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On Native Language Use in Tertiary Level English Classes

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ABSTRACT

This study focuses on the tertiary level classes to explore the contexts of learners' native language (NL) in English as a foreign language (EFL) classes. The main objective of the study is to explore the contexts and consequences of the NL use in EFL classes. To achieve this objective, descriptive research design was adopted. The sample population consists of forty teachers teaching English in university classes. The study collected and analyzed the data obtained from open and close ended questions. Most respondents agreed in the use of the NL for substantiating learning experiences, enhancing learner-centered approaches, and bridging gaps between the target and the native languages. The researchers also discovered that the NL use inhibited fluency, and use of the FL; thus hindered developing pragmatic and discourse competence in the learners. Notwithstanding this fact, the NL use created learner-friendly setting, enhanced strong bond between the teachers and the learners, and developed comprehensibility in the learners. These pros and cons imply that the NL should judiciously be used in the EFL classes.

KEYWORDS: Conditions, causes, consequences, foreign language, native language

INTRODUCTION

In the context of Nepal, multilingualism and multiculturalism are common phenomena. This is evidence on the fact that 123 languages are spoken by 125 ethnic groups in Nepal (CBS, 2011). The distributions of different languages spoken in seven provinces are 83, 87,66, 38, 32, 20, and 37 respectively from province one to seven (CBS, 2011). These data exhibit that in every province, there is linguistic diversity. These diverse groups communicate through the use of Nepali either as a native, second, or contact language. However, English is acquired/learnt mainly only after Nepali.

National integrity has been maintained by means of Nepali language. Therefore, English cannot replace Nepali in spite of the language policy adopted by the Nepal government. There are only a few communities who are unable to communicate in Nepali language, although this is existent mainly among a small group of people. That is why, in the Nepali context, the native language mostly reflects Nepali without which a diverse group of learners (mainly in the classroom in this case) may lose their mutual intelligibility among them. English, thus, cannot be used solely as a medium of

instruction, albeit English only which can apparently be heard in the English-medium spheres. Native language use is also desirable in foreign language (FL) situations, specifically, English classes. For this reason, EFL classes can be benefitted by the use of NL as a resource and a lingua franca (i.e. contact language). Thus, NL may feel a sense of security, naturalness and intelligibility in EFL classes (Schweers, 2003). This context prepares the ground for the use of NL in FL classes, and therefore monolingualism should be substituted by translanguaging (Celic & Selzer, 2012/2013), which calls for the use of learners' native language/s in the foreign language classroom.

English in the context of Nepal is a second as well as a foreign language. It is the second language because it is used after acquiring the first (Gass, Behney, & Plonsky, 2013), be it Nepali, Maithili, Newari, Gurung, Magar, and Rai, among others. Further, it is used by the people even in informal setting and in day-to-day communication, mainly in social and new media like Facebook, e-mail, Internet, and so on. It is also a foreign language because it is not a sole medium of informal communication. Further, in the classroom setting, it is limited to formal instruction; as the students and teachers come out of the classroom, they use NL rather than English. Despite this dyad possibility, English is a foreign language in the classroom environment and thus English is often discussed and studied in the FL context. Further, native language (NL), first language (L₁), or mother tongue (MT) is a means of informal as well as formal communication. NL is a tool for thought even for EFL classes and therefore Nepali is a vehicle of communication almost everywhere (both in informal and formal settings).

In light of EFL and NL, this study caters for the issue of NL use in EFL classes. Numerous studies have shown that the stakeholders (parents, teachers, and students) advocate for English only policies to lubricate and develop communicative competence in English. However, this assumption has not been substantiated and validated by real classroom activities. There is incongruence between saying and doing. In this context, this study aims to explore the contexts and consequences of NL use in EFL classes in terms of conditions, strategies, contexts, causes, and consequences.

