

CHAPTER-ONE

INTRODUCTION

1.1 General Background

We can hardly imagine the world without language. Language is the prior means of communication and is the unique possession of human being, which is most conveniently used and which bounded human being to a bond. It is the medium of expressing general facts along with complex thoughts, feelings, emotions and experiences of daily life.

There are a number of languages exist in this world. Among them English is found to be the most prominent and important one. English is the dominant language in this present world. So, it is used as a lingua franca. English being an international language occupies a dominant position. It has been reported that more than 350 million people in the world use English as their native language. It is being widely used all over the world and plays a vital role in every field. Due to its emergence in the modern world much emphasis is started to be given to it. To take the pace of development, for being acquainted with daily happenings, to be familiar with technological achievements and for other many causes English is being the basic need for the people of the world and for the Nepalese people as well.

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) and Nepali language is used as a lingua franca. But Ethnologue (2001) 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, Nepali language is widely and commonly used all over the Nepali by all the indigenous languages speakers as lingua franca. It has become the sole language to communicate as a nation language. As the importance and value of the English language grow 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. In this regard

Nepali is widely taken as L1 whereas English is taken as 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 use of L1 in FL classroom. It is being discussed as to whether the L1 hinders or facilitates while learning FL. Some of the evidences show that L1 hinders in FL learning but some other evidences show that L1 facilitates in 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. believes 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 has been a few research carried out which has measured 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.

1.2 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.

Weschler (2002) 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, Nation (2001) 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. Similarly Flangan Li (1999) 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 can not disregard the use of L1 but can encourage and create opportunities for using L2 (English).

Gill (2005) 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 is 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, Rao Zehnhoi (2000 quoted in Schweers, 2005) "the best solution is to make limited use of students' native language at appropriate time and in appropriate places." Cook (2001) 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) on his writing “Spread of English: Globalization or imperialism?” reveals “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 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.

1.3 L1 or L2: A historical glimpse

A look at the history of L1 use in the L2 classroom quickly reveals periodic but regular changes in how it is viewed (Auerbach, 1999). Before some decades bilingual teaching was the norm with students learning through translation. The use of L1 to study L2 was the norm, with students learning 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 (Harbord, 1992) and (Pennycook, 1994) in Miles). The Direct Method would soon be discredited when it failed in the public education system (Brown, 1994). But it would have a lasting influence on SL/EFL classrooms.

The rise of an English-only classroom for political and practical reasons (of the teacher's, not the student's) conversely brought about the exclusion of the student's L1. Students who were caught using L1 were often punished or shamed for doing something wrong (Philipson, 1992; 188). 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.

Another prominent linguist Krashen, who advocated maximum exposure to the target language, forwarded the argument that L1 should not be used in the classroom. He stated that all the lessons or as much as possible should be in L2 and that there was a definite relationship between comprehensible input in L2 and proficiency. Crucially though this perhaps implied that time spent using L1 would only detract from learning. He ever suggested that the exposure was not always successful in facilitating proficiency, was because learners had access to their L1 either in class or out of the class (Krashan, 1985; 169).

The communicative approach firmly believed the idea that monolingual teaching with authentic communication in L2 was the best way to learn a language. (Pennycook, 1994; 169). 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 (Brown, 1994; 193). It was thought that errors in L2 learning could be predicted by comparing and contrasting L2 with L1 (Miles, R., 2004).

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. Others have even gone as far as saying the use of L1 in the classroom is necessary (Schweers, 1999). Countries, such as China have been successfully experimenting with bilingual English classes (Zhou, 2003).

Many of the methods and techniques have been 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. By excluding the students' L1, we are severely limiting the number of methods and techniques available to teachers.

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 be spent in L1. Proponents of English-only policy also claim that using L1 in the classroom is not in accordance with SLA theories, which advocate modified input and negotiation in L2 as a means of learning (Polio, 1994).

Children learn their first language through listening and copying what those around them say, and exposure to the language is vital in the development of their linguistic skills. Supporters of the monolingual approach have stated that translating between L1 and L2 can be dangerous as it encourages the belief that there are one to one equivalents between the languages, which are not always the case (Pracek, 2003). They believe the two languages should be distinct and separate. 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.

1.4 Literature Review

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."

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.'

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."

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) 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. What should such a "functional-translation" method look like? Its positive features can perhaps best be seen when contrasted directly with some of the weaknesses of the traditional "grammar-translation" method".

Nation (2001) opines 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 for 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 teacher's 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. Research shows that the first language has a small but important role to play in communicating meaning and content. This role is important across all four strands of a course. In a well balanced foreign or second language course, there are roughly equal opportunities for learning through the four strands of –

- A. Meaning focused input- learning through listening and reading
- B. Meaning focused output- learning through speaking and writing
- C. Language focused learning- learning deliberate attention to language features
- D. Fluency development – learning through working with known material across the four skills at a higher than usual level of performance.

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 favourable 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. He further writes that while arguing for the option of using L1 in the classroom, most researchers have at the same time cautioned against the overuse of it (Burden, 2000, p9), because it can create an over reliance on it (Polio, 1994, p153), and can oversimplify differences between the two languages, create laziness among students and a failure to maximize English (Atkinson, 1987, p. 247).

Shrestha (1992) carried a research on “A comparative study of the Efficacy 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 is 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.’”

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.

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 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.

1.5 Objectives Of This Study

The objectives of this study are:

- a) To find out the role of L1 in the FL classroom.
- b) To analyze the opinions on the use of L1 in the FL classroom.
- c) To suggest some pedagogical implications.

1.6 Significance Of The Study

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

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 were the students who had been learning English at the secondary level; teachers who had been teaching English at secondary level; school headmasters who were the responsible personnel for the schools and the language classes where English had been taught and learnt as a foreign language.

2.1.2 Secondary source of data

Books, journals, articles, research reports, published and unpublished research works related to the present study were used for the preparation of questionnaire, facilitation, and for advancement of knowledge in related area as well as for analyzing and interpreting the obtained data.

2.2 Sample of the study and sampling procedure

The sample of the study consists of 100 students from secondary level from 10 different secondary level schools of Kaski District, 30 English teachers and 10 school headmasters.

Ten schools were selected by using judgemental sampling procedure. Likewise 30 English teachers and 10 school headmasters were also selected by using the judgemental sampling procedure. But 10 students from each school were selected randomly. Five classes of each of five different teachers were observed by using judgemental sampling procedure.

2.3 Tools for Data Collection

The researcher used three sets of questionnaire to collect data; one for each students, teachers, and school headmasters. He also used a checklist to record the data from observation of the English classes.

2.4 Process of Data Collection

After preparing the questionnaire 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 handed over the questionnaires to the headmasters and English teachers. After that he developed the rapport with the students clarified the purpose and randomly selected the required number of students. The researcher distributed questionnaires, explained briefly what they were supposed to do and assisted the students in case of difficulty to understand the questions. Then he collected the questionnaire, thanked the students, and left the classes. Similarly, he collected the questionnaires from headmasters and English teachers and thanked them.

