

**ENGLISH AS A MEDIUM OF INSTRUCTION IN  
PUBLIC SCHOOLS: PRACTICES AND PERCEPTIONS  
OF TEACHERS AND STUDENTS**

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

**Submitted by  
Kalpana Shrestha**

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

**2018**

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2018**

**T.U. Reg. No.:9-2-694-29-2009  
M. Ed 4<sup>th</sup> Semester  
Exam Roll No: 28710098/072**

**Date of the Approval of the  
Thesis Proposal: 16/08/2017  
Date of Submission: 22/04/2018**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Kalpna Shrestha** has worked and completed this thesis entitled **English as a Medium of Instruction in Public Schools: Practices and Perceptions of Teachers and Students** under my guidance and supervision.

I recommend this thesis for acceptance.

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## **DECLARATION**

I honestly declare this thesis, which I have written, does not contain the work or part of work of other people, except those cited in the quotations and references. I also declare that it has not been previously or concurrently submitted to other institutions.

Date: 20/04/2018

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**Kalpana Shrestha**

## DEDICATION

I want to dedicate this thesis to my husband **Mr. Bhim Kumar Shrestha**, my mother **Mrs. Sanu Devi Shrestha** and all my family members.

## ACKNOWLEDGEMENTS

First of all, my sincere and special thanks go to my supervisor **Dr. Purna Bahadur Kadel**, Lecturer, Department of English Education, T.U. I really respect for his guidance and wise support throughout my research journey.

I would like to express my sincere gratitude to **Dr. Prem Bahadur Phyak**, Lecturer and Head, Department of English Education, T.U. who provided me lots of guidance, motivations and materials throughout my research study.

I would like to express my sincere gratitude to **Dr. Ram Ekwal Singh**, Reader, Department of English Education, T.U., and **Mr. Laxmi Prasad Ojha** Lecturer, Department of English Education, T.U., Kirtipur for their invaluable suggestions and critical comments in the viva of the proposal which helped me to take further steps for this research.

I am also grateful to **Mr. Lok Raj Regmi**, Reader, Department of English Education, Mahendra Ratna Campus, Tahachal for his invaluable and constructive suggestions while completing this study.

I am grateful to **Prof. Dr. Anjana Bhattarai**, Department of English Education, T.U., **Prof. Dr. Anju Giri**, Department of English Education, T.U., **Prof. Dr. Laxmi Bahadur Maharjan**, Department of English Education, T.U., **Dr. Peshal Khanal**, Department of Education, T.U., **Mrs. Madhu Neupane**, Lecturer, Department of English Education, T.U., **Mr. Bhes Raj Pokhrel**, Department of English Education, T.U., **Mr. Guru Prasad Poudel**, Department of English Education, T.U., **Mr. Ashok Sapkota**, Department of English Education, T.U., **Mr. Khem Raj Joshi**, Department of English Education, T.U. and **Mr. Resham Acharya**, Department of English Education, T.U. who taught me at different levels. Their constant love, support and guidance is the biggest strength of my academic career.



Finally, I am thankful to my dear husband **Mr. Bhim Kumar Shrestha**, my mother **Mrs. Sanu Devi Shrestha**, daughter **Bhikasha Shrestha**, and all people who supported me during my research. Eventually, I must remember thirty teachers, some students, and principles of five schools of Sindhupalchok district without whom my research work would not have been completed and I must express the words of thankfulness to them.

**Kalpana Shrestha**

## ABSTRACT

The present study entitled **English as a Medium of Instruction in Public Schools: Practices and Perceptions of Teachers and Students** is an effort to analyze the perceptions of teachers and students regarding the use of English as a Medium Instruction (EMI) and to explore the classroom practices of using English as a medium of instruction at basic level and secondary level in public schools of Sindhupalchok district. Purposive sampling procedure was used as sampling procedure in which ten students and thirty basic level and secondary level teachers of public schools, teaching content subjects except English and Nepali were selected as respondents of the study. A questionnaire containing open-ended and close-ended, eight classroom observations and two focus group discussions (FGDs) were used as the tools to collect data. The data was analyzed and interpreted descriptively and statistically. The study reveals that most of the teachers and students are positive toward the implementation of EMI in public school as well as it shows that English and Nepali are used as the medium of instruction rather than monolingual English language at basic level and secondary level classrooms. In the study, most of the participants said that English is necessary because of great demand of parents and students in public schools. It is found that there is the gap between policy and practice of EMI in the classrooms because there is the name EMI in classroom teaching but teachers and students are compelled to use bilingual approach (Nepali and English). It is recommended that teachers are required to get training, English speaking zones should be created and more exposure should be provided for the effective implementation of EMI.

This study contains five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, delimitation of the study and operational definitions 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 of design

and method of the study, population, sample and sampling strategies, , source of data, data collection tools and techniques, data collection procedure, data analysis procedures and ethical consideration. The fourth chapter includes analysis of data and interpretation of results where data have been analyzed in terms of perceptions of teachers and students towards implementation of EMI and practices of EMI at basic and secondary level. Similarly, the fifth chapter incorporates findings, conclusions and recommendations based on analysis and interpretation of the data. The references and appendices have been included in the last part of the thesis.

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## **ACRONYMS AND ABBREVIATIONS**

CDC	Curriculum Development Center
DEO	District Education Office
EMI	English as a Medium of Instruction
ESL	English as a Second Language
EFL	English as a Foreign Language
EMS	English Medium School
ELs	English Learners
FGD	Focus Group Discussion
MoI	Medium of Instruction
MoE.	Ministry of Education