TEACHER EXPERIENCE ON USING MOTHER TONGUE IN SECOND LANGUAGE CLASSROOM: A NARRATIVE INQUIRY

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted By

Sapana Dahal

Faculty of Education,

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2020

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T.U. Regd. No. 9-2-1-367-2011	**Date of Approval of Thesis**
M.Ed. Forth Semester	**Proposal: 2018/08/17**
Examination Roll No: 7228632/073	**Date of Submission: 2020/03/15**

DECLARATION

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

Date: 2020/03/14   _____

Sapana Dahal

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Sapana Dahal** has prepared the thesis entitled '**Teacher Experience on Using Mother Tongue in Second Language Classroom: A Narrative Inquiry'** under my guidance and supervision.

I recommend this thesis for acceptance.

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RECOMMENDATION FOR EVALUATION

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DEDICATION

Dedicated to

My parents

who are the wind beneath my wings and my comfort in life; who have
supported my every endeavor; and who have always been the ultimate
inspiration for what I know.

ACKNOWLEDGEMENTS

ABSTRACT

This thesis entitled "**Teacher Experience of Using the Mother Tongue in a Secondary Classroom: A Narrative Inquiry**" was conducted to find out the teachers experience of using mother tongue (MT) in the second language classroom. Four English teachers were selected from Kirtipur, Kathmandu district. An unstructured interview was administrated as tools to collect data. The study shows that the teachers are in favour of using the MT in the classroom. It is seen that MT is mostly used for teaching grammar, vocabulary, rapport building, to address level of students, to reduce stress, classroom management, motivate students and to clarify concepts. Despite these advantages, the study also shows that the massive use of MT hinders language-learning processes. It influences the pronunciation along with the confidence level of the students. The finding of the study also shows that there is no hard and fast rule of using MT in the second language classroom. The teacher can determine the use of MT himself / herself as the degree of MT used in the class differs from one to another.

This thesis comprises five chapters. The first chapter includes the background of the study, statement of the problem, objective of the study, research questions, and significance of the study, delimitation of the study and operational definition of the key terms. The second chapter consists of the review of the theoretical literature and empirical literature, its implications for the study and conceptual framework. The third chapter consists of the design and method of the study, population, sample and sampling strategy, Research Tools, sources of data. The fourth chapter includes the analysis of data and interpretation of the result and highlights the summary. The last chapter consists of a synthesized summary, conclusion, and recommendation of the study. At the end of the thesis there are reference and appendices.

TABLE OF CONTENTS

ABBREVIATION

C.L.T	Communicative Language Teaching
E.L.T	English Language Teaching
G.T	Grammar Translation
L_1	First language/ MT/native language
L_2	Second language/ target language
M.T	Mother Tongue
P	Page
Prof.	Professor
S.L.A	Second Language Acquisition

CHAPTER ONE

INTRODUCTION

This section includes the background of the study, statement of the problem, objectives of the study, research questions, and significance of the study, delimitation of the study and operational definitions of the key terms.

1.1 Background of the Study

As a school student, I studied at a private school. As a general rule of the school, we were not allowed to speak in the Nepali language. The English-only rule prevailed over all private schools, not only the class I was taught in. The rule was so strict that if the students uttered their first language in the classroom or even in the school premises they would be physically, mentally or financially punished. To relate classroom pedagogy, the teachers used to summarize the text in the English language other than in Nepali as a subject itself and they only rarely used the students' first language to teach even vocabulary that sometimes resulted in my poor understanding or no understanding at all. To reflect today, the English-only policy of the school developed in me the capacity to use English anyhow, that is, I was able to use English without perfectly knowing what I was expressing. Most of the students were from the Nepali speaking background but a few of them were from other languages spoken in the community where the school was situated, namely, Rai, Magar, and Limbu. This must have been the experience of most of the students of my time.

However, one day I got an opportunity to meet a teacher who changed my rank and my English. Though an English teacher, she used to share jokes in the Nepali language, which was very new to us. She used to explain the difficult subject matter in the Nepali language. Even she used to recite Nepali poems. She used to summarize the story in Nepali. We gradually started making queries through Nepali, which was not possible in the previous classes since we

used to feel difficult to do so in the English language. As I remember today, the classrooms became more interactive and fruitful. I must admit that I got a new teacher. I started feeling supportive, comfortable and confident rather than repressive.

From the anecdote, it stands out that using the mother tongue/first language (L_1) in the second language (L_2) classroom is one of the debatable issues in the multilingual classroom. Researchers and scholars have made arguments for and against the use of the students' MT. According to Piaget and Inhelder, "The more students are exposed to a new language, the easier they learn the target language due to brain development" (as cited in Madrinan, 2014).Similarly, Auerbach (1993) lists several different positive uses of MT in L_2 classrooms, i.e. classroom management, language analysis, presenting grammar rules, discussing cross-cultural issues, giving instructions or prompts, explaining errors, and checking for comprehension. In similar ways, Zacharias (2003) stand on the point that Using MT in the classroom helps the teacher to present new vocabulary, giving instruction and presenting grammatical items. Besides that, he also expressed that MT can be best used for checking learners understanding and giving feedback to individual learners.

From the discussion above, it can be concluded that the L_1 plays an important role in theL_2 classroom. Both Arubach and Zacharies support the fact that the mother tongue mainly helps teaching grammar, vocabulary and giving instruction. Besides that, it also helps for language analysis, giving feedback, checking the ability of the students.

Regarding the use of the L_1 in the second language/foreign language classroom, my position is that using L_1 in an L_2 classroom has both benefits and limitations. As Nepal is a multilingual country, student from diverse linguistic backgrounds assemble in a single classroom. In such a context, the Nepali language can best be used to bridge the gap between the teacher and the

students' languages. Students' MTs influence a lot in a second language classroom as mine has influenced me.

The distinction between first language, MT, the native language is not always clear (Saville -Troika, 2006). In this research, I explore the teacher experience on the use of MT in a second language classroom. In this work, I have used the term MT, first language and native language synonymously.

1.2 Statement of the Problem

In the literature on bilingual teaching, different perspectives exist for and against the use of the first language (L_1) in English as Foreign Language (EFL) classrooms. According to Bouangeune (2009, as cited by Madrinan 2014) students who received instructions in their L_1 showed a better improvement in English than the second group who received instruction in the second language.

On the contrary, Krashen (1981) states that "If teachers use the L_1 in the classroom, they deprive learners of receiving an input in the target language".

Macaro (2009, as cited in Ahman, Radzuan and Hussain, 2018) has categorized these varying points of view about L1-use into virtual position, maximal position and the optimal position. Macaro maintains that the virtual position focuses on the exclusive use of the target language and sees no pedagogical value in the use of the first language; while the maximal position contends that the target language can be learned only through the use of the target language, although few structured references to L_1 are permitted. On the contrary, the optimal position supports the judicious use of L_1.

Whether to use the MT or not is a debatable issue in the context of Nepal since English is not the first language. Students from diverse linguistic backgrounds come to the classroom. In the context of Nepal, the use of the MT is strictly banned in some so-called 'boarding' (private) schools whereas, most dominantly Nepali is commonly found being used in ELT classes in the

so-called 'public' (Government-aided) schools. In such a context, whether the use of Nepali has been advantageous or harmful is still not fully discovered. In multi-lingual Nepal, this sort of research is necessary to find out the impact (advantages and disadvantages) of using the MT. Likewise, there has been little research on the teacher's opinion/ experience of using the MT in the second language classroom. This study aims at investigating the role of MT by exploring the teacher's real classroom experience of using the MT and its impact on teaching and learning EFL.

1.3 Objectives of the Study

The objectives of this study are as follows

a) To explore teachers opinion on using the MT in terms of teaching grammar and vocabulary, classroom management, content delivery, student motivation in the secondary English language classrooms.

b) To find out the role of MT in the second language classroom based on teacher experience.

c) To suggest pedagogical recommendations based on the findings.

1.4 Research Questions

The research questions are as follows:

a) What are teachers' actual practices of using the MT in the English language classroom?
   - In which areas (vocabulary, grammar, classroom management, etc.) do the teachers use the student MT most?
   - If so, in what situations do they use the MT instead of English and how frequently is the MT used for this purpose?
   - What do they think should be the amount of the use of the MT while teaching English?

b) Why do they make use of the MT in these areas of language teaching and learning?

c) How does the first language help and hinder second language learning?

1.5 Significance of the Study

To use the MT or not to use is one of the major issues in the field of English language teaching and learning. Numerous studies on the second language have been conducted, but no clear consensus exists on whether L1 should be banned or its inclusion in the second language classrooms should be allowed. Some of them have considered L1 to be beneficial in ESL and EFL classrooms (e.g., Burden, 2001; Chick & McKay, 1999 as cited on Debreli and Nadire Oyman, 2016). Whereas, some have considered it to be a hindrance (e.g., Cianflone, 2009, as cited by Oyman and Debreli, 2016). Many research studies have been conducted into this field outside Nepal but I have found no research in this field in the context of Nepal. This study helps to reflect the Nepalese secondary teacher experience on using the first language in the second language classroom. The finding and suggestions derived from this study could be useful for students, teachers, course designers, school administration, textbook writer and policymakers to get a clear picture of the classroom situations. It will be useful to the language teacher in the sense that they can get more information about the classroom language and the role of L_1 in a classroom. Moreover, this study will be useful to all those who are directly and indirectly involved in the field of language teaching and learning.

1.6 Delimitations of the Study

The research had the following delimitations:

a) The researcher carried out this study in Kirtipur of Kathmandu district.

b) The researcher collected data from four English teachers of secondary school teachers.

c) The findings were entirely based on the experience of those four teachers.

1.7 Operational Definitions of the Key Terms

English-Only classroom: A monolingual classroom where English is only used as a medium of instruction

Mother Tongue: Language that a person learned as a child at home (usually from their parents). I have treated the Nepali language as an MT of the classroom because we do not use other ethnic languages in a secondary classroom.

Second Language: A language that a person learns in addition to their first language. A second language may be learned formally or informally, e.g. at school or in a family.