REVIEW OF LITERATURE

The use of native language in foreign language classes draws heavily on the language policy of a country. It was only in 1952 the Government of Nepal declared Nepali a compulsory subject in all schools (Tumbahang, 2010). This declaration established Nepali as the medium of instruction and only Nepali and English languages would be SLC examination medium. Consolidating the issue, *The Constitution of Nepal 1961* promulgated Nepali as the medium of instruction and continued the same status of Nepali as a national language. Since then, for about 30 years, one language formula, for the purpose of national integrity, was implemented. *The Constitution of the Kingdom of Nepal 1990* recognized Nepal as a multilingual, multi-ethnic, and multicultural nation. This liberal constitution regarded Nepali as the language of the nation and other languages as national languages. Language policy again changed in 1999 which opened up the avenues to provide primary education in mother tongue. Again *The Interim Constitution of Nepal 2007* established Nepali and other languages spoken in Nepal as national languages. Nevertheless, Nepali would be the official language. This status has also been recommended by *The Constitution of Nepal 2016*. Some research works (like Paudel, 2017) have also shown that EMI policy has to be reviewed and shifted to translanguaging. These shifts are responsible for the voice of the use of native languages in the EFL classes.

Numerous arguments have been put forward for and against the use of NL in FL classes. The issue was raised in ELT methodology because of the overuse of translation

of TLT into NLT in the EFL classes. This was due to the influence of Grammar Translation Method (GTM), which emphasizes translating literary texts into the learners' NL, teaching vocabulary in isolation, and presenting grammar points deductively (Richards & Rodgers, 2001). GTM was mainly charged for hampering fluency achievement and thus impeding learners' communicative competence. As a reaction to the GTM use, monolingualism was propagated by the advocates of Direct Method (DM) and Audiolingual Method (ALM). However, these monolithic methods proved counter-productive, as a result of which communicative approach was brought to the fore of the ELT domain. Recently, because of the paradigm shifts from method to post-method, monolingualism to multilingualism, or translanguaging, and innovation of culturally responsive pedagogy (CRP), Critical pedagogy (CP), among others, the ELT scenario has undergone numerous changes, which are responsible for substantiating the voice of NL use in EFL classes.

From the perspectives of second language theories, the NL use can be observed. One of the classics of second language acquisition theories, Natural Order Hypothesis assumes that NL and SL acquisition follows the same route (Krashen, 1981). This implies that as NL is acquired as SL is acquired. Therefore, NL is not necessary in SL teaching because otherwise it might hinder SL learning. Tuning the similar view, Ellis (1992) has claimed, "The role of L1 in SLA is a negative one" (p. 19). This view supports the assumption that NL inhibits SLA and this is true for contexts of disparities between NL and SL. This interference perspective triggers the opposing view on the use of NL in foreign language (FL) classes. On the contrary, Ellis (1994), and Mitchell and Myles (2004) have discussed the access of universal grammar (UG) in SLA in these four ways: complete, no, partial, and dual. Of them, the partial access view is that NL can be a model for SLA/FLA. Thus, NL can be an unavoidable tool for enhancing FL learning. In support of this assumption, Larsen-Freeman's (2007) words are worth quoting, "Students' security is initially enhanced by using their native language. The purpose of using the native language is to provide a bridge from the familiar to the unfamiliar" (p. 101). This implies that NL feels security to the learners in the initial stages of learning FL and it functions like a connector to enter into the FL domain from the NL one.

Of many reviews and empirical studies, Atkinson's (1987) work is pioneering which has recommended these uses for the L1 in the EFL classroom: eliciting language, checking comprehension, giving complex instructions to basic levels, co-operating in groups, explaining classroom methodology at basic levels, using translation to highlight a recently taught language item, checking for sense, testing, developing circumlocution strategies (p. 241). Auerbach (1993) seconds the Atkinson's position to claim NL use in EFL in these words, "Starting with the L₁ provides a sense of security and validates the learners' lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks in English" (p. 19). In this way, use of NL in FL classes feels the learners secured, prepares taking risk, and therein facilitates better FL learning. Moreover, NL is facilitative of expressing the learners' own happenings and perceptions in an efficient way. Auerbach (1993) has also asserted these occasions for using NL: record keeping; classroom management; negotiation of the syllabus and the lesson; setting the scene; language analysis; presentation of rules governing grammar, phonology, and spelling; discussion of cross-cultural issues; instructions or prompts; explanation of errors; and assessment of comprehension.