For the purpose of observation, the researcher went to the selected schools and observed the classes. He observed classes without informing the teachers in advance so that he could find the regular classroom environment and could collect the authentic data. But as soon as the teachers got noticed of the researcher's presence they became aware.

2.5 Limitations of the Study

- a. The study was based on the data collected from 10 public schools in Kaski District.
- b. The population of the study comprises 100 students, 30 English teachers, 10 school headmasters and twenty-five classes of five teachers i.e. five classes of each teachers of five different schools.
- c. L1 in this study referred to only 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 has been 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 source 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. Since the impact of the study directly goes on the students, the most focal respondents of this study were students as they were the most reliable and valid sources for this study.

3.1.1 Use of Nepali in the English classroom

Learning English for Nepalese students is not an easy task. Most of the students said that it was a tough job to learn English. In context of learning, L2 experts said that greater the exposure the greater the learning. The following table shows the numbers of students who were in favour of using L1 in L2 classroom:

Table-1: Use of Nepali in the English classroom

Responses	Number of Respondents	Percentage
Yes	63	63%
No	37	37%

The above table shows that 63% of the students opined that Nepali should be used in the English classroom. But 37% of the students viewed that Nepali should not be used in the English classroom.

3.1.2 Use of Nepali in the English classroom 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 regard of using Nepali, this question tried to know whether the students liked their teacher using Nepali or not in English classroom.

Table- 2: Use of Nepali in the English classroom by teachers

Responses	Number of Respondents	Percentage
Not at all	10	10%
A little	42	42%
Sometimes	46	46%
A lot	2	2%

The table shows that majority of students i.e. 46% liked their teachers using Nepali in the English classroom 'sometimes'. Similarly, 42% of the students liked their teachers using Nepali 'a little'. But, 10% of the students opined that they didn't like Nepali used by their teachers whereas 2% of the students liked the use of the Nepali language 'a lot' by their teachers.

3.1.3 Appropriateness of using Nepali in the English classroom

This question was designed to find out the opinion on the appropriateness of using Nepali in English classroom. The responses provided by students are as follows:

Table-3: Appropriateness of using Nepali in the English classroom

Responses	Number of students	Percentage
Yes	45	45%
No	55	55%

The above table shows that the majority of the students i.e. 55% opined that it was not appropriate to use Nepali in the English classroom whereas 45% of the students were in the opinion that it was appropriate to use Nepali in English classroom.

3.1.4 Occasions for using Nepali

The researcher provided some of the possible occasions when Nepali could be used. In fact he tried to find out on which occasions the students found the necessity of using Nepali while learning English.

Table.-4: Occasions for using Nepali

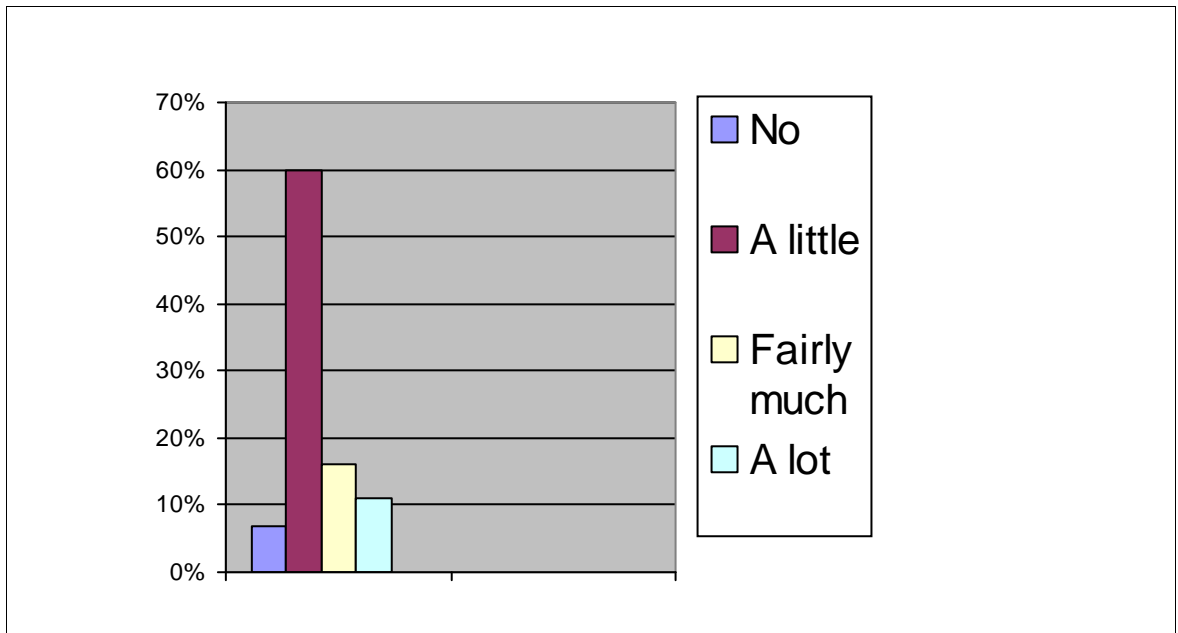
Occasions	Number of respondents	Percentage
To explain new words	73	73%
To explain difficulty	66	66%
To help student feel more confident and comfortable	66	66%
To explain grammar rules	45	45%
To motivate class	30	30%
To give instructions	37	387%
To make the text obvious	46	46%
Not at all	2	2%

Having provided the situations for using Nepali, out of 100 students, 73% opined that Nepali was necessary to explain new words and 66% preferred to use Nepali to explain difficult concepts. Similarly, 66% of the students were in favour of using Nepali to help to feel more comfortable and confident while learning English whereas 45% of the students opined that the use of Nepali was necessary to explain grammar rules. Likewise, 30% mentioned that Nepali should be used to motivate the class. Furthermore, 37percent of the students responded that the use of Nepali was necessary to give instructions to the students. And 46% of the students revealed that the use of Nepali was necessary to make the text obvious. But 2% opined that Nepali must not be used at all.

3.1.5 Usefulness of Nepali language to learn the English language

This question tried to show as to how much the learners found the use of Nepali useful or beneficial to learn English. Did the use of Nepali help them learn English or not? The following chart shows the usefulness of the Nepali language in learning English.

Fig.-1: Usefulness of the Nepali language to learn the English language



The above figure shows that out of 100 students, 7% opined that Nepali was not helpful to learn the target language whereas 66% opined that it was helpful ‘a little’ to learn English. Similarly, 16% of the students opined that it was ‘fairly much’ helpful to learn the target language and 11% of the students opined that Nepali helped ‘a lot’ to learn the English language.

3.1.6 Frequency of using Nepali in the English classroom

This question was included to know how frequently the learners liked Nepali to be used in the English classroom. The following table shows the students views:

Table-5: Usefulness of the Nepali language to learn the English language

Responses	Number of respondents	Percentage
Never	4	4%
Sometimes	74	74%
Very rarely	9	9%
Fairly frequently	7	7%
To aid comprehension	6	6%

The table shows that the majority of the students i.e. 74% were in favour of using Nepali for ‘sometimes’ in the English classroom, 4% of the students opined that Nepali should not be used in the English classroom. Similarly, 9% of the students opined that Nepali must be used ‘very rarely’ in the English classroom whereas 7% of the students opined that Nepali should be used ‘fairly frequently’. Likewise 6% of the students opined that Nepali should be used ‘to aid comprehension’.

