clarify the difficult portion of reading text, to help students at the different steps of writing text, to help in listening, to help them in speaking and in dramatization. Likewise, 2 out of 8 teachers used Nepali from 25-50% to clarify the difficult portion of reading text. Three teachers used Nepali from 25-50% to help at the different steps of writing text, to help in the listening, to help in speaking and in dramatization. Similarly, 2 teachers out of 8 used Nepali from 50-75% to clarify the difficult portion of reading text and 1 teacher out of 8 used Nepali from 50-75% to help students at the different steps of writing text, to help in the listening, to help in speaking and in dramatization. Likewise, 3 out of 8 teachers used Nepali from 0-25% to explain the grammar rules. Likewise, 4 teachers out of 8 used Nepali from 25-50% and 1 teacher used it from 50-75% to explain the grammar rules.

3.2.5 Frequency of Using Nepali in the English Classroom

Using Nepali in the English classroom is almost compulsory for the teachers. So this question tried to show how frequently the teachers used Nepali.

Table No. 14

Frequency of Using Nepali in the English Classroom

Responses	Number of respondents	Percentage
Never	2	20%
Very rarely	1	10%
Sometimes	5	50%
frequently	2	20%

The above table shows that 20% of the teachers opined that Nepali must not be used in the English classroom. Fifty percent of the teachers stated that Nepali could be used sometimes and 10% of the teachers opined that Nepali could be used very rarely in the English classroom and 20% of the teachers opined that the teachers could use Nepali frequently in the English classroom.

3.2.6 Demand of Students to Use Nepali in the English Classroom

While teaching and learning, the difficulty lies in the misunderstanding or non-understanding. So this question tried to show whether the students demand to use Nepali in the English classroom.

Table No. 15

Demand of Students to Use Nepali in the Classroom

Responses	Number of Respondents	Percentage
Yes	8	80%
No	2	20%

The above table shows that 80% of the teachers opined that they are forced to use Nepali in the English classroom whereas 20% of the teachers opined that their students never demand to use in the Nepali in the English classroom.

3.2.7 Effectiveness of Nepali in English Classroom

This question tried to find out the teacher's view on the effectiveness of Nepali in the English classroom. The responses provided by them are as follows:

Table No. 16

Effectiveness of Nepali in English Classroom

Responses	Number of respondents	Percentage
Effective	8	80%
Ineffective	2	20%

The above table shows that 80% of the teachers opined that it could be effective to use Nepali in the English classroom whereas 20% teachers opined that it has negative effect in teaching English.

3.2.8 Language Skill on Which Nepali is Used Much

This question tried to find out the skill on which Nepali is used much by the teachers. The responses provided by them are as follows:

Table No. 17

Language Skill on Which Nepal is Used Much

Responses	Number of Respondents	Percentage
Reading	5	50%
Writing	3	30%
Speaking	2	20%
Listening	-	-

The above table shows that 50% teachers opined that they used Nepali much in teaching reading while 30% teachers opined that they used much Nepali in teaching writing whereas 20% teachers opined that they used much Nepali while teaching speaking skill.

3.3 Analysis of the Responses from Headmasters

School authority is considered as the important body to run the school smoothly and make the school and its pupil go on progressing. So regarding the issue i.e. the use of Nepali in the English classroom, a set of questionnaire was asked to them. The study tried to find out what they think about using Nepali in the English classroom. As they have important role in making the school environment perfect. A school can be renowned and reputed and its pupil can secure and uphold the good result

if its school authority personnel implement a good policy and rules to handle the school.

3.3.1 Suggesting Teachers to use Nepali

This question was designed to find out the headmasters attitudes of whether they suggest to use Nepali in the English classroom or not. The responses provided by them are as follows:

Table No. 18

Suggesting Teacher to Use Nepali

Response	Number of Respondents	Percentage
No	6	60 %
Yes	4	40%

The above table shows that 60% i.e. majority of the school authority prefer not to use Nepali in the English classroom. Similarly, 40% of the school authority opined on using Nepali in the English classroom.