CHAPTER TWO
REVIEW OF THEORETICAL LITERATURE AND CONCEPTUAL FRAMEWORK

This section deals with a review of theoretical and empirical literature, and a conceptual framework resulting from the review.

2.1 Review of Related Theoretical Literature

There has been a considerable amount of literature in the field of English language teaching. One of the debated issues in this field has been the use of the learner's MT in an ELT classroom.

This chapter deals with the review of previous studies including theory and empirical literature. Theoretical Literature provides an insight into the researcher related to the number of aspects that have a direct or indirect bearing on the research topic. It serves as a basis for developing a theoretical framework, which helps to investigate the problem that the researcher wishes to do. The major topics in this chapter are a first language, second language, MT policy in Nepal, some major provision and program and the use of the MT in terms of methods and approaches to language teaching, classroom management and teaching vocabulary.

2.1.1 Concept of Mother Tongue/ First Language and Second/Target Language

Under this topic, I have discussed the first language and second language to understand the role of the first language during learning the second language.

2.1.1.1 First Language

First language, native language, primary language, and MT are treated roughly synonymously. In SLA the distinction is not always clear cut. The first language is a language acquired during childhood. It is the language that the

child learns from his/her family members. Gass and Selinker (2008, p.7) define MT as "the first language that a child learns It is also known as the primary language, MT, or L_1 (first language). Similarly, Matsuura (2008) defines MT as "The language of one's origin, of intimate family experience and our early social relations". Saville -Troike (2006) present some predisposition to learning the first language. They are: Children begin to learn their L_1 at the same age, and in much the same way, whether it is English, Bengali, Korean, Swahili, or any other language in the world, children master the basic phonological and grammatical operations in their L_1 by the age of about five or six, as noted above, regardless of what the language is, children can understand and create novel utterances; they are not limited to repeating what they have heard, and indeed the utterances that children produce are often systematically different from those of the adults around them, there is a cut-off age for L1 acquisition, beyond which it can never be complete. And the acquisition of L1 is not simply a facet of general intelligence.

Regarding the stages of first language acquisition, Ortaga (2009) presents "during their first year of life they learn to handle one-word utterances. During the second year, two-word utterances and exponential vocabulary growth occur. The third year of life is characterized by syntactic and morphological deployment. Some more pragmatically or syntactically subtle phenomena are learned by five or six years of age."

This shows that language learning is a systematic process. It never occurs haphazardly. It takes stepwise procedure such as one-word utterance, two-word utterance, vocabulary growth, and syntax and so on.

2.1.1.2 Second Language

The second language is not a native language. It is a language learned by a person after his or her native language. A second language is typically an official or socially dominant language needed for education, employment, and

other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively (Saville -Troike, 2006).

Second language refers to any language learned in addition to a person's first language. It can also incorporate the learning of third, fourth, or subsequent languages. Second language learning is a conscious process where the learning of another language other than the First Language (L_1) takes place. The Second Language refers to the language learned after the L_1 has been acquired. A language can only be referred to as your L_2 if the learning occurs after you have acquired your L_1.

Chomsky (1965) introduces the notion of universal grammar in relation to first language acquisition. He explained that all the natural language of the world can be categorize in terms of universal principle. It claims that there are underlying linguistic knowledge in language learners mind. Similarly, McNEILL(1970), presents that the universal structure is associated with meaning or context and the surface structure is associated with   sound and expression. Child makes use of the information of the underlying structure very early in the acquisition of language.

This means that every language consists of consonants and vowel, syllabic structure. In the case of syntax, every language utilizes the same basic grammatical categories such as sentence, noun phrase, verb phrase etc. The universal grammar has bridge the gap between first language and second language. In spite of language differences, one language supports the other language. McLaughlin (1978) claims that both L_1 and child L_2 learners use the same strategies in learning language.

2.1.2   Major Provision and Program's in Mother's Tongue

There have been some provisions to implement the National Language Policy. They are briefly reviewed in this section.

2.1.2.1 National Curriculum Framework for School Education in Nepal (NCFSEN 2007)

This framework identifies two issues related to the MT. The first was about the protection, promotion, and development of MT and the second was the use of MT in teaching and learning. NCFSEN allowed the non-Nepali citizen to choose a language subject other than Nepali. It aims to develop the curriculum to respect the need for children of the minority language.

According to NCFSEN (2007)

> The use of mother tongue as a medium of instruction is effective and this attracts children to school as well. The National Language Recommendation Commission 1993 has recommended the necessity of bilingual education. In addition to the goals set by Dakar Conference, the Education for All National Plan of Action, Nepal (EFA/NPA) has added one more goal i.e. to ensure education through the mother tongue. The Tenth Plan has also made the policy of providing education in the mother tongue. The Constitution of the Kingdom of Nepal 1990 had made the provision of giving education in mother tongue up to the primary level. Likewise, the Interim Constitution 2006 has made the provision of receiving basic education in the mother tongue as a fundamental right. p.18

In the elementary level grades, learning becomes more convenient due to vocabulary. Research findings have pointed out that the use of mother tongue as a medium of instruction is effective and this attracts children to school as well. It has clearly mentioned the role of mother tongue in the primary levels. Although there is no exact policy regarding the use of the Nepali language in

the secondary classroom, the government has realized that the use of mother tongue in a school has attracted student to come into schools. This shows the policy has never clearly mentioned that the MT in the second language classroom should be banned.

2.1.2.2   School Sector Reform Plan (SSRP 2009- 2015)

SSRP specified the use of the MT as the medium of instruction in early grades (1-3), for which the school management committee (SMC) has instructed to decide on and planning for preparing teachers to use the MT as a medium of instruction. This shows that SMC makes a decision based on the need of the children. We do not find any specific policy regarding the mother tongue at the secondary level but it has not denied its use.

2.1.2.3   School Sector Development Plan (SSDP 2016- 2022)

SSDP provisions that:

> Nepal is a linguistically diverse country. Although this is strength, it also presents challenges for the country's under-resourced education system. The medium of instruction in most schools is Nepali, but there has been a shift in two directions. On the one hand, many educationists and some political groups have advocated that education should be provided to children in their mother tongues, and MoE has a policy of supporting mother tongue-based multilingual education up to grade 3 (DoE 2009). The move to federalism is likely to give this fresh impetus. On the other hand, most private schools use English as the medium of instruction and a number of community schools have also started using English as the medium. There is a general demand for English from parents and communities. However, most community schools are not

resourced in terms of teachers or of teaching and learning materials to effectively deliver the curriculum in English. The same is true for schools in terms of teaching in children's mother tongues.p.26

SSDP (2016-2022) has made a provision to adopt a trilingual policy to education. SSDP is considered to be a continuation of SSRP (2009- 2015). It aims to finalize the language of education on the framework for effective teaching of language at school as a subject or the medium of instruction. As Poudel (2018) states, it has categorized schools into three types in terms of MT-based instruction: Type 1 schools consist of homogenous Nepali speakers, Type 2 schools consist of homogeneously speaker of the MT other than Nepali language and Type 3 consist of learners from diverse linguistic backgrounds.

In the Type 1 schools, the medium of instruction will be Nepali with an emphasis on the development of the English language. In Type 2 schools, the medium of instruction will be the MT and in Type 3 schools, Nepali will be the medium of instruction throughout secondary education.

SSDP has clearly mentioned a diverse linguistic background both as a challenge and an opportunity. It has recognized the fact that most community schools are not resourced enough in terms of teachers or teaching and learning materials. The document states that English can be use fully from grade nine in cases where the students' skills have been sufficiently developed through the bilingual approach and where the teachers using English as a medium of instruction are fully competent in spoken and written English. SSDP has categorized schools in term of language used in the school as type 1,type 2 and type 3.This shows that English should be used according to the level of students and the classroom environment. It is not that the Nepali language should be strictly banned. Rather it should be used to enhance second language teaching and learning.

2.1.3 Role of MT Concerning Methods and Approaches to Language Teaching

Under this topic, I discuss the role of MT under different methods and approaches.

Five hundred years ago, it was Latin which was widely used as a language of spoken and written communication. First Greek and then Latin were used as lingua francas (Celce-Murcia as cited by Koucka, 2007). Similarly, Kelly and Howatt(as cited in Richards and Rodgers, 2005,p.4) "grammar was taught through rote learning of grammar rules, translation, and practice in writing sample sentences, sometimes with the use of parallel bilingual texts ...". Some of the techniquesof language teaching that timewere: using imitation instead of rules to teach a language, having the students repeat after the teacher, using a limited vocabulary initially, helping the students practise reading and speaking, teaching language through pictures to make it mean (Comenius cited in Koucka, 2007).

Brookes-Lewis (2009, as mentioned by Debreli and Oyaman, 2016) states that the inclusion of the L1 in the L2 classrooms is unavoidable, and it may also positively contribute to the learning of the target language. Similarly, they further refer to Storch and Wiggles (2003) and state that the use of L1 may provide learners with an additional cognitive support that allows them to analyze language and work at a higher level rather than would be possible when they restricted to the sole use of the second language. Moreover, they revealed that students who received instructions in their L1 showed a better improvement in English than the second group who received instruction in the second language.

The Grammar Translation (GT) method is the way of studying a language that approaches the language through a detailed understanding of grammar rules, followed by application of this knowledge to the task of translating sentences and text into and out of the target language. (Richards and Rogers 1995) This

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above definition shows that the GT method emphasizes accuracy. Regarding the use of the MT, it was highly emphasized by the GT method.

According to Richard and Rogers (1995), "The student's native language is the medium of instruction. It is used to explain new items and to enable comparison to be made between the foreign language and the student's native language". Thus, the key to understanding the GT method is the overuse of the mother tongue in a second language classroom.

Although the GT method was popular from the 1940s to the 50s, it was not free from criticism since it viewed foreign language learning as memorizing grammar rules. The Direct Method was the first language teaching method that caught the attention of how foreign language should be taught. This method of teaching is also known as a natural method since second language learning is an attempt to be made as first language learning through history.