3.1.7 Ease to understand the text when Nepali is used

Teaching is thought to be successful when a learner learnt something. For that one needs to understand the text. Here, the question tried to show how much ease the students felt when the Nepali was used.

Fig.-2: Ease to understand the text when Nepali is used

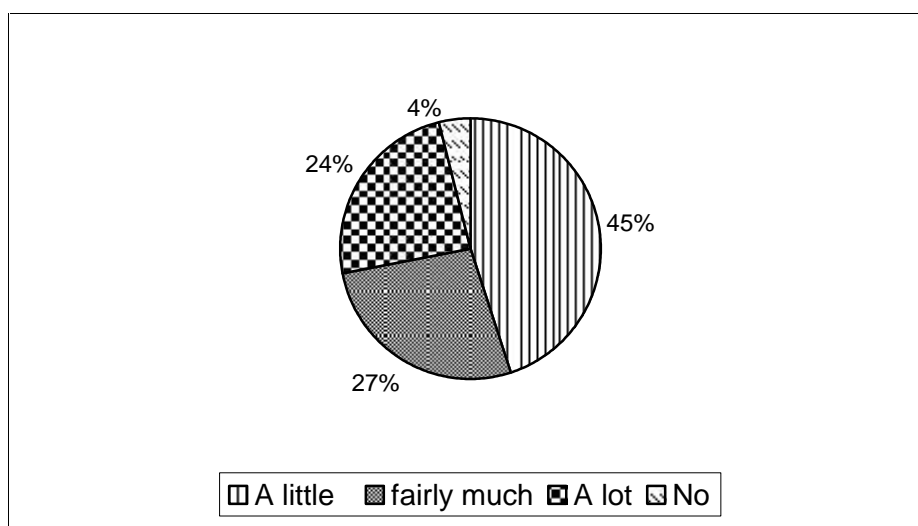


Figure-2 shows that 45% of the students opined that it was a ‘little bit’ easier to understand the text when Nepali was used in the English classroom. Similarly, 27% opined that it was ‘fairly much’ easier to understand the text when Nepali was used. Whereas 4% felt that use of Nepali didn't make the text easier to understand.

3.1.8 Comfort when Nepali is used

To grasp whatever is heard and read one must feel comfort. So this question tried to find out whether the students felt comfortable or not when Nepali was used.

Fig-3: Comfort when Nepali is used

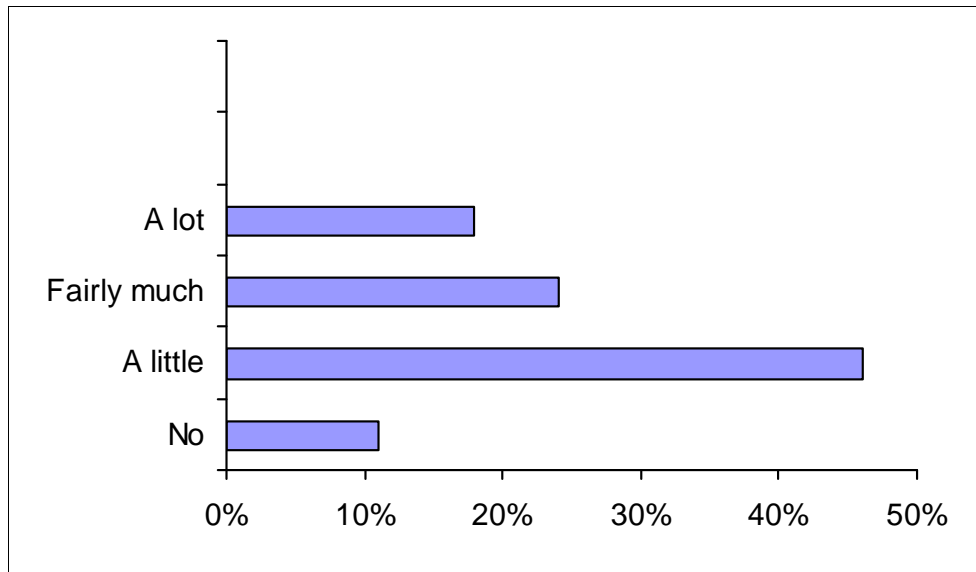
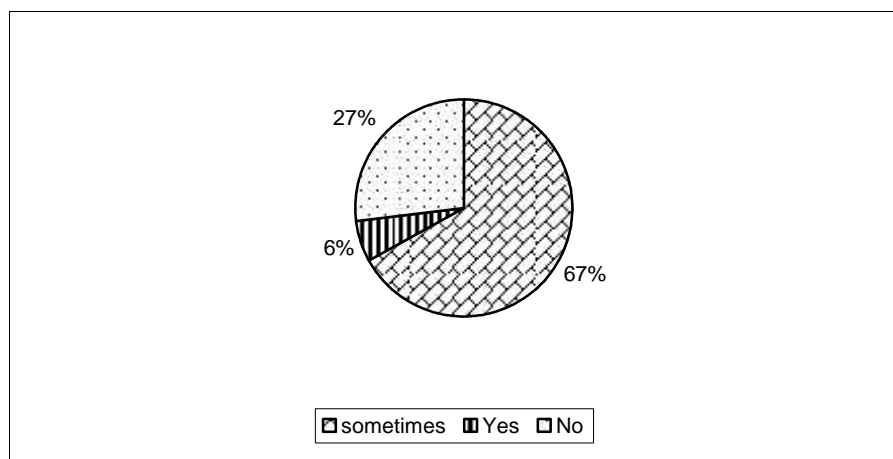


Figure-3 shows that 11% of the students opined that they didn't feel comfortable when Nepali was used in English classroom. Similarly, 46% of the students opined that they felt 'a little' bit comfortable when Nepali was used in the English classroom, 24% of the students opined that they felt 'fairly much' comfortable when Nepali was used. Likewise, 18% of the students opined that they felt comfortable 'a lot' when Nepali was used.

3.1.9 Force from the students to use Nepali to the teachers

The chart given below shows that the use of Nepali because of students' force to teachers.

Fig.-4: Force from the students to use Nepali to the teachers



The chart shows that 6% of the students forced their teachers to use Nepali in the English classroom. Similarly, 67% of the students responded that they sometimes forced their teachers to use Nepali. Whereas 27% of the students opined that they didn't force their teacher to use Nepali in the English classroom.

3.1.10 Reasons for using Nepali in the English language classroom

Here the students' personal opinions were sought to know the reasons of using Nepali in the English classroom. The following table shows the reasons for using Nepali in English classroom.