3.3.2 Role of Using Nepali in the English Classroom

This question was designed to find out the headmasters' view on the role of using Nepali in the English classroom. The responses provided by them are shown as follows:

Table No. 19
Role of Using Nepali in the English Classroom

Response	Number of Headmasters'	Percentage
Positive	3	30%
Negative	4	40%
%Neither Positive nor Negative	3	30%

The table shows that 40% headmasters' opined the use of Nepali hinder in the process of learning the English language whereas, 60% headmasters' opined that the moderate of the school is suitable to learn English language.

3.3.3 Situations for Using Nepali

This issue tried to find out on which occasion the headmasters felt the necessity of using Nepali.

Table No. 20
Situations for Using Nepali

Response	Number of Respondents	Percentage
To Motivate Students	-	-
To give instruction	2	20%
To explain new words	5	50%
To explain only the difficult portion of reading texts	3	30%
To help students in speaking	-	-
To help in listening	-	-
To help students in writing	-	-

The above table shows that 20% of the school authorities opined that Nepali was necessary to give instructions. Similarly, 50% of the school authorities stated that Nepali was necessary to explain new words. Likewise, 30% opined that Nepali was appropriate to explain only the difficult portion of reading text.

3.3.4 Degree of Nepali Helping to Learn English

This question was designed to find out the headmasters' opinions on how much the use of Nepali help the learners to learn the English language. The responses provided by them are as follows:

Table No. 21

Degree of Nepali Helping in to Learn English

Responses	Number of respondents	Percentage
Not at all	4	40%
A little	6	60%
Fairly much	-	-
A lot	-	-

The above table shows that 40% headmasters think that Nepali should not be used in the English classroom whereas 60% headmasters opined that Nepali should be used a little in rare case for only to do crystal clear to the learners of English.

3.3.5 Appropriate Frequency of Using Nepali in the English Classroom

This question tried to find out the headmasters' opinions on what frequency of using Nepali is appropriate. The responses provided by them are as follows:

Table No. 22
Appropriate Frequency of Using Nepali in the English Classroom

Responses	Number of respondents	Percentage
Never	4	40%
Very rarely	2	20%
Sometimes	4	40%

The above table shows that 40% headmasters opined that Nepali should not be used in the English classroom whereas 20% headmasters opined that Nepali should be used very rarely to teach English to the students. Similarly, 40% headmasters opined that Nepali should be used sometimes to make the students' concepts clear.

3.4 Analysis of Class Observation

To back up the information gathered from the students and teachers 40 classes of English teachers were observed including listening, speaking, reading and writing. The researcher observed the classes of ten teachers in ten different schools, including five private and five public. Here is the analysis of class observation.

3.4.1 Teacher-one

Table No.23

Teaching Item- Poem ‘Weathers’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
Pre-Reading - To motive the students - To clarify the topic		√ √		
While- Reading - To explain difficult words	√			
Post-Reading - To clarify the gist of the text - To give feedback.		√ √		

Table No. 23 shows that the teacher was found using Nepali sometimes in the beginning of the class to motive the students. He was also found using Nepali sometimes to make the students clear about the topic. At the time of class observation, it was found that Nepali was used to explain the meaning of words. Even word to word meaning i.e. from English to Nepali was written on the board. The students seemed to prefer to use Nepali words while asking questions to the teachers. To make the students feel more comfortable and confident, Nepali was sometimes used by the teachers to explain the gist of the text.

Table No. 24

Teaching Item- Tense (Past perfect)

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
- To motive the students		√		
- To explain grammar rules	√			
- To Clarify the question		√		
- To Give feedback		√		

Table No. 24 shows that the teacher was found using Nepali in the beginning to motivate the students. To make the grammar rules clear, the teacher was found using Nepali several times. It was seen that the students preferred to use Nepali. The teacher had to speak Nepali to clarify the questions. During the overall observation, both the language i.e. Nepali and English were equally used.

Table No. 25

Teaching Item- Listening

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
Pre-Listening				
- To motive the students		√		
- To Give Instructions		√		
- To Defining new terms	√			
While- Listening				
- To Command		√		
Post - Listening				
- To give feedback	√			

Table No. 25 shows that during the class observation, Nepali was used sometimes to motivate the students and to give instructions. The teacher was found using Nepali several times to define the new terms. The students asked the questions in Nepali and the teacher had to explain the answers both in English and Nepali. Although there seemed the dominance of English, Nepali was also used equally.