Richard and Rogers (1995) presents the principal and procedures of direct method as Classroom instruction was conducted exclusively in the target language, Only everyday vocabulary and sentences were taught, Oral communication skills were built in a carefully graded progression organized around question-and-answer exchange between teachers and students in small, intensive classes, Grammar was taught inductively orally, Concrete vocabulary was taught through demonstration, object, and pictures; abstract vocabulary was taught by associations of ideas, Both speech and listening comprehension were taught, Correct pronunciation and grammar were emphasized. This method rejects the role of the MT in the second language classroom.

Direct Method initially and clearly as a reaction to the Grammar-Translation Method is an attempt to integrate more use of the target language and even an absolute ban of MT in ELT classroom.

The oral approach was a direct reaction to the direct method. The oral approach relies on the use of the situation to teach language such as picture, object and or realia.

The period from the 1930s to 1960s refers to the Oral Approach. An oral approach should not be confused with the obsolete Direct Method, which meant only that the learner was bewildered by a flow of ungraded speech, suffering all the difficulties he would have encountered in picking up the language in its normal environment and losing most of the compensating benefits of better contextualization in those circumstances (Pattison cited in Richards and Rodgers, 1995, p.33).

The emergence of the audio-lingual method resulted from the increasing attention given to the foreign language teaching in the United State towards the end of the 1950s. "The combination of structural linguistic theory, contrastive analysis, aural – oral procedure, and behaviorists psychology led to the audio-lingual method (Richard and Rogers, 1995). It believes that the meaning that the words have for the native speaker can be learned only in a linguistic or cultural context and not in isolation and Very little use of the MT by teachers is permitted (Larsen-Freeman and Brown cited in Koucka, 2007).

A judicious use of the student´s native language is permitted in communicative language teaching. However, whenever possible, the target language should be used not only during communicative activities but also for explaining the activities to students or in assigning homework. The students learn from these classroom management exchanges, too, and realize that the target language is a vehicle for communication, not just an object to be studied (Larsen-Freeman cited in Koucka, 2007, p.12).

The communicative approach is based on the idea that learning a language successfully comes through having to communicate real meaning. The origins of communicative language teaching are to be found in the changes in the

British language teaching tradition dating from the late 1960s (Richard and Rogers, 1995, p.64).

Larsen-Freeman (2000) comments on the role of students´ MT in Communicative Language Teaching:

> Judicious use of the student´s native language is permitted in CLT. However, whenever possible, the target language should be used not only during communicative activities but also for explaining the activities to students or in assigning homework. The students learn from these classroom management exchanges, too, and realize that the target language is a vehicle for communication, not just an object to be studied.

Most of the method and approach (GT method, Direct method, oral approach, audio-lingual method, communicative approach) developed at different times has helped for teaching and the second language. Among different method mentioned, the direct method which was developed against GT methods denies the use of mother tongue whereas other methods of teaching accept the appropriate use of MT in the second language classroom.

2.1.4 Teaching Vocabulary

Generally, vocabulary refers to all the total words in a particular language. In other words, vocabulary is the list of words used in a language. It can be defined as the skeleton of language. It is the list of words, which is used in an appropriate situation where we can produce the infinite number of grammatical rules. It is one of the important aspects of language, which the students need to be taught. Without having adequate knowledge of vocabulary, we cannot speak any language fluently and appropriately.

People feel frustrated when they do not find appropriate words while learning language in ELT classroom. In the absence of vocabulary items, language teaching and learning remain incomplete because vocabulary is the building block of language. According to Harmer (1991, p.153) if language structure makes a skeleton of language, then it is vocabulary that provides the vital organ and the flesh.

Wallace (1982) classifies the vocabulary into four types: Listening vocabulary, speaking vocabulary, reading vocabulary, writing vocabulary.

Wallace et.al present the English teacher should possess some ability while teaching vocabulary. Such as an ability to recognize it in its spoken or written form, recall it, relate it to an appropriate object or concept, use it in the appropriate grammatical form in speech, pronounce it in a recognizable way, in writing, spell it correctly, and use it at the appropriate level.

From these points, it is obvious that English teachers should be able to teach the English vocabulary as many as possible in order to the students can actualize some or all of these points with the target vocabulary.

Regarding teaching vocabulary, Tikoo (2007) has presented following techniques:

- Translation
- Using realia
- Using drawing and pictures
- Using mime
- Paraphrasing
- Introducing words in 'families' and 'fields
- Building relationships
- Collections
- Affixation exercises
- Formation of compound word

Likewise, Ur (1996), has also presented translation as a technique of teaching vocabulary. Translation is widely accepted as one of the technique of teaching vocabulary. In translation the meaning of the word is translated into students' mother tongue. It is mainly useful in teaching the meaning of abstract words. Despite the fact that mother tongue can be best used for teaching vocabulary teacher should not use MT frequently rather he/she need to see the situation of the classroom or in other word, before applying the translating technique, the English teacher should know the student's competency, linguistic background and the goal of teaching in advance. Translating the target language is one of the appropriate techniques used in a diverse linguistic classroom. Teacher should use it only when there is no other technique to present the meaning of the new words.

2.1.5 Classroom Management

Classroom management refers to the entire teacher's behavior in classroom organizational factors that lead to an orderly learning environment. This includes the establishment routines, school and classroom rules, and teacher's response to student's behaviour and the instructions that promote a climate conducive to student learning. A classroom is a place where students gather to learn. Creating a safe and orderly environment in the classroom is the survival skill of the teacher. Classroom management refers to the ways in which student behavior movement and interaction during a lesson are organized in controlled by the teacher in enabling teaching to take place most effectively. It is a management of physical as well as psychological management. Successful teaching takes place only when a teacher performs desirable behaviour in a classroom. it is a good sign of well-managed classroom. In order to perform desirable behaviour teachers have to play a different role in a classroom. Harmer (2008) listed different roles of the teacher in a language classroom as a teacher as controller assessor, organizer, prompter, participants resource person, tutor and investigator.

Similarly, Ghimire(2010) supported Hedge says teacher as organizer, resource person, manager, controller, counselor, monitor, observer, informants, assessor, prompter, participants, model, tutor, investigator, performer and teaching aid provider of comprehensive input.

Smith (1995, p.85) remarks" Good teacher is able to raise people self-esteem, develop a positive work, praise, rather than criticize and used pupils enthusiasm and interest in a creative and positive way". It can be defined as a teacher ability to co-operatively manage time and to provide a climate that encourages student learning.

Hart (as cited in Naidu, 2009, p.10) mentions the following hallmarks of the best as a teacher.

- Friendly, cheerful and can take a joke with a pleasant personality and a sense of humor.
- Helpful, explain the lesson clearly and assists the students
- Interested and understand pupils feeling, courteous and respects to the opinion of the class and has the ability to motivate the students by making classroom work pleasurable and interesting.

Cook (2001, p. 410) states the fact that teachers should use mother tongue for class organization and conveying the meanings as well as cooperative work. Similarly, Harmar focuses on the flexible teacher. "We can easily find the teachers dominant role in classroom management. So, the flexible teacher will be able to alter the situation as a necessity. Flexibility is the dominant characteristics we would expect from the genuinely adaptable teacher" (Harmer, 1991,p. 258). Similarly, Bouangeune (2009) revealed that students who received instructions in their L1 showed a better improvement in English than the second group who received instruction in the second language.

2.1.6 Motivation

Motivation has been widely accepted as the key factor that influences the rate and success of learning. The higher you motivate, the higher you learn. It is directly related with the behavior.

It is concerned with the psychological aspect of learner. The learner has different degree and mood of motivation. It is commonly believed that individual who are highly motivated will learn L_2 faster and to a greater degree and those who are less motivated will face difficulty in learning.

Lambert (1972, as cited in Ellis 1985, p117) define "motivation in term of L_2 learner overall goal and 'attitude' as the persistence shown by the learners in striving for a goal". Similarly, Kelly (1946) states that motivation is the central factor in the effective management of the process of learning, and some type of motivation must be presented in all learning. Motivation is the kind of thrust or readiness that encourages learners to learn. It is a social psychological factor that leads to the path of success and achievement of goal. Brown (1994,p.170) has categorize motivation into two types , viz. intrinsic and extrinsic motivation. Intrinsic motivation refers to reward provided by an activity itself whereas extrinsic motivation is concerned with the factor that stimulate the desire to engage in behavior.

Motivation includes both internal and external factors which stimulate desire and energy in learners to be continually interested and committed to a job.   It is the factor for explaining the success or failure of any challenging activity. Motivation has a key role in the development of language. Teachers can play a significant role in motivating learners in the second/foreign language.

Among different ways of motivation, using MT in the classroom is one. As my personal experience of school days suggests, the English-only environment creates stress in the learner with another language background. Then there a question might come into the fore: "How does the use of L_1 motivate students?"

Answering the question, I claim that using English-only in the second language classroom leads students to the reduction of their confidence and curiosity. My personal opinion also suggests this is particularly true when students come from different linguistic backgrounds and are unable to share what they want to. It is an instance Poudel (2017) terms 'linguistic suffocation'. As he further indicates, the teacher can allow the learner to use the L_1 scaffold in such a situation. This suggests that the use of MT depends partly upon the classroom scenario and partly upon the students' linguistic background.

2.2 Review of Empirical Literature

One of the major debates that have dominated the field of second language acquisition (SLA) is the use of the first language in teaching and learning the second language. This issue has several opposing and supporting arguments. The native language of learners will be a highly significant system on which learners will rely to predict the target-language system. Although that native system will exercise both facilitating and interfering (positive and negative) effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient.

Inan (2008) in his article "The role of MT in a second language teaching" has presented the advantages and disadvantages of using MT in the classroom. For good communication and the formation of relationship in the class are the advantages and the disadvantage are waiting for the teacher to use MT and hesitation to use the target language.