Table-6: Reasons for using Nepali in the English language classroom

Responses	Number of respondents	Percentage
Makes us feel comfortable and can learn easily	11	11%
To know the meaning of difficult words	15	15%
To understand the difficult lesson, words or meaning	13	13%
To understand the text	13	13%
Because students have little knowledge about English	1	1%
Mustn't be used at any cost	6	6%
Helps to understand abstract nouns	2	2%
to instruct	2	2%
to make the text obvious	2	2%
To explain difficult concepts	4	4%
Helps to learn	1	1%
To explain difficult concepts and to make comfortable and confident	2	2%
To explain difficult concepts and explain new words	1	1%

Table-6 shows that out of hundred only 73% responded. The above table reveals that 11% of the students opined the use of Nepali would make them feel comfortable and so they could learn English easily. 15% of the students revealed that they thought Nepali was necessary to know the meaning of difficult words. 13% of the students comprised that Nepali was necessary not only to know the meaning of words but to understand the difficult lesson. 13% of the students concealed the necessity of Nepali to understand the text. 1% of the students opined that it was necessary because students had little knowledge about English. 6% of the students opined that Nepali was not necessary whereas 2% opined that Nepali was necessary to understand abstract nouns. 2% revealed that it was must to instruct the pupils. Among them 2% of the students opined that it was necessary to make the text obvious. Furthermore, 1% revealed that it was necessary to explain difficult concepts and new words. 2% of the students responded that Nepali was necessary in order to help the students learn the target language easily. Likewise, 1% of them opined that Nepali was necessary to explain difficult concepts and to make the students feel comfortable and confident.

Conclusion

The overall picture of analysis shows that students think that it is not appropriate to use Nepali in the English classroom but they wanted Nepali to be used. The study urged that the students preferred to use Nepali no matter it was greater or little/lesser. They believed that Nepali was a little supportive to learn the English language. Majority of students strongly opined that Nepali should be used sometimes in the English classroom. Though the students did not like the use of Nepali in the English classroom they couldn't totally discard the use of Nepali. Use of Nepali in the English classroom was almost inevitable.

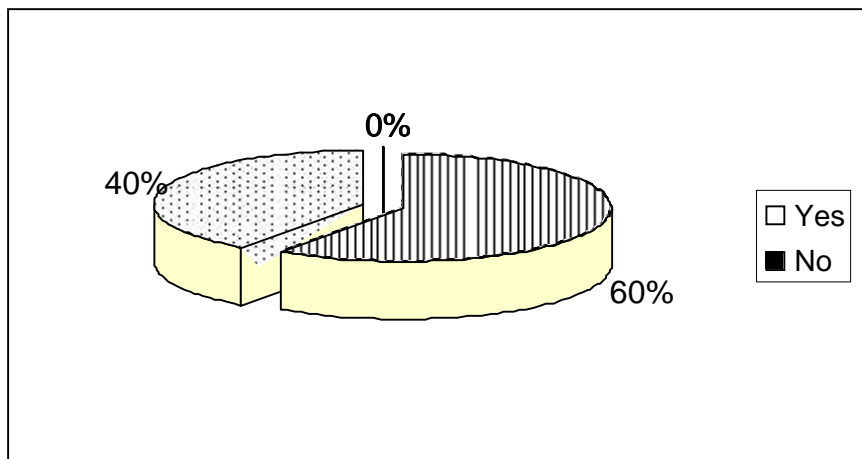
3.2 Analysis of the responses from teachers

Teachers are the guides, facilitators, instructions, supporters, motivators and more over 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.

3.2.1 Use of Nepali in the English classroom

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

Fig.-5: Use of Nepali in the English classroom



It was found that 60% of the teachers opined that Nepali should not be used in English classroom whereas 30% of the teachers opined that Nepali should be used.

3.2.2 Appropriateness of using Nepali in the English classroom

Though, teachers sometimes might have used/spoken Nepali in English classroom, this question tried to find out whether they found using Nepali was appropriate or not.

Fig.-6: Appropriateness of using Nepali in the English classroom

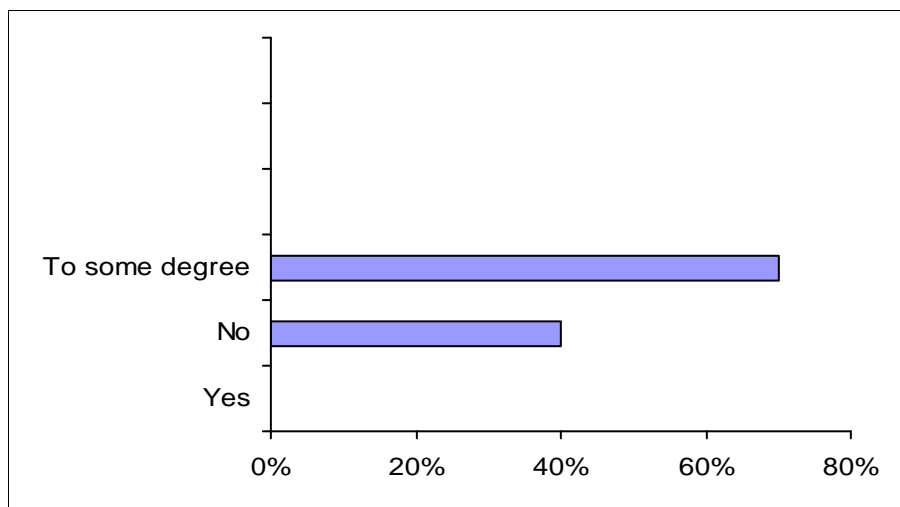


Fig.-6 shows that 40% of the respondents said that it was not appropriate to use Nepali in English classroom. Whereas, 60% opined that it was appropriate to some degree to use Nepali in the English classroom.

3.2.3 Occasions for using Nepali

The researcher provided some of the possible occasions when Nepali could be used. The question tried to seek occasions, when the teachers use Nepali while teaching English.

Table-7: Occasions for using Nepali

Occasions	Number of respondents	Percentage
To explain new words	12	40%
To explain difficult concepts	24	80%
To help student feel more comfortable and confident	9	30%
To explain grammar rules	6	20%
To motivate class	3	10%
To give instructions	6	20%
To make the text comprehensible	6	20%
Not at all	3	10%

Table- 7 shows that 40% of the teachers opined that Nepali was necessary to explain new words. 80% opined that Nepali was a must to explain difficult concepts. 30% stated that it was appropriate to use Nepali to help student feel more comfortable and confident. 20% of the teachers opined that Nepali should be used to explain grammar rules. 10% opined on the use of Nepali to motivate the students. 20% of the teachers revealed the necessity of Nepali to give instructions. 20% stated that Nepali was necessary to make the text comprehensible. However, 10% of the teachers opined that Nepali must not be used at any cost no matter whatever might be the situations.

3.2.4 Reason for use of Nepali in the English classroom

This question tried to seek why the teachers use Nepali in the English classroom.

