

**ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) IN
THE GOVERNMENT AIDED SCHOOL: TEACHERS'
PERCEPTION AND THE USE**

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

**Submitted by
Roshan Dhakal**

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

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Roshan Dhakal** has prepared the thesis entitled **English as a Medium of Instruction (EMI) in the Government Aided School: Teachers' Perception and the Use** under my guidance and supervision.

I recommend this thesis for acceptance.

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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: 08/04/2016

.....

Roshan Dhakal

DEDICATION

Affectionately

dedicated to

*My parents who have devoted their whole life to make me
what I am today.*

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Roshan Dhakal

ABSTRACT

This research entitled **English as a Medium of Instruction in the Government Aided School: Teacher's Perception and the Use**. The main aim of this research was to find out the perception towards using English as the medium of instruction and its current situation. This study was conducted in secondary and lower secondary level teachers. This research is qualitative as well as quantitative. It was carried out in Dhading district using questionnaire and observation as the tools. The main finding of this was 65% teachers out of 100% were strongly on English as a medium of of instruction in government aided school. Similarly 70% teachers out of 100% were were strongly agreed in using English in the classroom. 65% teachers out of 100% were strongly agree the English has effect for teachers in government school. Most of the teachers repeated that English is an international language thus it should be promoted from school through proper use of resources including text book, reference materials along with the training to the teachers.

This present study consists of five chapters. The first chapter is introductory in nature. It includes background of the study, statement of the problems, objective of the study, research question, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with the review of related literature, implication of the review of the study, and theoretical and conceptual framework. Similarly, the third chapter deals with the methods and procedures of the study, design of the study, population and sample, sampling procedure, data collection tools, data collection procedures and data analysis and interpretation procedures. After that, the fourth chapter deals with results and discussions/ interpretation and the last chapter deals with summary, conclusions, implications in policy level, practice level and further research followed by references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

M.Ed.	:	Master of Education
Prof.	:	Professor
Mr.	:	Mister
Mrs.	:	Mistress
NELTA	:	Nepal English Language Teacher Association
Regd. No.	:	Registration Number
i.e.	:	That is
CUP	:	Cambridge University Press
Dr.	:	Doctor
OUP	:	Oxford University Press
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