Joshi (2016) carried out research entitled 'Students Perspective on the Use of their First Language in ELT Classroom' in Secondary School in Kanchanpur district to explore the reason for using the first language in a second language classroom. He selected a sample population from five secondary schools, eight from each using purposive non-random sampling and used questionnaires and checklist as research tools. The finding of the study revealed that the students

used the first language to share their problem, to chat with a friend, to understand the meaning, key points and to talk about culture.

Madrinan (2014) carried out a research study involving kindergarten students of an English immersion program first year in Colombia to investigate whether the use of MT increases comprehension and facilitates the second language acquisition process. In her action research, she designed to lesson plane - using only English as the language of instruction, and using both Spanish and English language respectively. The result revealed that the students did better involving the latter patterns, especially for transferring concepts from l1 to the target language.

Similarly, Ghimire (2016) carried out research entitled 'Use of l1 Facilitation in Developing English Vocabulary 'in the Gorkha District to find out learners' progress on vocabulary with the use of the first language. It was experimental research. He collected data from secondary 40 students with purposive non-random sampling and used test items (pre and post) as a research tool. The finding of his works revealed the fact that using the first language in a classroom greatly helped students to learn target language vocabulary.

Likewise, Sherpa (2016) has carried out research entitled 'The Use of MT in Teaching English at Primary Level'. The objective of the study was to find out the role of using MT for teaching English and also to study the advantage and disadvantage of using MT in a classroom. She selected 20 parents and 20 primary teachers from   Taplejung district. The two sets of questionnaires were used as a tool and the finding of the research showed that primary teachers mainly use the first language for cultural translation and to break the monotonous of the students.

The use of L1 or MT in the English classroom has some advantages and disadvantages. It depends on when and what amount of the first language is used in the EFL classroom. The role of the MT also depends on the teaching methods a teacher applies in the classroom. Regarding the context of Nepal,

Khanal (2004) concluded that moderate and judicious use of MT (Nepali) aids the learning and teaching of the target language (as cited in Khati, 2011).

2.3 Conceptual Framework

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┌─────────────────────────────────────────────────────┐
│          MT in a second language classroom           │
└─────────────────────────────────────────────────────┘
                          │
┌─────────────────────────────────────────────────────┐
│              Language Policy in Nepal                 │
└─────────────────────────────────────────────────────┘
           │                              │
┌──────────────────────┐      ┌──────────────────────┐
│     MT (Nepali)      │      │   Second language    │
│                      │      │      (English)       │
└──────────────────────┘      └──────────────────────┘
           │                              │
┌──────────────────────┐      ┌──────────────────────┐
│      Use of MT       │      │   Totally English    │
└──────────────────────┘      └──────────────────────┘
           │        ┌──────────────────┐      │
           │        │ Narrative inquiry │      │
           │        └──────────────────┘      │
┌──────────────────────┐      ┌──────────────────────┐
│ Teaching   vocabulary│      │     No use of MT     │
│ Classroom management │      │                      │
│ Method and teaching  │      │                      │
│      approach        │      │                      │
│     Motivation       │      │                      │
└──────────────────────┘      └──────────────────────┘
                  │                  │
         ┌──────────────────────────────┐
         │   Judicious use of MT in a   │
         │          classroom           │
         └──────────────────────────────┘
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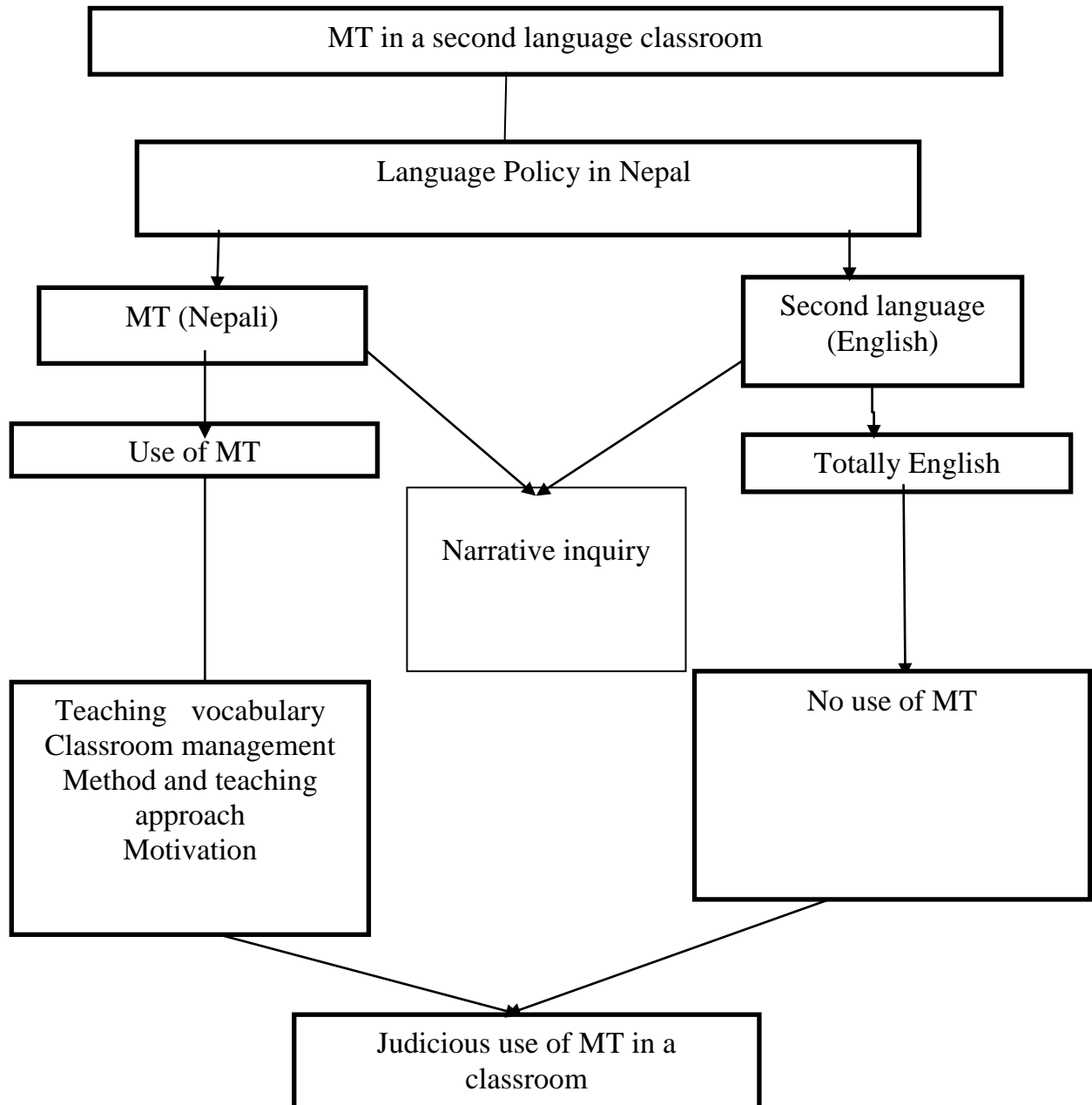
A conceptual framework is the plan on which the study is established while carrying out this research. This study is based on the following conceptual framework. From the above conceptual framework, first I related the mother tongue and the Second language in relation to different language policy and aspect of language. I define the concept of teaching vocabulary, classroom

management, method and approaches to highlight the importance of mother tongue in the second language classroom. I followed the narrative approach under qualitative research design because it helps me to go deeper inside to the experience of the teacher through the unstructured interview.

CHAPTER THREE
METHODS AND PROCEDURE OF THE STUDY

The research method and the procedure is a planning framework for any research around the globe. It drives the researcher towards the goal of research. It facilitates the researcher what to do next to achieve the goals of the research. This section includes the design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, and data analysis procedure

3.1 Design of the Study

Research design is a procedure plan for doing research. Every research is expected to be guided by research design. This research is carried out in the qualitative approach. As my research, inquiry follows to the secondary English language teachers' classroom experience of English language teaching, I went to them, interacted and constructed meaning with their understanding. I tried to blend my conceptualization into their understanding. Thus, I believe qualitative research is the multi-method research design. It involves interpretive, subjective and naturalistic strategies to observe, analyse and make meaning.

I selected narrative inquiry as to the method of doing the research. The narrative inquiry focuses on how humans make meaning in their lives and the stories they tell and don't tell about being in the world. The narrative is present in myth, legend, fable, novella, epic, history, tragedy, drama, comedy, mime, painting … stained glass windows, cinema, comics, news items, conversation. Moreover, under this almost infinite diversity of forms, the narrative is present in every age, in every place, in every society; it begins with the very history of mankind and there nowhere is nor has been a people without narrative … it is simply there, like life itself (Barthes as cited in Sheila Trahar, 2011).

Similarly, Cortazzi (1993), presents three factors that influenced the narrative research in education. They have increased emphasis on teacher reflection,

teachers' professional knowledge and empowering the teachers to share their experiences (cited in Creswell, 2013). My belief is to capture the stories of teachers' reflection and professional development by reading different genres.

According to Barkhuizen (2017), experiences become narrative when we tell them to and audience and the narrative become part of narrative inquiry when they are investigated for research purpose.

Much of narrative research concerns, in the words of Mark Freeman, "the living, loving, suffering, dying human being" (Freeman, as sited in Sheila Trahar, 2011).

Two typical characteristics differentiate narrative inquiry from other research designs. According to Bamberg and Georgakopoulou (2008, as cited in Barkhuizen , 2015) narrative inquiry involves snippets of talk in interaction which are embedded in conversation and interviews and, it is analyzed discursively more or less taking into account the local and broader context of construction and other ethnographic data, if available.