Table No. 26

Teaching Item- Speaking ‘Making an apology’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
- To motive the students		√		
- To describe the language functions and structures of making apology	√			
- To clarify the questions		√		
- To give feedback		√		

Table No. 26 shows that during the class observation, it was noticed that Nepali was used sometimes to motivate the students. It was also used to describe the language functions and structures of making apology. Nepali was used specially whenever the teacher felt the students did not understand the text. The students seemed to prefer asking questions and talking to teacher in Nepali. To give feedback the teacher was also found using Nepali for sometimes. It showed that Nepali was inevitable in the English classroom.

3.4.2 Teacher-Two

Table No. 27

Teaching item –Festival ‘Chandi Naach’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
Pre-Reading				
- Giving Instructions		√		
- Clarifying the questions		√		
- Giving background		√		
While-Reading				
- Explaining unfamiliar words	√			
Post –Reading				
- Making students clear about the text		√		
- Giving feedback		√		

Table No. 27 shows that during the class observation it was found that Nepali was used to give instruction to the students. The teacher used the mother tongue Nepali to clarify the questions and to give background of the text. While explaining the new terms, the teacher was found using Nepali several times. Even one-one corresponding words i.e. English to Nepali was written on the board. At the end, the teacher was found explaining the text and giving feedback in Nepali. Although the teacher was trying to create an English environment, he was unable to do so because students were preferring Nepali words.

Table No. 28

Teaching item –Transferring information from diagram to prose.

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
- To motivate students		√		
- To transfer information from diagram to prose	√			
- To clarify the questions		√		
- To Give feedback		√		

Table No. 28 shows that Nepali was used for sometimes to motivate the students in the beginning. The teacher was found using Nepali for several times to describe how to transfer the bar diagram into writings. The teachers felt easy to use Nepali to make the students understand. Although the teacher tried to use English as much as possible, the students demanded Nepali. As a result, the teacher had to use Nepali for sometimes to clarify the questions and to give feedback to the students. It showed that the reasonable Nepali was necessary in the English class.

Table No. 29

Teaching item –Listening

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
Pre-Listening <ul style="list-style-type: none">- To motivate the students- To explain the background of the text		√	√	
While-Listening <ul style="list-style-type: none">- To define the new terms- To explain the sequence of the events	√	√		
Post-Listening <ul style="list-style-type: none">- To evaluate the students		√		

Table No. 29 shows that the teacher was found using Nepali to motivate the students rarely in the beginning of the class. He was found using Nepali for sometimes to explain the background of the text. It was seen that Nepali was used several times to define the new terms. The teacher was found sometimes explaining the sequence of the events of the text and to evaluate the students.

Table No. 30
Teaching item –Speaking ‘Making Permission’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
<ul style="list-style-type: none"> - To motivate the students - To help students to speak in the formal and informal situation regarding making permission - To clarify the questions - To give feedback 	√	√		

Table No. 30 shows that the teacher was found using Nepali for sometimes in the beginning to contextualize the subject matter. To describe the very topic, the teacher was seen using Nepali several times. The teacher was found using Nepali sometimes to give instruction and to give feedback. The teacher was seen using Nepali almost 30% out of his whole English class.

3.4.3 Teacher-Three

Table No. 31

Teaching Item : Reading ‘Parsa Wildlife Reserve’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
Pre-Reading				
- To give instruction		√		
- To give the background of the text		√		
While –Reading				
- To define new terms		√		
Post-Reading				
- To make them clear about the text			√	
- To feedback		√		

Table No. 31 shows that during the class observation the teacher was found using Nepali for sometimes to give instructions and to give the background of the text. He was seen just telling the meaning of some words of English into Nepali and made the students clear about the text. Although there was the dominance of the English language, the students preferred to ask the questions and talk to the teacher in Nepali.

Table No. 32

Teaching Item : Writing 'Letter to Friend'

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
- To motivate the students		√		
- To help students to write a letter		√		
- To clarify the questions				
- To give feedback		√	√	

Table No. 32 shows that during the class observation, it was found that the teacher used Nepali for sometimes to motivate the students and to help students to write a letter. When he made the students write, he gave the instruction using a Nepali a bit and while checking the answers, he rarely used Nepali words. Although the teacher used English most of the times, the students seemed to prefer Nepali.