Following the footsteps of Atkinson and Auerbach, Schweers (1999, as cited in Schweers, 2003) has accomplished a study on the use of mother tongue in English classes at the University of Puerto Rico, Bayamon campus. He administered questionnaire on both the university teachers and students, and recorded sample classes

to collect data. The major findings match the Auerbach's (1993) and Atkinson's (1993, as cited in Mattioli, 2004) positions that justify the judicious use of NL in FL classes, although English should be the primary medium of instruction which provides the learners opportunities to communicate in the target language. This study implies that target language should be maximally used for enhancing learners' communicative skills. However, NL should judiciously be used for some occasions like explaining the SL concepts; checking comprehension; building rapport with the learners; arousing a sense of confidence, security, and comfort; creating learner-centered contexts; and showing identity and co-existence of both NL and FL.

Reviewing some empirical studies like Lin (1990), Anton and DiCamila (1998), Papaefthymiou-Lytra (1987), and Macaro (2001), Mattioli (2004) has mentioned Macaro's (2001) words like this, "No study to date has succeeded in demonstrating a "causal relationship between exclusion of the L₁ and improved learning" (p. 13). Therefore, advocating for an English-only classroom which prohibits the L₁ use in the name of exposure is not significant. Lin (1990, as cited in Mattioli, 2004, p. 22) has also claimed that the L₁ use is fruitful for explaining vocabulary, giving instructions, explaining language rules, reprimanding students, and talking to students.

In the context of Nepal, a few studies have recently been conducted. One of the current and remarkable studies is of Sah (2017), who has observed the university teachers' and students' attitudes towards the use of NL in the university EFL classes in Nepal. By applying a mixed-method research design of questionnaires and interviews, he collected data from informants and found positive attitudes towards NL use. However, overuse of the NL was not favoured. The informants were found switching from English to Nepali for facilitating learners' comprehensibility of vocabulary and grammar, and to lubricate classroom interaction. Both the teachers and the students showed inclination in using NL for the intelligibility of the lesson presented. However, this study focuses only on code switching as a way of using NL in EFL classes. Yet, this can be a point of departure for extensive studies.

Between the two opposite clines of using and non-using NL in EFL classes, Joshi (2018) has presented an intermediate observation that NL should be used judiciously. He has presented both pros and cons, and proposed a middle way that can be practised in the form of code switching and translation. Further, he has explored these reasons to justify NL use such as natural tendency, sense of security, cognitive support, NL as a resource to FL, ease for group/pair work, among others (p. 53). These reflections sound good but lack enough empirical evidences. To put it in other words, these subjective considerations call for objective justifications by way of research works in real classroom contexts.

These delineations give an impetus to assume that NL use in EFL is beneficial from multifarious perspectives. Again, the next issue is raised on how frequently NL should be used. In this regard, Sharma's (2006) words are worth mentioning, "59% teachers thought that use of mother tongue helped learning of English a little and 52% thought that mother tongue should be used only sometimes" (as cited in Joshi, 2018, p. 50). Similar view is tuned in Pakera and Karaagac (2015) in these words, "Excessive use of mother tongue may result into too dependence on it which has less desired outcomes" (as cited in Joshi, 2018, p. 50). These studies reveal that the overuse of NL is harmful and that hampers achieving fluency of communication in the FL. This echoes the Atkinson's (1993) judicious use theory (as cited in Joshi, 2018) that offers limited circumstances to use NL alternatively with FL. This is in perfect harmony with linguistic rights perspectives, too (Carroll & Morales, 2016, as cited in Sah, 2017).

The foregoing theoretical foundations and empirical evidences led us to explore causes, contexts, consequences, and strategies of NL use in FL classes.

RESEARCH METHODOLOGY

This study has employed survey research design, which requires representative samples for collecting and analyzing data (Nunan, 2010). The study employed both the primary and secondary sources of data because only one type of data, i.e. neither primary nor secondary alone could fulfill the total requirement of the research. The primary data were collected by using questionnaire to the university teachers teaching English. The secondary data were collected from references, textbooks, journals, and other archives. In this way, and data and methodology have been triangulated to ensure validity and reliability of the findings.

All university teachers teaching English would make a universe of this study. Out of them, we selected 40 teachers using stratified random sampling strategy, from Tribhuvan University (TU), Nepal Sanskrit University (NSU), and Pokhara University (PU), for administering questionnaire as it was not possible and practicable to include all the teachers in this small scale study. It was also because the sample population would represent the teaching faculties. The tools for collecting data were questionnaire (Appendix A) consisting of the blending of open and close-ended questions. The close ended responses were analyzed by using simple statistical tools like tables, percentage, and bar diagrams; and open responses by means of content analysis. To maintain anonymity of the respondents, alphanumeric symbols, like T1, T2, T3... and T40 have been used.