In narrative inquiry, various researchers have put their unique views forward. According to Wertz(2011) claims that generally narrative are obtained through interviewing people around the topic of interest, but narrative research might also involve the analysis of the written document. In narrative inquiry research, life stories of people are the main subject matter of the research. Crewell(2012,p.507) presents the following characteristics of narrative inquiry:

- Individual experiences
- Chronology of experience
- Collection of the individual stories
- Restoring
- Coding for the themes
- Context or setting

- Collaborating with participants

There are seven commonly used steps during a narrative study which I followed during my research:

- Identify a problem
- Selection of participants (One or more than one)
- Collect the story from the participants
- Rectory or retell the individual story
- Collaborate with the participants
- Write a story about participants
- Validate the report accuracy

In narrative research design, stories are narrated whether orally or form of text or documents or with visual data. It allows researcher to to learn about the individual society, culture, history. Teachers have plenty of stories to share. Indeed, told, untold and retold stories of the happening moments enable us to capture the reality of the moment. Through narrative, a researcher can find knowledge and feeling of the people. It is important in meaning making. Based on the stories of research participants, they will be able to filter and analyze knowledge interacting with various practices and policies of Nepal. Finally, the researcher will employ storytelling to communicate those experiences. I believe that narrative inquiry is suiting for the research. It will help the researcher to understand the participants' experiences, which they interpret and reinterpret throughout their lives.

3.2 Population, Sample and Sampling Strategy

The population of this study was consisting of four secondary English Teachers. The teachers were selected on the basis of purposive sampling procedures. The purposive sampling is conceived as a non-probability sample that is selected based on the objective of the study. I am selecting four secondary English teachers applying this sampling procedure.

3.3 Research Tools

Tools are key devices for any research, particularly during the data collection phase. Barkhuizen(2017) assembles various types of techniques and tools of narrative inquiry from various sources. They are learner or teacher diaries, language learning histories, narrative interviews, teacher journals, narrative frames, play script, drawing, small stories, auto ethnographies, Facebook stories. In this regard, the researcher used those tools as appropriate.

To be more specific the researcher conducted typical semi or unstructured interview. Chase (2003, as mentioned in Barkhuizen, 2017) presents the characteristic of the narrative interview as typical semi or unstructured interview in which the researcher gets the narrator to tell about an experience related to the research topic and to elicit stories rather than target facts or specific research questions. Besides, I used a personal diary to note down the short stories and a recording device to record the data.

3.4 Sources of Data

This research was based on both primary and secondary data. The primary source was the major source for the data of the study used for collecting data, and the secondary sources were used to facilitate the study.

3.4.1 Primary Sources

As the primary data, the researcher collected data from an oral interview. The researcher interviewed four secondary teachers.

3.4.2 Secondary Sources

For the facilitation of the research work, I consulted books (e.g., Cresswell 2013, Barkhaizen 2015, Kreshen 1981, Trokie 2006)articles (e.g.,Madrinan 2014), teacher dairies, teacher journals, thesis and other written documents available.

3.5 Data Collection Procedures

As this research is based on the stories of the participants on using L_1 in the second language (English) classroom, I used the semi-structured interview (Appendix II) as the main technique of data collection.

This research is concerned with the teachers' experiences of using MT in the classroom. At first, I personally consulted with the students of secondary level from four schools located in Kirtipur Municipality. I asked them about the way their English teachers taught, specifically focusing on the use of L_1. Most of the children I concerned reported that their teachers used Nepali in the classroom, so it made a basis for me to decide on the participants (four English secondary teachers), I collected their phone number. The first teacher to whom I called for the participation in my research did not show much interest of participation. He said he never used Nepali in the classroom, so I did not include him as a participant. Fortunately, three of them were willing to take part. I find narrative researcher as a challenging task but luckily other three teachers were interested in my topic and asked me to visit in the school hour. I get the three-sample population with the help of children and one with the help of my colleague. I visited the selected schools and talked to the concerned authority and explained them the purpose and process of the research. I asked for permission to meet the concerned teacher. As I got permission, I personally consulted the teacher. I introduced myself to them as the researcher who had called them previously for the favor. I asked for their time. We also carried out small informal talks. I tried my best to make them comfortable by sharing my school days and listening their experience about it. I also stated the reason for the selection of my research topic. They shared that it was not their first time giving interview to the university students, which made a bit easier for me as the researcher. Before starting the interview, I assured that the information I got would be used only for this research work and assured them of confidentiality. After the talk, I took the interview recording it via, the mobile phone. At last, I

thanked them and closed the interview and, as a response, they wished me luck for my research. It took me nearly two weeks to collect the data.

3.6 Data Analysis Procedure

I started the process of data analysis after the collection of raw data from the interview. Then, I transcribed the recorded data into texts. While doing so, I made necessary correction trying my best to preserve the original essence of the collected data. After transcribing the interview, I underlined the core data based on the research questions and objectives. I reassembled those data and coded them under different headings and subheading. In other words, I thematically organized and analyzed the data. Finally, I interpreted the themes considering the central spirit of the ideas inherent in the data.

3.7 Ethical Considerations

I adopted the ethical considerations to maintain the ethicality. At first, I informed the respondents about the purpose of the study and about the confidentiality regarding the information of the respondents. I assured them not to use the data for any other purpose except for the research study without permission of respondents. Likewise, I assured them about not manipulating the collected data, not to do any harm to informants while collecting data as well as not to analyze data subjectively. Similarly, I guaranteed them the attention on accuracy, honesty, truthfulness of data in research study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

Analysis and interpretation of the data is a core part of the research. I have analyzed the data thematically under different headings and sub-headings as presented below.

4.1 Analysis of Data and Interpretation of Results

As stated above the data obtained from the semi-structured interview and informal conversations were transcribed and analyzed by using the thematic approach. The relevant themes of the personal interviews were drawn. Thus, the themes derived were: teachers' perceptions on the use of MT in second language teaching, use of L_1 for teaching grammar and vocabulary, teacher using mother tongue for classroom management, the use of L_1 to reduce stress in the students, MT for rapport building, MT for content delivery, use of MT to address the proficiency level of the student, MT to clarify concepts, use of L_1 to motivate students, overuse of the MT as hindrance.

 In this study, pseudo names are used to conceal the identity of the participants as Ritual, Rohan, Subin and Suraj. Some major themes are described with the supporting statements of participants and different research-based statements in the following discussion.

4.1.1 Teachers' Perceptions on the Use of MT in Second Language Teaching

The direct method advocates that MT must be banished from the class instruction. On the other hand, the advocates of bilingual teaching represent the other extreme and opt for the liberal use of the MT.

Regarding whether to use MT or not while teaching English all the teachers were found flexible. One of the secondary English teachers, Ritual, typically expressed:

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> *I do not believe that there is a hard and fast rule regarding when the first language should be allowed or prohibited in the classroom. I usually use the MT to express abstract ideas.*

From the above view, we can understand that the teacher does not extremely deny the use of the mother tongue. The use of the mother tongue depends on the classroom environment. Similarly, Suraj, another secondary level English teacher, gives his opinion in this way:

> *I perceive the MT as a supporting language since no non-native speaker is perfect in English learning and teaching.*

Most of the English language teachers in Nepal are the non-native speakers of the English language. It may even be a third language for those whose mother tongue is one other than Nepali. The child having his/her own ethnic language can consider English as a third language. It is clear from the teachers' view that they being a non-native speaker, cannot avoid using the mother tongue in the classroom. This shows that using the mother tongue appropriately(as supporting language) in a classroom is extremely fine and it is natural in the process of learning the second language. As I asked to the Rohan one of the secondary teacher "why does he make the use of MT in the second language?". He replied

> *Students do not understand English if the teacher speak only English in the language classroom, so being the English teacher we need to speak MT.*

This shows that the teacher uses English based on his personal perception and the level of the student. The English teacher uses MT just because they feel that very few students can understand English because the children have their own ethnic language in their community and no students in the classroom possess the same ability. This shows that the students' diverse linguistic backgrounds create the major challenge in the second language classroom. It might be

difficult for all the students to understand the English language. At that time, the teacher uses Nepali as a mother tongue in a classroom for better teaching and learning process. The opinion presented by the teachers of the secondary level reveals the fact that they make the use of MT in the classroom to overcome with students problems.

4.1.2 Use of L1 for Teaching Grammar and Vocabulary

L_1 can be used to provide a quick and accurate translation of an English words that might take several minutes for the teacher to explain in English, and even then, there would be no guarantee that the explanation had been understood correctly. L_1 can be of great help when teaching grammar and vocabulary. Translation exercises, for example, maybe the perfect practice when there is a grammar point that is causing trouble to students (Yadav, 2014). This shows how the MT is useful for teaching a second language. Emphasizing the role of the MT in a second language classroom, Subin, the other secondary teacher of English, teaching in a private school remembered how difficult it was for him to deal with the students at the beginning of his career. He expresses that:

> *I had just completed my master and had joined a private school for the first time in Kathmandu district.. . As I was from a Brahmin family, I had no idea about the Newari language and almost all of the students were from the Newer linguistic background and, for them, English was a third language. I was linguistically shocked at the beginning since the students used the Newari and Nepali languages in the English language classroom. Nepali teachers were trying their best to make the students understand Nepali grammar. I remember one of the Nepali teachers helping me a lot to teach English tense. She teaches 'kal'(tense in Nepali grammar) in such a way that it takes me no time to explain the tense and I still ensure whether students know 'kal' before teaching the tense.*

Subin was from Brahamin family. After the completion of his master degree he joined one of the privet school in Kirtipur.   Being the member of Brahimin family it was difficult for him to speak and understand the other language beside Nepali and the students of his school were not competent in English language however, they were good in the Nepali language in compare to the English language. This story clearly portrays how he controlled his situation by taking the help of one of the best Nepali teachers. He transferred the knowledge of the first language to the second language. This reveals the fact that one language helps the other (as the Nepali tense helped knowing the English tense). Scrivener (2005, pp. 308-309) is also of an opinion that when teaching a new grammatical item, learners can be encouraged to consider if there is a direct one-to-one correlation with their L_1, and to notice differences between the two languages.

Rohan shares how forcibly the use of the English only class leads students to stop learning. He remembers the experience that occurred to him five years back and expresses how positive he is in terms of using the mother tongue in the classroom. He says that at the beginning of his career, he was not allowed to speak Nepali in the classroom and the students had stopped learning just because of the English-only environment. He shares his experience in detail which goes thus:.