Table-8: Reason for use of Nepali in English classroom

Responses	Number of respondents	Percentage
It is more effective	3	10%
It is less time-consuming	3	10%
It aids comprehension greatly	18	60%
Not at all	6	20%

Table-2 shows that 10% of the teachers opined that Nepali was more effective in the English classroom. 10% responded that using Nepali was less time consuming. Similarly 60% of the teachers opined that Nepali in the English classroom aided comprehension greatly. But 20% of the teachers opined on not using Nepali in the English classroom, instead they preferred to use simple English.

3.2.5 Ease to learn the English when Nepali is used

Learning process is possible when the learners think the item is easy to tackle with. If the learners feel ease it is easier for them to grasp the idea. So this question tried to reveal what the teacher think regarding ease for students' learning when Nepali is used in the English classroom.

Table-9: Ease to learn the English when Nepali is used

Responses	Number of respondents	Percentage
No	9	30%
A little	21	70%
Fairly much	-----	-----
A lot	-----	-----

Table-9 reveals that 30% of the teachers opined that using Nepali in the English classroom didn't help the learners to learn English. Whereas 70% of the teachers opined that using Nepali in the English classroom helped the learners to learn

English a little. Using Nepali in the English classroom is a little fruitful to the learners.

3.2.6 Frequency of using Nepali in the English classroom

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

Table-10: Frequency of using Nepali in the English classroom

Responses	Number of respondents	Percentage
Never	3	10%
Very rarely	18	60%
Sometimes	9	30%
Fairly frequently	-----	-----
To aid comprehension	-----	-----

Table-10 shows that 10% of the teachers opined that Nepali must never be used in the English classroom. 60% of the teachers stated that Nepali could be used very rarely. And 30% of the teachers opined that the teachers could use Nepali sometimes.

3.2.7 Forcing students to use Nepali in the classroom

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

Table-11: Forcing students to use Nepali in the classroom

Responses	Number of respondents	Percentage
Yes	-----	
No	24	80%
Sometimes	6	20%

Table-11 reveals that 80% of the teachers opined that they never forced their students to use Nepali in the English classroom whereas 20% of the teachers opined that they sometimes forced their students to use Nepali in the English classroom.

3.2.8 Effectiveness of Nepali in English classroom

The question tried to find out why the teachers want to use Nepali in the English classroom, in which context they found Nepali fruitful.

Table-12: Effectiveness of Nepali in English classroom

Responses	Number of respondents	Percentage
It can be the bridge	3	10%
No effective	9	30%
To familiarize the word's meanings	12	40%
To make students feel comfortable and confident	6	20%

Table-12 shows that 10% of the teachers opined that it could be the bridge that joined the two languages. Similarly, 30% of the teachers opined that it was not effective to use Nepali in English classroom because these two languages are totally different. Likewise, 40% of the teachers opined that Nepali was effective to familiarize the word meanings. And 20% of the teachers opined that it was effective to make students feel comfortable and confident.

The researcher found that most of the teachers focused on not using Nepali in the English classroom.

3.2.9 Comments and complements on using Nepali in the English classroom.

We can not avoid the excessive use of Nepali in the English classroom. This is due to lack of qualified and trained teachers and low understanding or weak students. It is found that most of the teachers who teach in the government aided school use Nepali sufficiently because using Nepali in the classroom makes them easier to tackle with. They do not concern with as to how much students have learnt and in which they can grasp the language. Here are some of the comments and complements provided by the teacher which the researcher has put as they are.

- 10% of the teachers stated that it was better to decrease the use of Nepali in the English classroom. But use of Nepali is a matter of compulsion.
- 20% of the teachers opined that students must not be facilitated by using Nepali. There must be proper exposure of the English language; the use of Nepali must be totally discouraged.
- 10% of the teachers opined that a little Nepali to comprehend students is okay. So far as possible it's better not to use Nepali but for proper understanding a little Nepali is appreciable.
- 10% of the teachers opined that the teacher must create English environment and must encourage students to learn English, greater the exposure greater the learning must be applied.
- 10% of the teachers opined that not only English but all the subjects except Nepali must be taught in English. English, being an international language occupies great area. So focus must be gone on teaching and learning in English. It's better to use English from beginning. Use of Nepali in the English classroom pushes the students backward.

Conclusion

Of course teachers are the guides, facilitator, and friend and candle way for the students. The learners follow the way the teachers show to them. In case of learning language it depends upon the teacher on which way to mould the students. Whatever the teacher does, so do the students prefer. If there is totally English environment the students prefer the same. The overall picture of the study shows that Nepali should not be necessarily used in the English classroom. But using Nepali to some degree or in a little amount is appropriate. The study shows that using Nepali is fruitful to explain difficult concepts in the English classroom. The respondents didn't prefer to use Nepali quite often and in every situation but as per the students' difficulty using Nepali very rarely is of course beneficiary.

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. 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 Use of Nepali in the English classroom

Table-13: Use of Nepali in the English classroom

Responses	Number of respondents	Percentage
Yes	5	50%
No	4	40%
Not returned	1	10%

The table shows that 50% i.e. majority of the school authority prefer to use Nepali in the English classroom. Similarly, 40% of the school authority opined on not using Nepali in the English classroom. But one question was not returned.

3.3.2 Use of Nepali in the English classroom by the teachers:

School Authority is the main to handle the quality education of a school. So this question tried to find out their views on the use of Nepali by the teachers in the English classroom.

Fig.-7: Use of Nepali in the English classroom by the teachers:

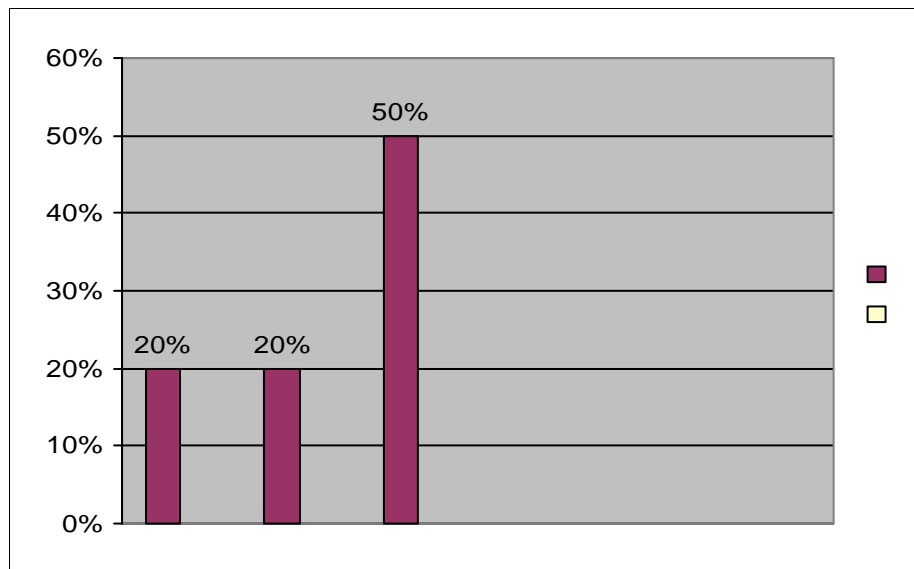


Fig.-7 shows that 20% of the head teachers opined that Nepali mustn't be used by teachers in the English classroom no matter the amount. Similarly, 20% stated that teachers could use a little Nepali in the English classroom. Likewise, majority of the respondents i.e. 50% opined that they liked their teachers using Nepali sometimes.