RESULTS OF THE STUDY

This section, which caters for presentation and analysis of the results, has been divided into two parts. The first one deals with biographic analysis and the second thematic.

Biographic Analysis

Forty teachers teaching English at the university level were respondents, of which, 34 were from Tribhuvan University (TU), 2 from Pokhara University (PU), and 4 from Nepal Sanskrit University (NSU). Out of 34 English teachers, 29 (85.29%) English teachers of Tribhuvan University; all the English teachers (100%) of Pokhara University, and 3(75%) English teachers of Nepal Sanskrit University used NL in EFL classes. Likewise,30(83.33%) male teachers and all the four female teachers (100%) used NL in their EFL classes in the different universities (Table 1).

Table 1
Wholistic Presentation of the Respondents

| | University | | | Gender | | Experience(Yrs.) | | |
|----------|------------|-----|-----|--------|--------|------------------|-------|------------|
| | TU | PU | NSU | Male | Female | 0-9 | 10-19 | 20 or more |
| Total | 34 | 2 | 4 | 36 | 4 | 5 | 27 | 8 |
| NL users | 29 | 2 | 3 | 30 | 4 | 5 | 21 | 8 |
| % | 85.29 | 100 | 75 | 83.33 | 100 | 100 | 77.77 | 100 |

Table 1 also exhibits that the informants were divided into three categories on the basis of their experiences: 0 to 9 years, 10 to 19 years and above 20 years of experience. Of them, all 5 English teachers having experience up to 9 years used NL in EFL classes. Similarly, all 8 English teachers having experience above 20 years also used NL in EFL

classes. Out of 27 English teachers having experience between 10 to 19 years, 21 teachers used NL in EFL classes. It implies that at the beginning years up to 9 years and after having more than 20 years' or more experience in their teaching profession, all the English teachers feel easy to use NL in EFL classes because it is the demand of the text, students and the classroom situation.

Furthermore, the following paragraphs explicate the campus-wise, experience-wise, and gender-wise results and analysis specifically because all the respondents were found teaching English as both compulsory and optional subjects (thus compulsory - optional dichotomy could not be a variable for discussion). Firstly, we would present campus-wise results and analysis (Table 2).

Table 2
Use of NL in EFL Classes (Campus-wise)

| University | Campus | Informants (N) | NL Users (N = %) |
|----------------|------------------------|----------------|------------------|
| Tribhuvan | Prithvi Narayan | 27 | 23=85.18% |
| Tribhuvan | Laxmi Adarsha | 3 | 2=66.66% |
| Tribhuvan | Gauri Shankar | 3 | 3=100% |
| Tribhuvan | Bhadrakali | 1 | 1=100% |
| Nepal Sanskrit | Bindabasini Vidhyapith | 4 | 3=75% |
| Pokhara | University Campus | 2 | 2=100% |
| Total | | 40 | 34 |

Table 2 depicts the use of NL in EFL classes in the different campuses. The table reflects that out of 27 teachers, 23(85.18%) English teachers of Prithvi Narayan Campus used Nepali as an NL in the EFL classes. It means that most of the English teachers use NL judiciously to ease the classroom situation so as to make the students understand certain words or phrases or sentences. Likewise, out of 3 English teachers, 2(66.66%) English teachers of Laxmi Adarsh Campus used NL in EFL classes because of the abstract vocabularies and social and cultural background of the students. Supporting the views of using NL in EFL classes, all the English teachers (100%) of different campuses such as Gauri Shankar, Bhadrakali, Pokhara University Campus used NL in EFL classes without hesitation because it is the need of classroom situations and teaching topics. Arguing the use of NL in EFL classes, out of 4 English teachers, 3(75%) English teachers of Bindabasini Vidhyapith used NL in EFL classes undoubtedly to make the concept clear to their students. In the total of 40 English teachers, 34(85%) University English teachers argue for the use of NL in EFL classes focusing that teaching should be understood by the students. Therefore, the use of NL in EFL classes is needed to make concept clear about the subject matter.

Similar results were observed in terms of experience (Figure 1), which shows that all the teachers having less than 5 years of experience used NL in EFL classes.