> *Some days before I was appointed the administration had made some kind of decision… if a student spoke a single Nepali word we would have to fine him/her five rupees and the teacher would not have to speak any Nepali words in the classroom. ... The class was well disciplined. As I entered a classroom, the noise fully ceased... the next day I was shocked. May be 5 out of 35 had done their homework ... slowly I used Nepali mostly to teach new vocabulary and sometimes grammar items, too. The students slowly developed their level but it does not mean that I taught English through Nepali...*

We teacher still misunderstood that the silent classroom is the best classroom. Here, Rohan also did the same. He was very happy getting a very silent classroom. But his happiness did not last for longer since he find his student were not obedient (very less children did homework).but actually they were not disobedient but had a language problem.   His story vividly portrays that the students were silent in the classroom just because they were not given any opportunity to use the MT despite poor English. The strict rule and regulation of the school had stopped the learning process of the children.

As I was listening to him, I was going back to my school days where Nepali was strictly prohibited, which I have already mentioned in the introductory part. It is not the story but the real experience that I faced during my so-called boarding school. Indeed, my classroom was very similar to his classroom. If the students are over emphasized or imposed English in the school, they stop learning. It is not that the silent classroom is a disciplined one; rather those classrooms consist of the students who have lost the power of asking and interacting. Madrinan(2014)   states that In the second language acquisition process, it may be useful for teachers to teach the new language using the MT as support to develop not only the target language but also the cognitive development required to be academically and professionally successful...(p.5).

In this respect, Suraj expressed:

> *I usually use relia to explain words while teaching vocabulary but MT can be the best use for explaining abstract nouns like 'integrity'. It is very difficult to teach the meaning of abstract nouns as it is rather vague. For example, it is very difficult to define or explain what 'integrity' is. So we can use the MT equivalent to a similar context.*

Looking up vocabulary in a dictionary to get their meaning is considered the worst instructional practice for vocabulary instruction. The teacher teaches vocabulary for a variety of reasons. It is important to identify vocabulary instruction in teaching practice by considering why we are doing it. Suraj has

shared that he use MT to teach vocabulary. A view similar to that of Suraj was presented by Ritual. He expressed:

Mainly, I translate those words related to emotion and feeling.

Both of the teachers expressed very similar idea that MT helps teaching an abstract concept or, in other words, explaining abstract words using MT is much easier for both teacher and students. Translating such words takes less effort to teach and learn. For example, to explain 'love' one can say *maya* rather than giving a sentence definition. Ur(1996) has also presented translation as a technique of teaching vocabulary.

Regarding the use of the MT, Alborto, Gabinete and Ronola (2016) present a similar view, as they state that the use of MT facilitates explaining the meaning of some English words. Connecting all views discussed so far, we find out how useful is Nepali (MT) while teaching the target language, that is, English in the Nepalese context. It seems that teachers use MT to teach vocabulary and grammar items in the classroom. To understand language, we have to understand the meaning of words. If the students cannot master the meaning of words, they cannot properly communicate in English.

This is not only the story of these teachers. They represent the experiences of those English teacher who are struggling between theory and practice inside the language classroom. Most second language teaching theories advocate that the MT should be discouraged from the English language classroom but practically the proficiency level of students in the English language classroom still does not possess the proper capacity of learning only through English.

I personally believe that the use of MT should be made inside the language classroom just to enhance the language learning of the children. The MT should be a supporting language in the classroom and I don't argue against the fact that English language should be taught through the English language and no teachers expressed that they teach English throuh other language(s). They

just expressed that they make use of the MT to handle classroom situations. And there is no problem of using the MT at the appropriate level where it really helps to learn the second language (English). In a nutshell, all of the teachers came up with the idea that the MT is mainly used to teach vocabulary and grammar in the classroom. They also expressed that they use relia and definition as basic techniques to make students clear but among them translating words in the MT basically helps the students' comprehension.

4.1.3   Teacher Using Mother Tongue for Classroom Management

I took the interview of four teachers and got to know that mother tongue greatly helps for classroom management. As classroom management includes both physical and psychological management, they focus on psychology management most. I have presented it under the two-sub heading:

4.1.3.1   The Use of L_1 to Reduce Stress in the Students

Learner of English often express a feeling of stress, nervousness. Language stress and anxiety is one of the problem profoundly found in the language classroom. The skilled teacher will use L_1 to make students feel comfortable and relaxed. Subin expresses:

> *The use of MT in a second language classroom helps a lot to reduce stress. The English-only language in a classroom makes students bored and finally they lose their creativity. It makes a simple thing more complex.*

In the course of the interview, Subin expressed that using MT in the classroom makes complex ideas simpler in one way or another. I have personal experience that if the language teacher uses only English in the language classroom the classroom itself becomes monotonous. The teacher speaking only English from the front of the class leads students to lose their interest in the subject matter. It may not be applicable to those students who obtain the top rank in the class but for those who are average in the study. I never dared to ask

questions in the English classroom before I got the new teacher, an episode which I have expressed in the introductory part. It is a general observation that if the students do not understand language, they neither speak nor ask questions to the teachers as Rohan, another teacher has experienced. One of the desirable characteristics of a student is curiosity that only leads to success. If students stop to be curious because of the language anxiety they can never develop creativity on them. The secondary students already have developed competence in Nepali language and the knowledge of Nepali language can be best exploited in the classroom for better teaching and learning. So, why the teachers initially needed to pretend he never uses the MT in the English classroom although they make the use of it remains a question still unanswered.

Supporting Subin view Rohan says that

> *"English language classroom should not be limited to English speaking classes because it causes stress to the students..... Rather, the teacher should make a distinction between Nepali and the English language and for that, it is necessary to use the MT in the classroom.*

Here comes the same idea that the student feels stressed when the English language is overused. All of the teachers strongly agree that the knowledge of one language helps to understand another language. While learning vocabulary positive transfer may account for the immediate recognition and acquisition of words. All of the teachers strongly believed in the positive transfer of language skills. They expressed that because of the language transfer skill they can understand easily and comprehensibly which reduce stress on them.

The focus on English-only policy sometimes goes to the extreme. Kang (2012, as mentioned by Safary Wa-Mbaleka,2014) believes it may be a cause of a number of student suicides. Any extreme, no matter the direction that is taken, usually leads to undesirable results.

To conclude, the teachers likely to use MT in the classroom to transfer skills for comprehensive learning which ultimately reduces stress in the students. The teachers believe that through Nepali language students can understand without taking more time and having stress.

4.1.3.2 MT for Rapport Building

Rapport is very necessary for successful teaching and learning. It is the way of understanding another individual. It creates mutual understanding. Humor and fun help both teacher and student come together to attain the goal of the teaching and learning and no doubt creating humor in MT energizes most. The teachers presented the ideas that they sometimes deliver jokes in Nepali so to create a friendly relation with students.   Subin expresses that he built rapport through *cracking jokes in the Nepali language* since he believes that joke energize students. Similarly, Ritual said that

> *I usually at the last period start the class by asking puzzle question, gaukhanekatha and even cracking jokes. And doing these activities energizes students.*

For a good classroom, presentation warm-up plays an important role. The students normally take seven to eight classes per day, the last periods become very boring and monotonous, and it is teachers responsibility to create a learning environment. One of the ways to energies student is cracking jokes in the Nepali language.

Rohan expresses that he mostly uses the MT to give a genuine compliment. He said

> *'if I find student doing very good I sometimes say "syabas" instead of very good'".*

Rohan express the interesting fact that the 'Nepali jargon' helps to build the relation with the student.   Under this theme 'rapport building' teachers have

shared interesting things. May be it is the emotional attachment to the language. Do we really find difference between 'THANK YOU' and 'DHANAYABAD'?   May be yes, when we are in foreign land. Our English classroom is also similar to the foreign land in a sense that we don't use our MT in classroom instead we use English. Some jargon of Nepali literature, culture, tradition of course, can build the strong bond among us.

Suraj said that

> *"...empathy builds relation among us and empathy is best expressed by MT".*

Subin and Rohan's and suraj stories resemble the following view of *Pabla, Lengeling, Zenil, Crawford and Goodwill (2011)*. According to them

> *Teacher uses L_1 to form a connection with students with chitchat or jokes and they choose the language to establish rapport in their classrooms... Also worth noting is that both teachers indicate the use of L_1 for establishing rapport usually at the beginning or end of a class, which suggests that they perceive the use of L_1 as a tool that can be used for different purposes at different times in the foreign language classroom. As a side issue related to rapport, there are data to suggest that teachers use L_1 to show empathy. Both empathy and rapport have a connection because they look on the side of the students and a way to promote a better teaching-learning environment.*

Rapport is possible by finding the common ground, interest and by reading the culture of the students. We like them who are similar to us. The more we share interest the greater we develop understanding. In addition, the common ground in a classroom is the MT (Nepali language).

4.1.4 MT for Content Delivery

We sometimes find students saying that the subject content was interesting or boring. I do have such experience. It is obvious that if a student feels subject matter ease they find it as interesting. Contend is a subject, which we study in order to acquire information rather achieve competence. In the classroom teacher teaches and the students are expected to learn in a given subject or content areas, such as English language arts, mathematics, science, or social studies. Teachers have their own experience regarding content delivery. Their experience is defined in the following subheading.

4.1.4.1 Use of MT to Address the Proficiency Level of the Student

All teachers face the issue of students with various levels in the classroom. That is what we call diversity in term of their ability and competence. Same point of views were presented by the teacher. It can be easily assumed that all the student in a classroom cannot be good on language.   Regarding this,Rohan, the secondary teacher gives a strong argument that he uses Nepali language not because he doesn't know English but to address student level. He further expressed

> *Students do not understand English if the teacher speaks only English in the classroom so being the English teacher we need to speak MT*

Similarly, Subin expressed

> *A classroom mainly consists of three levels of student 1) poor, 2) average and 3) talented. To address those all types of students a teacher need to use MT in some* extend.

A classroom does not contain only students from diverse linguistic background but also it varies in term of ability and proficiency. The student competency level differs within a single class. When I was child, my mother frequently complained me that 'your friend are taught by the same teacher by whom you

are being taught, but, they get a good rank why not you?' What I mean to say is that all the students of the classroom do not have the same capacity.