Table No. 33

Teaching Item: Listening

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
Pre-Listening				
- Giving instruction		√		
- Familiarizing the text.		√		
- Defining the new terms		√		
While-Listening				
- Giving Instruction			√	
Post-Listening				
- Checking/Giving feedback		√		

Table No. 33 shows that during the class observation, it was found that the teacher used Nepali for sometimes to give instruction to the students in the beginning. To make the students familiar with the subject matter, the teacher was found using Nepali for sometimes. The teacher was also found using Nepali to define the new terms for sometimes. The teacher was found using Nepali to give instruction and giving feedback to the students.

Table No. 34

Teaching Item: Speaking ‘Criticizing’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
- To motivate the students		√		
- To help students in criticizing		√		
- To clarify the questions			√	
- To check		√		

Table No. 34 shows that during the class observation, the teacher was found using Nepali sometimes to motivate the students and to help the students for criticizing. The teacher was found using Nepali very rarely to clarify the questions and in checking the students' answers, he was found using Nepali for sometimes.

3.4.4 Teacher-four

Table No. 35

Teaching Item: Reading ‘Mina a Blind Girl’

Situations for using Nepali	Several times	Sometim es	Rarely	Not at all
Pre-Reading				
- Giving instruction		√		
- Telling about the text		√		
- Defining the new terms		√		
While-Reading				
- Translating the text	√			
Post –Reading				
- Evaluating the students	√			

Table No. 35 shows that during the class observation the teacher was found to be using the Nepali language for sometimes to give instruction to the students. Likewise Nepali was used sometimes to explain about the text and define the new terms. However, the preference of students was on using Nepali rather than English. The teacher was found to be using Nepali for several times to translate from English into Nepali. Even the students did not ask a question in English and the students did not seem active during the class observation. Some mistakes could be noticed in the teacher's spoken sentences. He was found using Nepali sometimes to give feedback to the students. It could be noticed that the teacher was not habituated to use English.

Table No. 36

Teaching Item : Writing ‘Dialogue’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
- To motivate the students		√		
- To describe the ways of writing dialogue	√			
- To clarify the questions		√		
- To give feedback		√		

Table No. 36 shows that during the class observation it was found that the Nepali language was used in the beginning to motivate the students. The teacher was found to be using Nepali for several times to describe the ways of writing dialogue. Similarly, he was found using Nepali for sometimes to clarify the questions and to give feedback to the students.

Table No. 37

Teaching Item : Listening

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
Pre-Listening <ul style="list-style-type: none">- To motivate the students- To give instruction- To tell about the background of the text	√	√ √		
While-Listening <ul style="list-style-type: none">- To give instruction			√	
Post-Listening <ul style="list-style-type: none">- To check		√		

Table No. 37 shows that the teacher was found using Nepali for sometimes in the beginning to motivate the students. Likewise, Nepali was used for sometimes to give instruction. To make the students clear about the text, the teacher was found using Nepali for several times. The students seemed to prefer Nepali. The teacher was found using Nepali very rarely to give instruction. To give feedback to the students, he was found using Nepali for sometimes.

Table No. 38

Teaching Item : ‘Expressing Sympathy’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
- To motivate students		√		
- To help students to express sympathy	√			
- To clarify the question		√		
- To give feedback		√		

Table No. 38 shows that during the class observation, it was found that Nepali was used in the beginning for sometimes to motivate the students. The teacher was found using Nepali for several times to help students in expressing sympathy. At the time of class observation Nepali was used for sometimes to clarify the questions and giving feedback to the students.

3.4.5 Teacher-Five

Table No. 39

Teaching Item : Reading ‘Where the Mind is Without Fear’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
Pre-Reading - Motivating the students - Defining the new terms. - Explaining the background of the text		√	√	
While-Reading - Clarify the questions - Summarizing		√	√	
Post-Reading - Giving feedback to the students		√		

Table No. 39 shows that during the class observation, it was found that Nepali was used to motivate the students and define the new terms. The teacher was found giving the similar word meanings of the difficult words and telling the Nepali meaning of the words for sometimes. Although the teacher was found trying his best to use the English language but the students seemed to prefer the Nepali language. The teacher was found using Nepali for sometimes to clarify the questions, summarizing and giving feedback to the students.

