

**STUDENTS' PERCEPTION TOWARDS ENGLISH AS A MEDIUM OF
INSTRUCTION**

**A Thesis Submitted to the Department
of English Education Sukuna Multiple Campus, Sundarharaincha,
Morang In Partial Fulfillment for the Master Degree of Education in English**

Submitted by

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Academic Year: 2069/070

**Faculty of Education
Tribhuvan University
Kritipur, Kathamandu,
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RECOMMENDATION FOR EVALUATION

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DEDICATION

The entire credit goes to my parents and the eldest sister to achieve my goal.

Nimendra Limbu

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I wish to acknowledge all of the people who have helped me in my endeavors toward my thesis for master level. First and foremost, key to this process has been the hours put in by my dissertation director, Mr. Nara Prasad Bhandari, who was always willing to provide feedback and support to help the writing process continue. He has tirelessly worked on reading version after version of my work always to have insightful comments to make me a better writer and researcher. Mr. Bhandari has been an example of hard working and dedicated teacher in Sukuna Multiple Campus in Koshi-Haraicha to the field of language teaching and truly a person to be emulated. The equal credit goes to my inspirable teacher Mr. Guru Prasad Adhikari, lecture as well as English Department Head of Sukuna Multiple Campus.

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Abstract

The main objective of this paper was to gather insight into students' perceptions towards language use during English instruction. What are students' opinions about the benefit of their own and the teacher's use of English in the classroom? When should the teacher and the students use the first language in the English classroom? When should teachers use L2 in the classroom? These are three of the main questions explored in this paper. A study was conducted upon grades 9 and 10 in the private school, Shiksha Sandesh English School. A total of 55 students participated in a questionnaire, in which they were asked about language use and their perception towards using the target language and their first language during English instruction. Questions seeking the effectiveness of language use in the L2 class were presented among the sample population.

The findings suggest that English should be used as the predominant language of instruction and that students' mother tongue also serves an important and facilitating role in the English classroom. This finding may impact the way second language instruction is carried out in the upper grades of compulsory schools in Nepal. L2 can be more effective in giving simple feedback, teaching grammar and vocabulary and dealing with abstract words of proposition. L1 as a medium of instruction is equally important. The finding adds that L1 is mostly used in dealing with complex issues, homework description, complex answer, and maintaining discipline at school. So, both L1 and L2 have crucial roles to learn L2.

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LIST OF ABBREVIATIONS AND SYMBOLS

CBLT	Communicative
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CBT	Content-based Teaching
CLIT	Content and Integrated Learning
Diff.	Different
EFL	English as a Foreign Language
e.g.	Exempli gratia (for example)
ELT	English Language Teaching
Etc.	Et cetera
GT	Grammar Translation
i.e.	That is
L1	First Language
L2	Second Language
MT	Mother Tongue
S.N	Serial Number
TL	Target Language
%	Percentage

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