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
Nimendra Limbu
Exam Roll No. 2140164
Reg.No.: 9-2-626-30-2009
Academic Year: 2069/070

Faculty of Education
Tribhuvan University
Kritipur, Kathamandu,
Nepal 2017
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
Nimendra Limbu

Faculty of Education
Tribhuvan University
Sukuna Multiple Campus
Sundarharaincha, Morang
2017

Second Year Examination
Roll No. : 2140164
Academic Year: 2065/066

Thesis Proposal
Approval Date: 20 December 2016
Date of Submission: Feb 21\textsuperscript{th}, 2017
: Falgun 10\textsuperscript{th}, 2073
Date of Thesis Viva : March 19\textsuperscript{th}, 2017
RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following Research Guidance Committee:

Mr. Guru Prasad Adhikari  Chairman  ……………………………
Lecturer and Head, Department of English
Sukuna Multiple Campus

Mr. Nara Prasad Bhandari  ……………………………
Lecture, Sukuna Multiple Campus
DEDICATION

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

Nimendra Limbu
ACKNOWLEDGEMENT

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 insipirable teacher Mr. Guru Prasad Adhikari, lecture as well as English Department Head of Sukuna Multiple Campus.

I wish to thank my family and friends for their love and support which provided both perspective as well as joy to the dissertation process. I acknowledge their endless love and patience in waiting for me to finish my degree. I know that without them to help me to focus and to help to motivate me, this experience would have been much less enjoyable. I would also like to thank my teachers who instilled in me the importance of achieving an education as a means to do something that I truly love. I would also like to thank Mr. Ganesh Prasad Dahal for his input and assistance in this process. Without their patience and help, none of this work would have been completed. My gratitude goes to the staff and students of the Shiksha Sandesh English where I have been allowed to observe and interview a number of teachers and students. I appreciate the teachers’ generosity for giving me the time to share their professional expertise. Krishna Neupane has always been there to help me whenever I faced any technical problems with my computer. I am also thankful to students who shared their concerns and were quite open to talk to me about my research queries. I am grateful to my colleagues at Shiksha Sandesh English School, notably the instructors at the English Unit who assisted me with regards to the required materials and references.
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.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration</td>
<td>I</td>
</tr>
<tr>
<td>Recommendation for Evaluation</td>
<td>II</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>III-IV</td>
</tr>
<tr>
<td>List of Abbreviations and Symbols</td>
<td>V</td>
</tr>
<tr>
<td>Table of figures</td>
<td>VI</td>
</tr>
<tr>
<td>Table of Tables</td>
<td>VII</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>VII</td>
</tr>
<tr>
<td>Abstract</td>
<td>IX</td>
</tr>
</tbody>
</table>

**Chapter- One**

**Introduction**

1.1. Background of the Study                                    1-10
1.2 Statement of the problem                                     10-11
1.3 Objective of the study                                      11
1.4 Research questions                                          12
1.5 Significance of the study                                   12-13
1.6 Delimitations of the study                                  13
1.7 Definitions of the terms used                               13

**Chapter-Two**

**Review of Related Literature**

2.1 Review of Related Literature                                14-17
2.2 Implication of the Review for the Study                     17
2.3 Theoretical Framework                                       18

**Chapter-Three**
### Methods and Procedures of the Study

3.1 Design and Methods of the Study 19
3.2 Population, Sample, and Sampling Strategy 19
  3.2.1 Population
  3.2.2 Sample
  3.2.3 Method of Sampling
  3.2.4 Study Area/field
3.3 Data Collection Tools and Techniques 20
3.4 Data collection Procedures 21

### Chapter – Four

**Analysis and Interpretation of the Results**

4.1 Analysis and Interpretation 22-39
4.2 Summary of Findings 40

### Chapter- Five

**Conclusions and Recommendation**

5.1 Conclusion 41-43
5.2 Recommendations 44-52

References
Appendixes

### LIST OF ABBREVIATIONS AND SYMBOLS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBLT</td>
<td>Communicative</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>CBT</td>
<td>Content-based Teaching</td>
</tr>
<tr>
<td>CLIT</td>
<td>Content and Integrated Learning</td>
</tr>
<tr>
<td>Diff.</td>
<td>Different</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
</tr>
<tr>
<td>e.g.</td>
<td>Exempli gratia (for example)</td>
</tr>
<tr>
<td>ELT</td>
<td>English Language Teaching</td>
</tr>
<tr>
<td>Etc.</td>
<td>Et cetera</td>
</tr>
<tr>
<td>GT</td>
<td>Grammar Translation</td>
</tr>
<tr>
<td>i.e.</td>
<td>That is</td>
</tr>
<tr>
<td>L1</td>
<td>First Language</td>
</tr>
<tr>
<td>L2</td>
<td>Second Language</td>
</tr>
<tr>
<td>MT</td>
<td>Mother Tongue</td>
</tr>
<tr>
<td>S.N</td>
<td>Serial Number</td>
</tr>
<tr>
<td>TL</td>
<td>Target Language</td>
</tr>
<tr>
<td>%</td>
<td>Percentage</td>
</tr>
</tbody>
</table>
TABLE OF FIGURES

Figure-1: Boys and Girls in grade 9 and 10
Figure-2: Teacher speaking English during lessons
Figure-3: Students speaking English during instruction
Figure-4: Students asking questions in English
    Students answering questions in English?
Figure-5: Students speaking English with their peers
    Students speaking English with their peers during pair- or group work
Figure-6: It is important that the teacher speaks only English during lessons.
    The students should always speak English during lessons
Figure-7: It is easier to learn the language because the teacher speaks only English.
    Q17: The more English the teacher speaks, the better the students will be in English
Figure-8: I have to speak English during lessons to really learn the language.
Figure-9: My grammar and vocabulary have improved because the teacher mostly speaks English.

Figure-10: My English accent has improved because I get to practice speaking English during lessons.

Figure-11: Sometimes I feel bad or uncomfortable for having to speak or read English in front of the whole class.

Figure-12: I am shy to speak English
Figure-13: I am frightened that other students will make fun of me when I speak English.
LIST OF TABLES

Table 1. Students’ attitudes towards the English teacher’s use of Nepali during certain classroom functions.