Table No. 40

Teaching Item : Writing ‘Reported Speech’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
- To motivate the students		√		
- To teach the grammar rules	√			
- To clarify the questions		√		
- To give feedback		√		

Table No. 40 shows that during the class observation, the teacher was found using the Nepali language in the beginning for sometimes for motivating the students. He was found using the Nepali language for several times. To describe the grammar rules to clarify the questions and to give feedback to the students, he was found using the Nepali for sometimes.

Table No. 41

Teaching Item : Listening

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
Pre-Listening				
- To motivate the students		√		
- To define the new terms		√		
- To describe the background of the text	√			
While-Listening				
- To give instruction			√	
Post- Listening				
- To give feedback		√		

Table No. 41 shows that during the class observation, the teacher was found using Nepali for sometimes to motivate the students and to define the terms. The teachers was found using Nepali for several times to describe the background of the text. Similarly, he was found using Nepali for sometimes to give instructions and to give feedback to the students

Table No. 42

Teaching Item : Speaking ‘Giving Advice’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
- To motivate the students		√		
- To describe the language function and structure of giving advice	√			
- To clarify the questions		√		
- To give feedback		√		

Table No. 42 shows that Nepali was used for sometimes to motivate the students in the beginning. The teacher was found using Nepali several times to make the students understand the language functions and structures of giving advice. Likewise, the teacher was also found using Nepali for sometimes to clarify the questions and to give feedback to the students.

3.4.6 Teacher-Six

Table No. 43

Teaching Item : Reading ‘A Story of Pradip Pal’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
Pre-Reading				
- Giving instructions		√		
- Defining difficult words	√			
While-Reading				
- Defining new terms		√		
- Clarifying the questions		√		
Post-Reading				
- Giving feedback		√		

Table No. 43 shows that during the class observation the teacher was found using Nepali only for sometimes to give instruction to the students. To define difficult word, the teacher was found using Nepali for several times. There was the maximum use of the English language but the teacher had to define the meaning of the word for several times. The teacher found using Nepali for sometimes to clarify the questions and giving feedback to the students.

Table No. 44

Teaching Item : Writing ‘Prepare a News Report’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
- Helping the students to prepare a news report	√			
- Giving feedback		√		

Table No. 44 shows that the teacher was found using Nepali several times to help the students prepare a news report and he was also found using Nepali sometimes to give feedback to the students.

Table No. 45

Teaching Item : Listening

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
Pre-Listening				
- Giving instruction		√		
- Defining new terms		√		
- Telling the background of the text		√		
While-Listening				
- Giving instruction		√		
Post Listening				
- Giving Feedback		√		

Table No. 45 shows that the teacher was found using Nepali to give instructions, define new terms, tell the background of the text, give instruction and give feedback to the students.

Table No. 46

Teaching Item: Speaking ‘Criticizing’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
- Motivating students.		√		
- Describing the language function and structure of criticizing		√		

Table No. 46 shows that during the class observation the teacher was found using Nepali for sometimes to motivate the students and describe the language function and structure of criticizing. Although there was the maximum use of English in the classroom but the students seemed to prefer Nepali in the process of describing the language functions and structures of criticizing.

3.4.7 Teacher-Seven

Table No. 47

Teaching Item: Reading ‘Poem Knowledge’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
Pre-Reading				
- Telling the background of the text			√	
- Defining the difficult terms		√		
While-Reading				
- Defining new terms		√		
- Translating only the difficult portions of reading text		√		
Post-Reading				
- Giving feedback		√		

Table No. 47 shows that during the class observation the teacher was found using Nepali rarely to describe the background of the text. He was found using Nepali for sometimes to define the difficult terms, to translate only the difficult portions of reading text and giving feedback to the students.

Table No. 48

Teaching Item: Writing ‘Newspaper Article’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
- To help the students to prepare a newspaper article		√		
- To give feedback		√		

Table No. 48 shows that at the time of class observation, the teacher was found using Nepali for sometimes to help the students to prepare a newspaper article and to give feedback. The students seemed comforted when the teacher used Nepali. It shows that the proper use of Nepali is inevitable.