Suraj express his own view on using mother tongue in the classroom. He says that

> *Almost all the student understand Nepali that is why it is used in the classroom.*

A classroom is a place where students having different ability come across. The teachers are fully responsible to address those students. His experience shows that it was very difficult to the students to understand English language. These views are very relatable to Pabla view:

> *The teachers are aware of the language level of their students, they have assessed how much, and what type of L_1 use should be permitted in their classes based on their students' language level. By consciously distinguishing between levels and the degree of L_1 use for each, the teachers demonstrate how they are inserting their beliefs and criterion into the learning environment and thus keeping classroom decisions to themselves. There is a sense of teacher centeredness revealed here in that the students appear to have little or no control over their classroom activity, specifically in the area of L1 use yet it represents teachers who are making the decision. (Pabla, et. al., 2011)*

To conclude, the entire students in a classroom do not carry the same pace of learning. Some of them have better learning capacity and some do not have. The use of MT depends on the level of the student. This shows how different levels of students in a classroom determine the use of MT in a classroom.

4.1.4.2 MT to Clarify Concepts

Do we only teach grammar and vocabulary in the language classroom? Or, teaching language is only about teaching grammar? Teaching language is also

teaching the culture, religion, lifestyle and mostly communicating skills. As I go through the question "Why do teachers use the mother tongue in the classroom?" I came to know that teachers use it to give the concept of the story, poem, essay and so on. Subin remarks:

> *Today I didn't use the Nepali language in the classroom. Next day, I may not use it but finally while giving summary I will use the L_1.*

May be Subin is trying to express that using the MT in the classroom is not always necessary. He was also talking about the different proficiency levels of students in the course of the interview. It shows that not all students understand English- only in the classroom so while giving the summary, or the main idea, he makes use of the MT.

Similarly, Ritul also expressed how one of the students becomes a success in learning English with the help of the Nepali language. He uses the Nepali language in the classroom while summarizing the text/lesson. He said:

> *Some years back I had a student in class nine..she was good in other subjects but poor in Engish. I ignored her some weeks… as I started summarizing the text or the theme of the lesson in the Nepali language in the classroom, she slowly and gradually started showing interest in the lesson.*

We learn language for different reasons. We learn in order to get information, to enjoy, to gain knowledge, and so on. Learning should be practical. It is a human nature that the more we understand the more we want to learn. One way of making it practical is understanding it properly. For example, most of the students do not secure good marks in maths not because it is the hardest subject but they find the formula, for example, '$(a+b)^2 = a^2+2ab+ b^{2'}$ impractical and boring until linking it to their life experience. From Ritul's experience we can draw out the idea that the girl was poor in English because she did not find English practical but later when he started to make it easy by using Nepali as

appropriate, which was her practical experience. Then she started learning English.

Similarly, Suraj had very similar views on using MT in the classroom. He says:

> *While teaching poetry in the class, if I just give the background information or theme of the poem in the English the students do not understand....e.g., if they relate the poetry in Nepali literature they better understand...*

This shows that teachers use the Nepali language to create a clear concept of the lesson. Scrivener (2005, pp. 308-309) is also of an opinion that using L_1 in the classroom might be of a great advantage. He holds several interesting ideas on how to use the L_1 in a reasonable and useful way such as asking students to summarize an article they have read orally in their L_1 since this activity "can reveal interesting insights about what learners have understood or misunderstood".

Rohan has his own experience of using MT (Nepali) while teaching a poem. He says that he finds it difficult to make students clear about the main theme of the poem since the poem does not consist of direct meaning, so he uses the MT in a classroom.

4.1.5 Use of L_1 to Motivate Students

Cross cultural challenge is one of the contemporary issue in motivation. Now days more and more students come from diverse linguistic and cultural background and how to effectively motivate these student remains a very big issue.   Motivation is an important factor in learning a second language. Students who have low motivation in a classroom cannot learn the second language successfully. For this, the teacher should find out the variables that motivate the learner to learn. Among the different ways of motivation using L_1 in an EFL/ESL classroom motivate students a lot.

In this regard, Ritual said

> *... I share different stories that how students of different schools   got the chance to study in international colleges or how they got the chance to visit different European countries in the Nepali language itself to make all understand. And my students try their best to speak English after I complete my story in the Nepali language. This is the emotional power of the Nepali language contributing to the learning of English.*

As language is our identity, we love to speak our MT (Nepali) since our language attaches us to our emotion. English- only language in the classroom does not always give positive results. The students are likely to change their attitude and behavior if the words touch thier heart not only their mind. What I mean here is that the Nepali language creates the sense of intimacy among them and explaining the contribution of local people in the common language (Nepali) motivates the students most. We sometime find that the translated version of a book does not give the same taste as the original one. It is similar to the diverse linguistic classroom where sharing the contribution of local people in the MT proves effective. Rohan said:

> *Sometimes I use the Nepali language to make them realize the sacrifice of their parents. I say ' timi haruko amabuwa le nango khutta le bari ma ghas   katdai   hunuhunxa hola tara timi haru bujdainau' instead of saying ' maybe your parents are cutting grass with barefoot' He furthermore says that he makes the use of the Nepali Language when students are trying to say something but having difficulty"*

Both the teachers emphasized the emotional role of language. I found Rohan's experience quite interesting. He beautifully uses the MT to create the emotional feeling in the students.   During my class in the university I have found most of the friends paying less attention or making fun to the teacher who scolded them in the English language rather they used to pay attention to those teachers who used to give them emotional dialogues. I personally support   Rohan's idea that

the MT can best be used to motivate students since I believe that the classroom is not only a place where we read and write, but also a place where we actually internalize.

4.1.6 Overuse of the MT as Hindrance

Despite the advantages of using mother tongue in the classroom, it also consist drawbacks. We discussed lot of advantages of the MT in the second language classroom but using it most of the time in the second languages classroom also disturbs the learning process. If we started learning English through the Nepali language, our goal of learning a second language would become meaningless. Judicious/appropriate use of the MT can occasionally be beneficial for pupils, but teachers are misusing, specifically by overusing it. According to Ritul:

> *If we continuously speak Nepali in the English classroom we teachers will find it difficult to speak English because it is a matter of practice.*

From his opinion, it can be concluded that the more we use language the more we can learn. He expressed that if a teacher started using the MT most of the time the teachers themselves find difficult to speak in the future.

Suraj, another participant, expressed that

> *The overuse of MT greatly influences the pronunciation of the speaker in an undesired way.*

Learning English is also learning the pronunciation of the English language. We know that the sound /p^h/ is bilabial in Nepali whereas its parallel in English is labio-dental. /f/ can be best taught by giving an example of 'file' and 'p^h arsi' rather than file and pumpkin(farsi) respectively . But instead of giving such examples, if we started teaching English in the MT then our target language will sound like the MT language, which does not hold truth. One purpose of leaning English is to communicate with the foreign (English) people. But the

native like pronunciation can never be understood by native speakers. The situation will then be like 'pouring water to dry sand'.

Similarly, Rohan shared his experience that:

> *The overuse of MT by the teacher in the classroom causes a lack of confidence in speaking English, both for the teacher and students.*

Speaking is the matter of practice. The more we speak the more we can learn. The excessive use of MT in the classroom creates an adverse situation. We find that students are not eager to speak English just because of making mistakes. Therefore, they want to speak Nepali all the time in the class. A teacher should create such an environment where students feel free to speak English in spite of lot of mistakes. In addition, the teacher can only make such an environment by using English most of the time and Nepali as necessary.

CHAPTER FIVE
FINDING, CONCLUSION AND RECOMMENDATIONS

In this chapter, I have presented a summary of the finding based on the interpretation of the data. I have drawn a conclusion from the finding that has largely contributed to suggest some points for the reader. Finally, I have also suggested some implications.

The major concern of this study was to find out the role of MT in the second language classroom. It also attempted to study teacher experience of using the MT in a second language classroom. I have also portrayed the teachers' experiences of using the MT in the classroom vividly. The information obtained from the analysis and interpretation of the data yielded the following results, or the finding of the study.

5.1 Summary of the Findings

Narrative inquiry describes participants' journeys and experiences. My analysis and interpretation relied on seven themes: teachers' perceptions on the use of MT in second language teaching, use of L_1 for teaching grammar and vocabulary, teacher using mother tongue for classroom management, the use of l_1 to reduce stress in the students, MT for rapport building, MT for content delivery, use of MT to address the proficiency level of the student, MT to clarify concepts, use of l_1 to motivate students, overuse of the MT as hindrance.

    a)   As far as teacher perception on the use of the MT in the classroom is concerned, they expressed that there is no hard and fast rule of using the MT in the classroom. As a classroom consist of students of different abilities, it depends on their proficiency level, course of study and activity that the teachers engage the students in the classroom. The teachers expressed that the appropriate use of the Nepali language in

the classroom is essential since no non- native speakers are perfect in a second language.

b) Regarding the use of the MT in the classroom, all the four teachers were positive. According to them, the MT can best be used to explain the meanings of abstract nouns and can be useful for teaching grammar items. The MT is believed to be helpful in most classroom activities, such as learning new vocabulary items and studying grammatical rules.

c) Regarding the classroom management , the results suggested that MT can be best used in the English language classrooms for psychological management , especially when students are from different linguistic background and the Nepali language can be used by both students and teachers as a common language. All of the teachers believed that using English-only in the classroom creates a stressed environment. t. The entire environment of the class depends on the amount of MT used. The excessive use of MT leads to the hazardous situations. A teacher determines the use of MT in the classroom since the degree of the use of the MT differs from class to class, person to person. There are no any hard and fast rules regarding this.

d) Rapport building is one of the major findings of this study. Teacher mostly uses the MT to create intimacy to the students. In this present era, the perception of teacher has changed from a strict person to the teacher as a facilitator, prompter and guide. It was also found that MT is emotionally attached to the students.

e) As far as the proficiency level of the student is concerned, the classroom consists of students of varying levels. They carry their own pace of reading and writing. Some are good at one subject and some in others. As a good teacher, he/she should be able to address all those characters and pace of the students. The teachers believed that using the MT in the classroom address all the students. It is one of the strategies of teaching and learning a second language. They make use

of the mother tongue to address student ability, interest and competency level.

f) The teachers also use the Nepali language to create a clear concept of the lesson. MT is believed to be helpful for explaining complex ideas. The use of the MT helps the students to get away from the hurdle of incomprehension or miscomprehension. From the analysis, it is believed that presenting the summary in English along with some Nepali translation helps the students to get rid of misinterpretation.

g) MT should not be completely avoided from the class since well–planned use of the MT can motivate the learner to learn. They believed that overuse of English language or English-only environment reduces students' curiosity and creates a mental burden. It is also found that focusing only on the English language leads to identity crisis.