Likewise, as shown in Figure 1, all the teachers having such experiences: 5 to 9 years, 20 to 25 years, and more than 25 years in their teaching career used NL in EFL classes. 75% to 80% teachers having 10 to 19 years of experience used NL in EFL classes. These data proves that the University English teachers who are highly experienced and/or less than ten years of experience use NL in EFL classes judiciously to clarify the meaning of the text in their classroom.

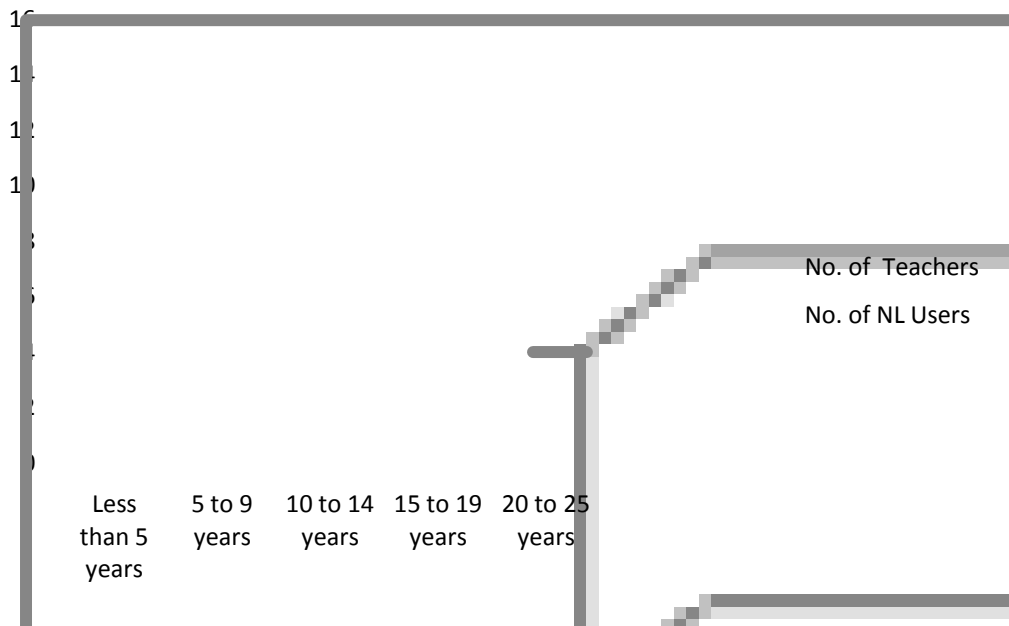


Figure 1: Use of NL in EFL Classes (Experience-wise)

As in the cases of campus and experience, as shown in Figure 2, gender-wise observation also demonstrates that the informants are in favour of the use of NL in EFL classes. Figure 2 shows the description of the population on the basis of gender of the respondents about the use of NL in EFL classes. Most of the male teachers i.e. out of 36 male teachers, 34 (83.33%) English teachers used NL in EFL classes because it was needed to ease the classroom learning for the students. Likewise, all the female teachers (100%) used NL in EFL classes without any hesitation to teach the meaning of the difficult words.