Table No. 49

Teaching Item: Listening

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
Pre-Listening - Defining difficult vocabs - Telling about the text		√	√	
While Listening - Defining new terms			√	
Post –Listening - Giving Feedback			√	

Table No. 49 shows that the teacher was found using Nepali rarely to define the difficult vocabs. He was found using Nepali for sometimes to

tell about the text. Similarly, the teacher was found using Nepali for sometimes to define the new terms and to give feedback to the students.

Table No. 50

Teaching Item: Speaking ‘Expressing Plans’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
- Helping students to describe the language function and structures for expressing plans		√		
- Giving feedback			√	

Table No. 50 shows that during the class observation the teacher was found using Nepali for sometimes to help students to describe the language functions and structures for expressing plans. To give feedback to the students, he was found using Nepali rarely. There was the dominance of English in the class but some use of Nepali was seen.

3.4.8 Teacher : Eight

Table No. 51

Teaching Item: Reading Poem ‘Where the Mind is Without Fear’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
Pre-Reading - Defining new terms			√	
While-Reading - Paraphrasing		√		
Post-Reading - Giving feedback		√		

Table No. 51 shows that during the class observation the teacher was found using Nepali for defining new terms rarely. He was also found using Nepali for sometimes to paraphrase and to give feedback to the students. There was the maximum use of English in the classroom but the students seemed comforted when the teacher used Nepali.

Table No. 52

Teaching Item: Writing ‘Paragraph’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
- Helping Students for preparing a passage		√		
- Giving feedback			√	

Table No. 52 shows that during the class observation the teacher was found using Nepali for sometimes to help students to prepare a paragraph. He was found using Nepali rarely to give feedback to the students. There was the maximum use of English in the classroom.

Table No. 53

Teaching Item: Listening

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
Pre-Listening - Defining new terms		√		
While-listening - Giving instruction			√	
Post-Listening - Giving feedback			√	

Table No. 53 shows that during the class observation the teacher was found using Nepali for sometimes to describe new terms. He was found using Nepali rarely to give instruction and feedback to the students.

Table No. 54

Teaching Item: Speaking ‘Agreeing and Disagreeing’

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
- Describing the language function and Structures of expressing agreeing and denying		√		
- Giving feedback			√	

Table No. 54 shows that during the class observation the teacher was found using Nepali for sometimes to describe the language functions and structures of expressing agreeing and denying. He was found using

Nepali rarely to give feedback to the students. There was the maximum use of English in the classroom.

3.4.9 Teacher: Nine

No Nepali was used in the English classroom.

3.4.10 Teacher: Ten

No Nepali was used in the English classroom.

3.5 Presentation of Class Observation in the Table

The information gathered from class observation is presented in the table as follows:

Table No. 55

Reading Skill

S.N.	Situations for Using Nepali	No. of Teachers	%
1	Motivating the students	2	20%
2	Giving Instructions	5	50%
3	Telling the background of the text	5	50%
4	Defining the new terms	8	80%
5	Clarify the questions/topics/concept of reading text	5	50%
6	Giving feedback	8	80%
7	Translating the text	2	20%
9	Not at all	2	20%

The above table shows that most of the teachers i.e. 80% used Nepali to define the new terms and to give feedback to the students. Likewise, 50% teachers used Nepali to give instruction, to tell the background of the text and to clarify the questions/topic concept of reading text to the students. Similarly, 20% teachers used Nepali to motivate the students and to translate the text into Nepali. It was found that 20% teachers didnot seem using Nepali in the English classroom out of the ten randomly selected teachers.

Table No. 56

Writing Skill

S.N.	Situations for Using Nepali	No. of Teachers	%
1	To motivate the students	5	50%
2	To help the students to prepare the text/To help in grammar	8	80%
3	To clarify the questions	5	50%
4	To give feedback	8	80%
5	Not at all	2	20%

The above table shows that most of the teachers i.e. 80% used Nepali to help students to prepare the writing text and to give feedback to prepare the same materials. Likewise, 50% teachers used Nepali to motivate the students to the very subject matter and clarify the questions. But 20% teachers did not use any Nepali words out of the ten randomly selected teachers.