3.3.3 Appropriateness of using Nepali in the English classroom

The following figure shows that how appropriate the headmasters think on using Nepali in the English classroom.

Fig.-8: Appropriateness of using Nepali in the English classroom

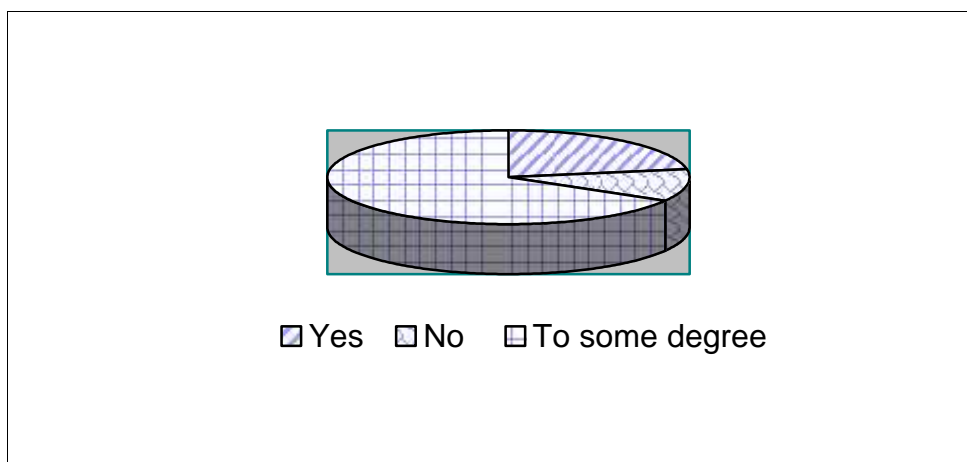


Fig.-8 shows that 20% of the school authorities opined that it was appropriate to use Nepali in the English classroom. 10% stated that it was not good to use Nepali. Whereas majority of the respondents i.e. 60% said that it was appropriate to some degree.

3.3.4 Situations for using Nepali

It is tried to find out on which occasion the headmasters felt the necessity of using Nepali.

Table-14: Situations for using Nepali

Situations	Number of respondents	Percentage
To explain new words	4	40%
To explain difficult concepts	9	90%
To help student feel more comfortable and confident	3	30%
To explain grammar rules	1	10%
To motivate class	1	10%
To give instructions	2	20%
To make the text obvious	1	10%

Table-14 shows that 40% of the school authorities opined that Nepali was necessary to explain new words. Similarly, 90% of the school authorities stated that Nepali was necessary to explain difficult concepts. Likewise, 30% opined that it helped students feel more comfortable and confident. 10% of the school authorities opined that it was necessary to explain grammar rules. 10% of the school authorities opined that the necessity of Nepali to give instructions. And 10% of the head teachers opined that Nepali was necessary to make the text obvious.

3.3.5 Reasons for using Nepali in English classroom

The following figure shows that why the headmasters think the necessity of using Nepali

Fig.-9: Reasons for using Nepali in English classroom

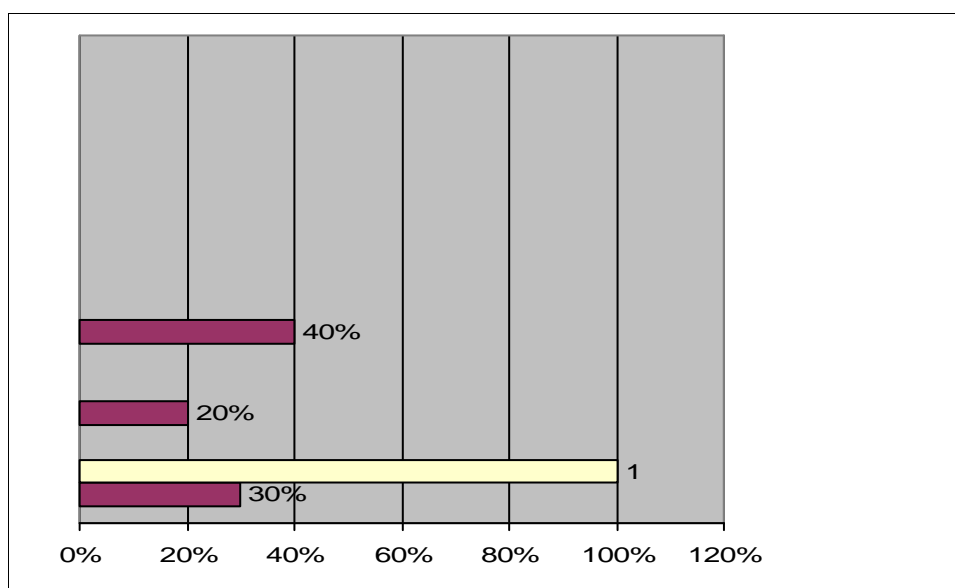


Fig.-9 shows that 30% of the school authorities opined using Nepali in English classroom was more comfortable. 20% of them opined that using Nepali in English classroom was more effective. And 40% i.e. the majority of them opined that it was less time-consuming.

3.3.4 Helping learners learn English language when Nepali is used

This question was asked to know how much helpful the school headmasters thought the use of Nepali in the English classroom.

Table-15: Helping learners learn the English language when Nepali is used

Responses	Number of respondents	Percentage
No	3	30%
A little	3	30%
Fairly much	3	30%
A lot		

Table-15 shows that 30% of the school authorities opined that using Nepali in the English classroom didn't help the learners learn the English language. Likewise, 30% of them opined that it was a little helpful to learn the English language. Whereas

30% of them opined that it was fairly much helpful to learn the English language. From this table we can sum up that using Nepali helps learners learn the language according to the school authorities.

3.3.7 Frequency of using Nepali in the English classroom

The following table shows how frequently the headmasters liked the use of Nepali in the English classroom.

Table-16: Frequency of using Nepali in the English classroom

Responses	Number of respondents	Percentage
Never	1	10%
Very rarely	6	60%
Sometimes	2	20%
Fairly frequently	-----	-----
To aid comprehension	-----	-----

Table-16 shows that 60% of the school authorities opined that Nepali could be used but very rarely. 20% of them stated that Nepali could be used sometimes. Whereas 10% of them opined that Nepali must never be used in the English classroom.

Conclusion

In this section of the study the researcher analyzed the responses from school authority. The overall analysis shows that using Nepali in the English classroom is necessary no matter whatever degree it is, greater or lesser. The teachers can sometimes use Nepali in the English classroom. According to the respondents using Nepali in English classroom to some degree is appropriate. Majority of the respondents focused on using Nepali to explain difficult concepts so that students could get explicit idea. Even more preference on Nepali goes because it is less time-consuming. But in regard of helping learners to learn English no explicit/rigid support/view is found. So far they focused on using Nepali; they put forward the views that Nepali must be used but very rarely.