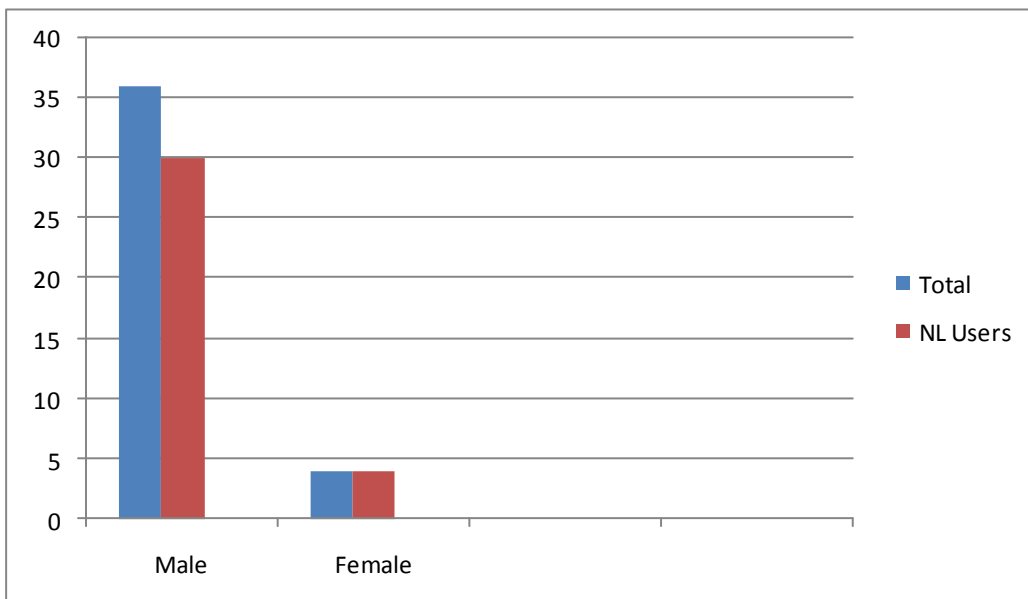


Figure 2: Use of NL in EFL Classes (Gender-wise)

Thematic Analysis

This section caters for the thematic presentation and analysis of the results based on the questionnaire items that are divided into five major themes like (a) use of NL in EFL classes, (b) occasions of NL use, (c) ways of NL use, (d) contexts of NL use, (e) causes of NL use, and (f) consequences of NL use.

The use of NL in the EFL classroom. From the detailed analysis of the answers given by the respondents on the reasons of using NL in EFL classes, most teachers had similar views of using NL judiciously. T1 viewed that it was necessary “to expedite the objectives of teaching”. Similarly, T3 opined that it was tricky idea to use NL in EFL classes because the objective of teaching was to make students understand the taught lesson. Moreover, T4 and T5 wrote that students demanded NL use for better understanding of the subject matter. However, T5 put the logic differently that there should be moderate use of NL. Likewise, T6 claimed that the use of NL was necessary to make meaning of difficult terms clear; T7 and T8 focused on the limited use of NL in EFL classes to some extents stating that concept is more important than language; and T9 and T10 wrote that use of NL in EFL classes depended on the level of the learners. When the learners felt difficulty to generalize the actual meaning of the context of the words or sentences, it was needed to use. Nevertheless, T12 and T14 opined that NL would be needed in EFL classes because Nepali was their mother tongue and learning English would be affected by social and cultural concepts. T15 and T16 also viewed that use of NL in EFL classes could be easily accepted to make topic and subject matter clear; however, it should be used in moderate level. T17 and T19 argued for the judicious use of NL in EFL classes if demanded by the context to clarify the confusion. Likewise, T20 and T22 focused on the use of NL in EFL classes with some reasons. Therefore, use of NL in EFL classes as an enabling tool is justifiable.

These observations confirm that judicious use of NL is needed to bring home the concept of target expressions, may it be words, phrases, sentences, and the like.

Occasions. Varying results were found in this variable. The informants’ responses reveal from strong support (87.5%) to the strong rejection (90%) in the occasions of NL use in EFL classes (Table 3).

Table 3
Occasions of NL Use in EFL

| S.N. | Occasions | Yes(f) | % | No(f) | % |
|------|--|--------|-------|-------|-------|
| 1 | To give instructions. | 7 | 17.5% | 33 | 82.5% |
| 2 | To explain difficult concepts of English. | 35 | 87.5% | 5 | 12.5% |
| 3 | To check comprehension. | 6 | 15% | 34 | 85% |
| 4 | To feel secured, confident and comfortable. | 10 | 25% | 30 | 75% |
| 5 | To facilitate pair/group work. | 13 | 32.5% | 27 | 67.5% |
| 6 | To maintain naturalness in learning. | 17 | 42.5% | 23 | 47.5% |
| 7 | To use as a resource for English. | 14 | 35% | 26 | 65% |
| 8 | To maintain discipline in the class. | 5 | 12.5% | 35 | 87.5% |
| 9 | To explain vocabulary and grammar. | 22 | 55% | 18 | 45% |
| 10 | To lubricate classroom interaction. | 15 | 37.5% | 25 | 62.5% |
| 11 | To initiate a lesson. | 4 | 10% | 36 | 90% |
| 12 | To motivate the learners. | 15 | 37.5% | 25 | 62.5% |
| 13 | To establish good rapport with the learners. | 12 | 30% | 28 | 70% |

| | | | | | |
|----|---------------------------------|----|-------|----|-------|
| 14 | To bridge Nepali with English. | 28 | 70% | 12 | 30% |
| 15 | To talk to individual learners. | 13 | 32.5% | 27 | 67.5% |
| 16 | To conduct fun activities | 25 | 62.5% | 15 | 37.5% |
| 17 | Any more... | 3 | 7.5% | 2 | 5% |

Table 3 shows that most of the university English teachers focus on the use of Nepali in English classes for the following occasions: to explain difficult concepts of English, to explain vocabulary and grammar, to bridge Nepali with English, and to conduct fun activities. However, they least focus on the following occasions: to initiate a lesson, to maintain discipline in the class, to check comprehension, and to give instructions.