In spite of all these advantages, the overuse of MT should be strictly prohibited in the classroom. The amount of MT differs from class to class. The teacher should be aware of the amount of the Nepali language he/she uses in the classroom. Teachers expressed that frequent use of the mother tongue results in the lack of confidence in speaking English, both for the teachers and students. It highly influences learners' pronunciation and affects for learning language skills. It is not always necessary to use Nepali in the classroom. No doubt, English can be best taught through English language but in our context, not all the students can afford the access to the English language. According to the results of this study, the use of the MT should neither be banished nor used indiscriminately in a country like Nepal where English is learnt as a second/foreign language.

5.2 Conclusion

The current study was aimed to explore the experience of using MT in the English classroom. It was found that MT helps teachers and students in a

number of ways. First, it can best be used for teaching vocabulary and grammar items. Secondly, it is helpful for classroom management such as reducing stress in the students, rapport building, and addressing students' proficiency level, to motivate them and to clarify concepts. It is good to use the L_2 most of the time; however, teachers should also know that they should not feel guilty while using the L_1 when it is really necessary and appropriate to do so. MT   plays a vital role in learning and teaching a second language. An appropriate use of the MT creates a conducive environment for fostering learning. The appropriate use of the MT gives students more opportunities to develop creativity but an overuse of the MT directly or indirectly hinders learning the language process. The use of MT depends upon the students' capacity and diversity of the classroom.

To conclude, an appropriate use of the MT in the second language proves a blessing whereas its overuse of is a curse. At this point, there might be the question, "What should be the actual amount of MT in the second language classroom?" By analyzing all the teachers' experiences the answer would be : "see the society where the school lies,   the classroom you teach, the available infrastructure, and mostly the linguistic backgrounds of the students".

5.3 Implication and Recommendations

The finding of this study can be useful in various levels viz. policy level, practice level and further research. It is hoped that the finding as a summary and the conclusion will be referred and utilized by concern authorities for better teaching and learning. On the basis of the finding, the following are the recommendation for different level viz. Policy- related, practice-related and further research- related.

5.3.1 Policy Related

The government should evaluate the efficiency of the teacher-training program in shaping the judicious use of MT in an English language classroom. More particularly:

a) The government should plan for training and workshop of teacher for the appropriate use of MT to address student ability and diversity of a classroom.

b) Curriculum planner, course designers, materials developers and textbook writers should consider the positive role of MT in the second language classroom.

5.3.2 Practice Related

This is the level of actual recommendation for applications to classroom practice. According to the finding of the study, the major recommendation for this level is:

a) The teachers should create a safe, friendly, stress-free and conducive environment by the judicious use of MT.

b) The teachers should be a facilitator and allow the student to share their problem (if the student feels difficulty using English)on their MT.

c) The teachers should encourage, motivate the learner to speak English in a classroom but English-only classes may create stress on the students.

d) Though it was my small attempt to bring out the stories, I hope it helps teachers to understand the area that the MT helps them most.

e) Similarly, it helps teachers to realize that the students having different levels study in a classroom and it's their responsibility to address them.

f) Furthermore, this research will be beneficial for all teachers to explore the hidden reality of the English language classroom. Judicious use of MT ultimately develops creativity and confidence on students.

5.3.3 Further Research Related

Some of the implications that would be helpful for those who attempt to conduct research into the related area of the study are as follows:

a) Further research into the field of English language teaching can be carried out in order to help the policymakers on the importance of L is the English classroom.

b) Further experimental investigations should be conducted by focusing on the benefits of MT in language teaching and learning.

c) Recognizing the complexity of addressing the diversity and the level of students, a high scale study is required to enlarge the field of language teaching in Nepal with reference to MT.

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APPENDIX I

Consent Form

Dear Informants,

I would like to invite you to take part as the respondent in my research entitled **Teacher Experience on Using Mother Tongue in a Secondary Classroom: A Narrative Inquiry** under the supervision of **Mr. Ashok Sapkota,** Assistant Lecturer, Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to study the role of mother tongue in second language classroom. The expected duration of your participation will be one hours. The interview and your reflection writing will be the main tools for collecting primary and secondary data respectively. Please, if you kindly help me, your participation will not merely help me in my research but it would definitely enrich my data and results.

Please inform me of your decision and consent giving me your response.

See you soon,

Sapana Dahal

M.Ed. 4th Semester

University Campus, Kirtipur, Kathmandu, Nepal.

Note:

- There will not be any risk & discomfort associated with this research.
- The information regarding both interview and reflections writing will be used just for research purpose and remain confidential.
- Interview will be recorded.
- I hope you will not escape from the process at any stage until the research is over.

Signature…………...

Name……………….

Date………………...

APPENDIX II

The interview has been conducted to collect the viable insight for the research work entitled **Teachers Experience of Using Mother Tongue in a Second Language Classroom: A Narrative Inquiry** under the guidance and supervision of Mr. Ashok Sapkota, Lecturer, Department of English Education, T.U, Kirtipur, Kathmadu, Nepal. I do hope the informants will corporate by providing invaluable information to accomplish my research.

Thematic part of transcribed Data

Participant –Rohan

Perception: Student does not understand English if the teacher speaks only English in the classroom so being the English teacher we need to speak MT

Teaching Grammar and vocabulary: Some days before I was appointed the administration had made some kind of decision that if a student speaks a single Nepali word they have to fine five rupees and the teacher should not speak any Nepali words in the classroom because the parents had complained that their children could not speak English at home. As I was appointed, the principal advised me not to speak even single Nepali words in the classroom. Being a student of English and teaching in a private school how could I think of speaking the Nepali language? Surely not. I went into the class. The class was well-disciplined. As I entered a classroom, the noise fully ceased. I was happy thinking that I got the best class ever. I presented my class and gave them homework to make a sentence. The next day I was shocked. May be 5 out of 35 had done their homework. I thought it was my first day so they had taken for granted. For the next day, I gave the homework but there were no changes. They even did not ask a question in the classroom. I thought to talk with principal Sir. As I talked to him, he said that their students were poor in English, so, I had to handle them with care. I was upset in thinking about how I could best teach by using English- only in the classroom. I asked for help from

one of my gurus and, according to his suggestion, used the Nepali language to make it comprehensible. I used Nepali mostly to teach new vocabulary and sometime grammar items, too. The students slowly developed their level but it doesn't mean that I teach English through Nepali. I use mother tongue as time demands.

Classroom Management(psychology Management):English language classroom should not be limited to English speaking classes because it causes stress to the students..... Rather, the teacher should make a distinction between Nepali and the English language and for that it is necessary to use the MT in the classroom.

Classroom Management (rapport building) : if I find student doing very good I sometime say "*syabas*" instead of very good'".

Motivation : sometimes I use the Nepali language to make them realize the sacrifice of their parents. I say ' *timi haru ko ama buwa le nango khutta le bari ma ghas kat dai hunu hunxa hola tara timi haru bujdainau'* instead of saying ' maybe your parents are cutting grass with barefoot' He furthermore says that he makes the use of the Nepali Language when students are trying to say something but having difficulty"

Clarify the concept: for me teaching poem only in English be a difficult task since very less student understand it. The poem does not contain the direct meaning that is why I use Nepali while teaching poem.

Proficiency level: "student does not understand English if the teacher speaks only English in   the   classroom so being the   English teacher we need to speak MT

Hindrance: The overuse of MT by the teacher in the classroom causes lack of confidence in speaking English, both for the teacher and students.   He expressed that using MT frequently in the English language classroom hinders the learners from learning language skills.

Perception : As I said earlier that I prefer to use Nepali language in a classroom. I perceive it as a supporting language since no second language speaker are perfect on English learning and teaching so, what I personally feel is that judicious use of mother tongue is necessary.

Teaching Vocabulary and grammar: I frequently use mother tongue while teaching new vocabulary but does not mean always. I usually use relia and definition to make student clear about new words .but, among them translating words in the mother tongue helps to learn clearly.   Mainly, I translate those words related to emotion and feeling.   I usually use MT while teaching tense.

Classroom Management (rapport Building) : I usually at the last period start the class by asking puzzle question, gau khane katha and even cracking jokes. In addition, doing these activities energizes students.

Clarify Concept: Some years back I had one of my students in class nine who was weak in English language. It was very difficult to address her in a classroom since all the students understand English and she was only one who was not able to understand which has created problem in teaching and learning. For some week I ignored her but later I found out that she was good on Math's. As I go to her family background she was from one of the villages of Ramechap district. I felt that she could do her best with my small support. I started treating her individually. I supported her on my leisure time. I taught her structure with the help of Nepali grammar. I started summarizing the text or the theme of the lesson in Nepali language in a classroom. Slowly and gradually, she started learning. She finally passed her SLC and fortunately, she is studying Bachelor final year taking maths as a Major subject.

Student Motivation: I feel quite liberal in a classroom (smile) since I never force my students to speak English-only in a classroom. I being a teacher I share different local stories in the Nepali language. I share how students of

different school got the chance to study international colleges or how they got the chance to visit different European countries in the Nepali language itself to make all understand. And, I found that my students try their best to speak English after I complete my story in the Nepali language. This is the emotional power of Nepali language.