3.4 Analysis of Class Observation

To back up the information gathered from the students and teachers twenty-five classes of English were observed. The researcher observed the classes of five teachers in five different schools. What follows here is the analysis of class observation.

3.4.1 Teacher-one

Table-17: Occasions on which Nepali was used by Teacher-one

<i>Occasions on which Nepali was used</i>
To help students feel comfortable and confident
To give instructions
To explain difficult concepts
To motivate the class
To explain meanings of words

Table-17 shows that the teacher was found using Nepali in the beginning of the class to help students feel more comfortable and confident and to make them aware of their homework. Nepali was used to give instructions. The same instruction was provided in both the languages. It was seen that students preferred to use Nepali. During the overall observation both the languages, Nepali and English, were equally used.

3.4.2 Teacher-two

Table-18: Occasions on which Nepali was used by Teacher-two

<i>Occasions on which Nepali was used</i>
To explain new words
To give instructions
To make the text obvious
To explain meanings of words
Word to word meaning

During the observation it was found that Nepali was used to explain new words and to explain the meanings of words. Even word to word meaning i.e. from English to Nepali was written on the board. Remarkably, Nepali was used to give instructions and to make the text obvious i.e. to say first the text was explained in English and again the whole text was translated into Nepali. But most often students preferred to use Nepali while asking questions, words meaning, etc.

3.4.3 Teacher-three

Table-19: Occasions on which Nepali was used by Teacher-three

<i>Occasions on which Nepali was used</i>
To explain new words
To explain meanings of words
To explain difficult concepts

The Nepali language was used to explain new words and to explain the meanings of some words. Likewise, it was used to explain the abstract and difficult concepts in the text. However, the preference of students was on using Nepali rather than English. Even the students didn't ask a question in English. Students remained totally passive. Many more mistakes could be noticed in the teacher's spoken sentences. Though there was the dominance of the English language it could be guessed that English was spoken because of the notification of observation.

3.4.4 Teacher-four

Table-20: Occasions on which Nepali was used by Teacher-four

<i>Occasions on which Nepali was used</i>
To give instructions
To explain meanings of words
To explain difficult concepts

It was noticed that Nepali was used to give instructions in the beginning. It was used to explain meanings of word. And Nepali was used in specific contexts i.e. whenever the teacher felt the students didn't understand English he used Nepali. There was the dominance of the English language, however students preferred to use Nepali while speaking to the teacher and while asking questions.

3.4.5 Teacher-five

Table-21: Occasions on which Nepali was used by Teacher-five

<i>Occasions on which Nepali was used</i>
To explain meanings of words

Nepali was used only in one occasion that was to explain meanings of words. English was used almost all the time. However students preferred to use Nepali for words' meaning.

Conclusion

The following table shows the occasions on which Nepali was used.

Table-22: conclusion

<i>Occasions on which Nepali was used</i>	<i>Number of teachers</i>
To help students feel comfortable and confident	1
To give instructions	3
To explain difficult concepts	3
To motivate the class	1
To explain the meanings of words	5
To explain new words	2
To make the text obvious	1
Word to word meaning	1
In specific context	1

The overall picture of the study shows that Nepali has become a part no matter in which situation and how frequently it is used. In all the classes the researcher found the use of Nepali. In all the observed classes, Nepali was used to explain the meanings of words. Furthermore, it was used by the teachers to give instructions mostly.

Giving and getting instructions in Nepali created a kind of comfort and confidence among students. It was easier for students to understand and do the task that was instructed in Nepali. During the observation, it was found that Nepali was used to explain difficult concepts i.e. to say some abstract ideas, and cultural aspects. The teachers used Nepali in the context which they thought difficult for students to understand. Furthermore, Nepali was used a bit frequently to explain new words.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

1.1 Findings

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

- i. The majority of the students i.e. 63% opined the compulsion of Nepali in the English classroom. And even the school authority which is the most important body to take over the responsibility preferred to use Nepali in the English classroom. They focused on the use of Nepali in English classroom. In regard of teachers, majority of them didn't favour to use Nepali i.e. 60% of the teachers.
- ii. 55% of the students opined that it was not appropriate to use Nepali. But 60% of the teachers opined that using Nepali to some degree was appropriate.
- iii. The students wanted to use Nepali to explain difficult concepts and to help students feel more confident and comfortable, to explain grammar rules, to make the text obvious, to give instructions and to motivate the class. Similarly, the teachers felt the necessity of Nepali to explain difficult concepts and to explain new words, to make students feel more comfortable and confident. Likewise, school authority also opined the necessity of Nepali to explain difficult concepts, to explain new words and to help students feel more comfortable and confident.
- iv. Most of the students i.e. 66% found Nepali 'a little' helpful to learn the Foreign Language. Even the teachers i.e. 79% found Nepali 'a little' fruitful to learn English. But 30% of the school authorities and 30% of the teachers opined that Nepali didn't help to learn the TL (English)
- v. 74%.of the students liked Nepali to be used frequently in the English classroom. But 60% of the teachers opined Nepali could be used but very rarely. And 60% of the school authorities also opined the use of Nepali very rarely.

- vi. It was found that Nepali played a vital role to understand the text. The students felt easier when Nepali was used.
- vii. The students felt comfortable when the teacher used Nepali in the English classroom. And even 67% of the students forced their teachers to use Nepali in the classroom.
- viii. The teachers opined that Nepali was fruitful because it aided comprehension greatly. The teachers used Nepali to familiarize the words' meanings. The school headmasters opined that it was comfortable when Nepali was used and even they opined using Nepali was less time-consuming.
- ix. Teachers used Nepali to explain the meanings of words, to give instructions and to explain difficult concepts.
- x. When students were instructed in Nepali they came up with confident and felt comfortable and raised questions on the difficulty.
- xi. Some of the teachers used English forcefully even though they did a lot of mistakes. Mistakes were noticed on the common grammatical portions. While speaking, it seemed that they had difficulty and even they used incorrect sentences most of the time. Though the teachers were highly experienced i.e. up to 27 years in teaching English.

4.2 Recommendations and pedagogical implications

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 Foreign Language classroom”, the following recommendations and pedagogical implications are made:

- i. Teaching of English must be headed through communicative approach not by grammar-translation method.
- ii. Teaching and learning must be objective oriented not exam-oriented.
- iii. All the subjects must be taught in the English language.
- iv. Use of simple English from the beginning is appreciable.

- v. Use of Nepali can not be discarded in the English classroom. So Nepali must be used but in a proper manner and amount.
- vi. A little Nepali must be used for the comprehension.
- vii. Students must be encouraged to use English from the beginning classes.
- viii. Mostly, use of Nepali is inevitable to explain new words, to explain difficult concepts, to help students feel more comfortable and confident. So, Nepali must be used considering the difficulty, the students are facing.
- ix. The teacher must be aware of the sentence structures they use and the proper situations for better learning. So that the students can learn and take the teacher as a model and they can grasp the idea in real-like situation.
- x. More training should be provided to English teachers for the communicative teaching procedure.
- xi. Language games, different methods for teaching new words and explaining words should be followed.
- xii. Overuse of Nepali must be discarded and judicial use of it should be done. And teachers must be encouraged to use English while teaching English through trainings.
- xiii. By creating funny environment and encouraging situation, students must be motivated and encouraged for learning in English environment.