A few teachers responded to some other occasions but they could not mention any of them. They were just five teachers. These results exhibit that different teachers have different opinions regarding the NL use in EFL classes.

Strategies. There are different strategies of using NL in EFL classes. Some of them are translation, code mixing, code switching and code mixing (Sah, 2017, & Joshi, 2018). Out of 40 university teachers, most teachers preferred to translate target language into the learners' native language to make their teaching comprehensible to the learners. Some of other teachers used NL to switch the code in EFL classes. Some others said that they used NL in their EFL classes by code mixing. However, no one had any alternative ways of using NL in EFL classes. Even some of those teachers who denied using NL in EFL classes viewed that translation could be used if situation demanded the use of NL. Some teachers advised using these three ways: translation, code mixing and code switching. These responses reveal that NL should be used, albeit their frequency may differ based on the teachers and the contexts.

Contexts. The researchers collected data asking about the contexts of using Nepali in English classes. After analyzing the data, the following contexts were found for using NL in EFL classes: (a) to explain jargons and abstract vocabularies; (b) to drive the concept clear; (c) to lubricate classroom interaction; (d) to explain difficult concepts of English; (e) to bridge Nepali with English; (f) to make subject matter clear about some implicit topics; (g) to compare and contrast with Nepali context; (h) to draw the references from NL; (i) to clarify some social, cultural, theoretical or ideological and philosophical concepts; (j) to break ice in the classroom; (k) to ease for learning; (l) to fulfill the gap between the expectation of learners and teachers; (m) to give instructions for the tasks; (n) to reduce anxiety of L2 learners; (o) to conduct fun activities; (p) to facilitate learning; (q) to ease the grammatical concepts; (r) to give main idea of lesson; (s) to respect to those students whose medium of instruction is Nepali.

These contexts prove that all the university English teachers agreed to use native language in EFL classes. Those who were not in favour of using Nepali in English classes also agreed to provide different contexts for the use of Nepali. Thus, different contexts compel the teachers in using NL despite their reluctances.

Causes. After analyzing the collected data, the researchers reached the following points to mention the causes of using NL in EFL classes: (a) lack of adequate knowledge and competence; (b) lack of the knowledge of target language; (c) social and cultural difference between source language and target language; (d) students' lack of knowledge; (e) inability and lack of confidence in learning English; (f) no knowledge about abstract words, technical terms or jargons; (g) teacher's inability, difficult text; (h) habit of using mother tongue; (i) foreign writers' textbook and students' poor condition; (j) lack of practice and performance; (k) teachers to be short cut and safe; (l) negligence of English; and (m) lack of exposure. Although a few teachers argued for not using Nepali in English classes, they also found some causes of using Nepali in English

classes. It means all the university English teachers feel difficulties to teach target language only using target language because of students' poor knowledge of the target language. Further, using Nepali language in English classroom bridges knowledge of Nepali into English.

Consequences. As the researchers collected information about the consequences of using Nepali in English classes, they found the following consequences of using Nepali in the English classes.

Positive consequences. Positive consequences of NL use in EFL classes are as follows: ease and comfortable to learn effectively, increase in motivation of the students, easy comprehension of subject matter, reduction in time to teach and learn, development of learner autonomy, promotion of learners' reading habit, development of critical thinking ability, justice for multilingual and multicultural learners, tool of rapport building, and ease to convey the theme and core message, to mention but a few.

Negative consequences. Negative consequences of NL use in EFL are as follows: less effective teaching, lack of fluency and consistency in the target language use, discouragement for learning target language, less exposure to the learners, slow learning, low pragmatic competence, and hesitation of students to speak English.