Table No. 57
Listening Skill

S.N.	Situations for Using Nepali	No. of Teachers	%
1	To motivate the students	4	40%
2	To give instructions	5	50%
3	To define the new terms	7	70%
4	To explain the background of the text	6	60%
5	To give feedback	8	80%
6	Not at all	2	20%

The above table shows that most of the teachers i.e. 80% used Nepali to give feedback to the students. Likewise, 70% teachers used Nepali to define the new terms and 60% teachers used Nepali to explain the background of the text. Fifty percent teachers used Nepali to give instructions and 40% teachers used Nepali to motivate the students to the subject matter. But 20% teachers did not use any Nepali words out of the 10 randomly selected teachers.

Table No. 58
Speaking Skill

S.N.	Situations for Using Nepali	No. of Teachers	%
1	To motivate the students	5	50%
2	To describe the language functions and structures	8	80%
3	To clarify the questions	5	50%
4	To give feedback	8	80%
6	Not at all	2	20%

The above table shows that most of the teachers i.e. 80% used Nepali to describe the language function and structure and to give feedback to the students. Likewise, 50% teachers used Nepali to motivate the students and to clarify the questions. But 20% teachers didnot seem to use any Nepali words in the classroom and they were from the private schools.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of analysis and interpretation of the data, the major findings of the study are as follows:

4.1.1 Finding from Students

- i. The majoring of the students i.e. eighty percent opined that the teacher should use Nepali to define the new terms.
- ii. Fifty percent students opined that Nepali should be used to tell the background of the texts.
- iii. Fifty percent students opined that Nepali should be used to clarify the concept of reading texts.
- iv. Eighty percent students opined that grammar should be taught in Nepali.
- v. Sixty percent students opined that the teacher should use Nepali to explain the background of the texts.
- vi. Eighty percent students opined that the teacher should use the Nepali to help the students to prepare the various written texts.
- vii. Eighty percent students opined that the teacher should use the Nepali to describe the language function and structure of the speaking texts.
- viii. Eighty percent students opined that the teachers should use Nepali to give feedback to the students.

4.1.2 Findings from Teachers and Headmasters

- i) Sixty-three percent teachers opined that Nepali facilitates in learning English.
- ii) Teachers used 50% Nepali while teaching reading text.
- iii) Eighty percent teachers opined that they used a bit Nepali in the English classroom.
- iv) Eighty percent teachers used Nepali at different degrees from 0-25% to 75-100% to define the new terms, to explain the grammar rules and to explain the background of the text.
- v) Forty percent headmasters opined that they suggested their teachers to use Nepali.
- vi) Fifty percent headmasters opined that the teacher should use Nepali to explain new words. Likewise, 30 % headmasters opined that the teacher should use Nepali to explain only the difficult portions of reading text and 20% headmasters opined that the teachers should use Nepali to give instruction.

4.2 Recommendations

It is shown that medium of instructions play a great role to learn something. But in the context of the countries which have English as a foreign language, it is not easy to teach the students with the same language i.e. target language. For the better learning, it is necessary to instruct the pupil in the TL but for the ease and understanding of the students, the use of mother tongue is necessary. So on the basis of this study “use of L1 in the English language classroom”, the following recommendations are made:

- i. The teacher should explain the meaning of difficult words to the students in Nepali.
- ii. It is better to give English-Nepali-English meanings of the difficult words to the students.
- iii. The teacher should translate the only difficult portions of reading texts in the Nepali language to the students.
- iv. The teacher should use Nepali to describe the background of the text while teaching listening text.
- v. Instructions should be given in Nepali to prepare various writing texts.
- vi. The teacher should use Nepali to describe language functions and structures while teaching speaking texts.
- vii. Feedback should be given in Nepali to the students.

APPENDIX –ONE

Questionnaires for students:

Dear Students,

The questionnaire aims to find out your attitude toward using Nepali in the English classroom. Your answers will be used for research purposes only. The fruitfulness of the study will depend on your accurate, fair and rational responses.

