

**Teachers' Experiences in Implementation of English as a Medium of Instruction**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Kopila Rana**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu  
2021**

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**T.U. Reg. No. 9-2-783-111-2012  
M.Ed. Fourth Semester  
Examination Roll No: 7328085/074**

**Date of approval of Thesis  
Thesis Proposal: 2021/02/26  
Date of submission: 2021/12/21**

### **Recommendation for Acceptance**

This is to certify that **Ms. Kopila Rana** has prepared the thesis entitled **Teachers' Experiences in Implementation of English as a Medium of Instruction** under my guidance and supervision.

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### **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:** 2021/09/28

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**Kopila Rana**

## **Dedication**

*Dedicated to my parents who devoted their entire life to make me what I am today.*

## Acknowledgements

First, I would like to express my deep sense of honor and gratitude to my thesis supervisor **Mr. Bhim Prasad Wasti**, Reader, Department of English Education, Tribhuvan University, Kirtipur for his continuous encouragement and invaluable suggestions. I deeply indebted for his help during my research work. Truly speaking, without him, this work would not have been completed. I would like to express my gratefulness and acknowledgement to external examiner **Dr. Prof. Ganga Ram Gautam** for his kind co-operation and suggestions related to the thesis.

I am also grateful to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education for his kind co-operation and academic guidance.

Similarly, I would like to express my gratitude to **Dr. Prem Phyak, Prof. Dr. Anjana Bhattarai, Dr. BalMukunda Bhandari, Mr. Guru Prasad Poudel, Mr. Resham Acharya, Mr. Ashok Sapkota, Mr. Jagdish Paudel and Mr. Khemraj Joshi** for their direct and indirect valuable academic support and encouragement.

Furthermore, I am also thankful to the participants who patiently took part in my study as respondent.

**Mrs. Madhavi Khanal** the librarian, Department of English Education deserves a lot of thanks for kind co-operation in course of carrying out this research. I am extremely grateful to all my family members and well-wishers for their direct and indirect academic support and encouragement. Nonetheless, I would like to offer my gratitude to **Mrs. Nabina Limboo, Ms. Champa Bhatta, Mr. Ritesh Sunar** for their kind co-operation, and inspiration to carry out this research.

Finally, I owe a debt to all my colleagues for their regular support and encouragement.

**Kopila Rana**



## Abstract

English as a medium of Instruction (EMI) has been a central issue of discussion in today's pedagogical field among the concerned stakeholders including teachers. In this narrative inquiry, entitled **Teachers' Experiences in Implementation of English as a medium of Instruction in community schools of Rupandehi district** was an attempt to explore the teachers' experiences in terms of resource materials, administrative support, and challenges faced by them in course of implementing EMI in community schools. Five secondary level teachers were selected purposively, and data were collected using non-random sampling procedure. In-depth interview was the main tool for data collection. The collected data were analyzed and interpreted by using thematic approach. The results of the study show that, the teachers of the community schools were found aware of the basic concept of the notion of the English as a medium of instruction. They were found positive in implementing EMI to conduct their daily teaching and learning activities. The study also showed that the teachers of secondary level have been facing different challenges while adopting EMI in the classrooms like students' weak exposure to English, mother tongue interference, under resourceful schools, and inadequate language proficiency of teachers.

This thesis contains five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significant of the study, delimitations of the study and operational definition of key terms. The second chapter comprises review of the related theoretical and empirical studies, implications of the studies and conceptual framework. Likewise, third chapter consists design of the study and method of the study, population, sample, and sampling strategies, research tools, sources of data, data collection tools and techniques, data collection procedure, data analysis and interpretation procedures and ethical consideration. The fourth chapter includes analysis of data and interpretation of results. Similarly, the fifth chapter focuses on findings, conclusion, and recommendations based on results and discussion of the study. The references and appendices have been included in the last part of the thesis.

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### **List of Abbreviations and Symbols**

EFL	:	English as a foreign language
ELT	:	English Language Teaching
EMI	:	English as a Medium of Instruction
MOE	:	Ministry of Education
MOE	:	Ministry of Education
MoI	:	Medium of Instruction
NCF	:	National Curriculum Framework
SSDP	:	School Sector Development Plan