Conclusion

The communicative approach is being put forth. Due to the emergence of communicative approach focus lies on the proper exposure for the appropriate learning. And learning is thought to be gained when there is direct interaction and proper and sufficient exposure of the target language. Despite the fact, in context of Nepal, teaching the English language has become exam oriented. Since all are concerned with examinations, the learners are very much interested to use Nepali and so is the school authority. It is obvious that a child learns his/her first language easily in a natural way. Teaching a foreign language is a tough job to be understood. It was almost a trend to use grammar-translation method to teach English to the Nepali learners. But due to the emergence of communicative approach, greater accessibility of trainings and the notification of proper exposure for better learning focus lie on the sole medium of instruction. To some extent, it's all right to use the target language in the target language classroom but the question is; is the target language solely able to

make the student competent in the targeted area or not? In context of Nepal, in most of the government aided schools grammar-translation method is still privileged. All the concerned people enjoy the grammar-translation method. This study shows that use of excessive Nepali did not encourage the students to learn English and which is not appropriate either. But the judicious use of Nepali i.e. at proper time as per the necessity of the students and the difficulty level of text is always fruitful and beneficiary. Even the use of Nepali helped learners to learn English if it is appropriate as per the situation and context. But the suse of simple English is always appreciable using communicative methods.

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APPENDIX-I

Student Questionnaire on the Use of Nepali in the Nepali Classroom

Name:

School:

Dear Sir/Madam,

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 rationale responses.

1. Should Nepali be used in the English classroom? Choose one.
a) Yes b) No
2. Do you like your teacher to use Nepali in English classroom? Choose one.
a) Not at all b) a little c) sometimes d) a lot
3. Do you think it is appropriate to use Nepali in the English classroom?
Choose one.
a) Yes b) No
4. When do you think it is necessary to use Nepali in the English classroom?
a) To explain new words
b) To explain difficult concepts
c) To help students feel more comfortable and confident
d) To explain grammar rules
e) To motivate class
f) To give instructions
g) To make the text obvious
h) It
other _____

5. Do you think the use of Nepali in the classroom helps you learn the target Language?
a) No b) a little c) fairly much d) a lot
6. How often do you think Nepali should be used in the classroom? Choose one.

- a) Never b) very rarely c) sometimes d) fairly frequently e) to aid comprehension

7. Is it easier to understand the text when Nepali is used in the English classroom?

- a) No b) a little c) fairly much d) a lot

8. Is it more comfortable when Nepali is used in the classroom?

- a) No b) a little c) fairly much d) a lot

9. Do you force your teacher to use Nepali in the English classroom? Choose one.

- a) Yes b) No c) sometimes

10. Why do you think the use of Nepali is necessary in the English classroom?

If you have any complement or comment on using Nepali in the English classroom

THANK YOU FOR YOUR CO-OPERATION

APPENDIX-II

Questionnaire on the Use of Nepali in the Nepali Classroom

Name:

School:

Experience:

Dear Sir/Madam,

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 rationale responses.

1. Should Nepali be used in the English classroom? Choose one.
 - a) Yes b) NoIf yes, why? _____
If no, why? _____
2. Do you like your teacher to use Nepali in English classroom? Choose one.
 - a) Not at all b) a little c) sometimes d) a lot
3. Do you think it is appropriate to use Nepali in the English classroom? Choose one.
 - a) Yes b) No
4. When do you think it is necessary to use Nepali in the English classroom?
 - a. To explain new words
 - b. To explain difficult concepts
 - c. To help students feel more comfortable and confident
 - d. To explain grammar rules
 - e. To motivate class
 - f. To give instructions
 - g. To make the text obvious
 - h. If other _____

5. Why do you think the use of Nepali is necessary in the English classroom?
 - a) It is more effective
 - b) It is less time-consuming
 - c) It aids comprehension greatly.

d) If other _____

6. Do you think the use of Nepali in the classroom helps your learner learn the target Language?

a) No b) a little c) fairly much d) a lot

7. How often do you think Nepali should be used in the classroom? Choose one.

a) Never b) very rarely c) sometimes d) fairly frequently e) to aid comprehension

8. Do you force your teacher to use Nepali in the English classroom? Choose one.

a) Yes b) No c) sometimes

9. Why do you think the use of Nepali is necessary in the English classroom?

10. If you use Nepali in your classroom, why do you think this may be more effective than using English?

If you have any complement or comment on using Nepali in the English classroom

THANK YOU FOR YOUR CO-OPERATION

APPENDIX-III

School Personnel Questionnaire on the Use of Nepali in the Nepali Classroom

Name:

School:

Experience:

Dear Sir/Madam,

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 rationale responses.

1. Should Nepali be used in the English classroom? Choose one.
 - a) Yes b) No
2. Do you like your teacher to use Nepali in English classroom? Choose one.
 - a) Not at all b) a little c) sometimes d) a lot
3. Do you think it is appropriate to use Nepali in the English classroom? Choose one.
 - a) Yes b) No
4. When do you think it is necessary to use Nepali in the English classroom?
 - a. To explain new words
 - b. To explain difficult concepts
 - c. To help students feel more comfortable and confident
 - d. To explain grammar rules
 - e. To motivate class
 - f. To give instructions
 - g. To make the text obvious
 - h. If other _____
5. Why do you think the use of Nepali is necessary in the English classroom?
 - a. It is more effective
 - b. It is less time-consuming
 - c. It aids comprehension greatly.
 - d. If other _____
6. Do you think the use of Nepali in the classroom helps your learner learn the target Language?
 - a) No b) a little c) fairly much d) a lot

7. How often do you think Nepali should be used in the classroom? Choose one.

- a) Never b) very rarely c) sometimes d) fairly
frequently e) to aid comprehension

If you have any complement or comment on using Nepali in the English classroom

THANK YOU FOR YOUR CO-OPERATION

APPENDIX-IV

Observation Checklist

- a) Situations for using Nepali
 - To explain new words
 - To explain difficult concepts
 - To help student feel more comfortable and confident
 - To explain grammar rules
 - To motivate class
 - To give instructions
 - To make the text obvious
 - To explain meanings of words
- b) Word to word meaning.
- c) Dominance of Nepali Language
- d) Nepali is used from the beginning of the class to the end.
- e) Use of Nepali in specific context.
- f) Systematic use of Nepali.

APPENDIX-V

List of schools

- a. Janapriya Higher Secondary School
- b. Indra Rajya Laxmi Secondary School
- c. Pardi Secondary School
- d. Chhorepatan Higher Secondary School
- e. Barahi Higher Secondary School
- f. Vindhyabasini Secondary School
- g. Kanya Secondary School
- h. Kalika Higher Secondary School
- i. Shivashakti Higher Secondary School
- j. Sanskrit Secondary Schools