DISCUSSION OF THE RESULTS

The biographic analysis exhibits the diversity of the respondents in terms of gender, campus, and teaching experience. The survey demonstrates that all females and 30(83.33%) male teachers used NL in EFL classes. Campus-wise results show that 85% of Prithvi Narayan, 66.66% of Laxmi Adarsha, 100% of Gauri Shankar, 100% of Bhadrakali, 75% of Bindabasini Vidhyapith, and 100% of Pokhara University Campus showed their inclination of using NL in EFL classes. For the next variable surveyed (i.e. experience), all teachers having the experience of less than 9 years and more than 20 years favoured NL use. Likewise, most teachers (77.77%) having the experience from 10 to 19 years also favoured NL use in EFL classes. This general survey of their opinions shows that the English teachers teaching at the University level speak for NL use in EFL classes.

The respondents not only expressed their bare opinions for NL use but also gave reasons why they thought so. Some of the reasons they gave are to expedite the objectives of teaching, to comprehend the subject matter well, to make meaning of difficult terms and jargons, to demystify the FL concepts, to minimize social stratification, to save local languages, and so on. However, they emphasized in limited and judicious use of NL. These results corroborate Atkinson's (1987), Schweers' (1999), and Auerbach's (1993) studies.

Regarding the occasions of NL use, the survey questionnaire demonstrates that the respondents opined NL use mainly in four general conditions, such as to explain difficult concepts of English (87.5%), to bridge Nepali with English, to conduct fun activities (62.5%), and to explain vocabulary and grammar (55%). They responded negatively for maintaining discipline in the class (87.5%), initiating a lesson (90%), checking comprehension, giving instructions (82.5%), feeling secured confident and comfortable (75%), facilitating pair/group work (67.5%), among others. These quantitative results do not validate the findings of the previous research works like Atkinson's (1993), Sah's (2017), and Joshi's (2018).

The questionnaire survey confirms that teachers should use NL in EFL classes to clarify the concept, to explain jargons and abstract vocabularies, to ease for learning, to instruct the learners for the tasks, to give main idea of the lesson, among others. The respondents favoured in using strategies of NL use, such as translation, code-switching,

and code-mixing. This implies that university teachers prefer using NL in EFL classes in one way or the other.

In the survey questionnaire, the respondents' responses exhibit two categories of causes such as teacher-related and student-related. The former subsumes inadequate competence and performance on the part of the teachers whereas the latter incorporates poor background (may it be social, cultural, ethnic, or educational) and low level of the students. These causes also reveal the third cause that the resources or materials are not based on and related to the NL backgrounds. These observations tally with the discussions made in section two that explicate the effectiveness of NL use in EFL classes.

Survey responses exhibit that NL use has darker and brighter sides. The darker sides are that it inhibits FL fluency, use, usage and hence hampers developing pragmatic and discourse competence. Notwithstanding these results, NL use is facilitative of teaching in a learner-friendly environment that increases learners' intelligibility and enhances good rapport between teachers and students. It implies that the NL use in EFL classes echoes participatory approaches (Richards & Rodgers, 2003) of language teaching.

CONCLUSION

Occurrences of NL use shows that the teachers should use NL to explain difficult concepts, jargons, and abstract notions; and to conduct fun activities. This also shows NL should not be used to initiate a lesson, to maintain discipline, to check comprehension, to comfort the learners, and to facilitate communicative activities like pair/group work. Likewise, contexts of NL use are to drive the concept of FL in the learners' mind, to explain typical terms and expressions, to instruct the learners to do the tasks, to draw the main thrust of the text, and to lubricate learning.

The respondents' use of NL has also been proved by their strategies they used such as translation, code switching, and code mixing. Translation is a strategy they used as a tool for lubricating learning process. They translated when they could not deliver the lesson well or maybe the learners could not comprehend it. Secondly, the teachers switched their codes maybe because of inadequacy of the teachers' and/or learners' FL knowledge. Likewise, code mixing has been applied for maintaining fluency and communication. However, the respondents were using any of these strategies hesitatingly. It implies that they are not confident about the NL use and they do not know relevance and appropriacy of its use.

The causes of NL use are of two types: teacher-related and student-related. The former incorporates inadequacy of teachers whereas the latter includes inadequacy of learners. Between these two implies the resources and materials for learning that are not so much appropriate in NL contexts. Likewise, the positive and negative consequences of NL use imply that NL should judiciously be used in EFL classes.

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