1. Does your teacher use Nepali in the English classroom ?
i) Yes ii) No iii) Sometimes
2. On what language skill does he use Nepali much ?
i) Reading ii) Writing iii) Listening iv) Speaking
v) Not at all
3. Does Nepali (L1) hinder in learning English ?
i) Yes ii) No
4. Does Nepali (L1) facilitate in learning English ?
i) Yes ii) No
5. How much does it affect in learning English ?
i) Little ii) A great deal iii) Not at all
6. What impact does Nepali language has on learning English languages?
i) Positive ii) Negative iii) Neither positive or negative
7. Is only English enough Sufficient for your real understanding especially in speaking class ?
i) Yes ii) No

8. Tick after the points on which the teacher should speak Nepali.

To give instructions	
To explain new words	
To translate the reading text	
To help understand only the difficult portion of reading text	
To explain grammar rules	
To help at the stages of writing text	
To help in the listening	
To help in the speaking	
No any situations	
Any other situations a) b) c)	

9. What frequency do you think is appropriate in using Nepali in English classroom ?

- i) Never ii) Sometimes
iii) very rarely iv) frequently

10. Do you demand to use Nepali in the language class room ?

- i) Yes ii) No

APPENDIX -TWO

Questionnaires for teacher

1. How much Nepali do you use in English class ?
 i) A bit ii) A lot iii) Not at all
2. Do you think it facilitates learning ?
 i) Yes ii) No
3. If Yes, then how much ?
 0-25% ii) 25-50% iii) 50-75% iv) 75-100%
4. Tick after the percentage on how much Nepali you use in English classroom.
 a=0-25%, b=25-50%, c=50-75%, d=75-100%

To motivate the students	a	b	c	d
Giving instruction	a	b	c	d
To explain the background of the text	a	b	c	d
To define the new terms	a	b	c	d
To translate the reading texts	a	b	c	d
To clarify only the difficult portion of reading text				
To explain the grammar rules	a	b	c	d
To help students at the different steps of writing text.	a	b	c	d
To help in the listening text.	a	b	c	d
To help them in speaking	a	b	c	d
Any other situations a) b) c)	a	b	c	d
Not at all				

5. What frequency of Nepali do you use in the English classroom?
- i) Never ii) Very rarely iii) Sometimes iv) Frequently
6. Do the students demand to use Nepali in the English classroom ?
- i) Yes ii) No iii) Sometimes
7. Do you feel effectiveness of Nepali in English classroom ?
- i) Yes ii) No iii) Sometimes
8. On which language skill do you use Nepali much ?
- i) Listening ii) Speaking iii) Reading iv) Writing
- v) Non of them

**APPENDIX-IV
Observation Checklist**

School :

Class :

Teacher :

Topic :

Teaching Item : Reading

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
Pre-Reading ----- ----- ----- ----- ----- -----				
While- Reading ----- ----- ----- ----- ----- -----				
Post- Reading ----- ----- ----- ----- ----- -----				

Teaching Item : Writing

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
<ul style="list-style-type: none"> - To motivate students - To explain grammar rules - To help students to develop and arguments - To narrate a sequence of events and produce texts based on the prescribed notes/clues - To transfer information from diagram to prose - Any other situations <ul style="list-style-type: none"> a) b)..... c)..... 				

Teaching Item : Listening

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
<p>Pre-Listening</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>While- Listening</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>Post- Listening</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>				

Teaching Item : Speaking

Situations for using Nepali	Several times	Sometimes	Rarely	Not at all
<ul style="list-style-type: none"> - To motivate students - To give instructions - To describe the language functions and structures of apology, condolence etc. - To help the students to speak in the formal and informal situations - To clarify the tough and unfamiliar words. - To describe the background of role play or simulation. - Any other situations <ul style="list-style-type: none"> a) b)..... c)..... 				

APPENDIX-V

Name of the schools

Government schools

- i) Janaki Higher Secondary School, Meghauri
- ii) Shree Prabhat Higher Secondary School, Shukranagar
- iii) Adarsha Higher secondary School, Dibyanagar
- iv) Shree Janajyoti Higher Secondary School Amaritnagar
- v) Sajhapur Secondary School, Meghauri

List of Private schools

- i) Kalika Higher Secondary English Boarding School, Divyanagar
- ii) Paramount English Boarding School, Meghauri
- iii) Millyjuli Higher Secondary English Boarding School, Parsadhap
- iv) Motherland English Boarding school, Sukranagar
- v) Bright Future English school, Telauli

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