

# **PERCEPTIONS AND PRACTICES OF PUBLIC SCHOOL TEACHERS IN ENGLISH MEDIUM OF INSTRUCTION: A NARRATIVE INQUIRY**

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

**Submitted by  
Saraswoti Subedi**

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

**2019**

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**M.Ed. 4<sup>th</sup> Semester**

**T.U. Regd. No: 9-2-53-219-2009**

**Exam Roll No: 28710183**

**Date of Approval**

**Thesis Proposal: 03/22/2018**

**Date of Submission: 03/28/2019**

## **DECLARATION**

I hereby declare to be the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 03/27/2019

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Ms. **Saraswoti Subedi** has prepared this dissertation entitled **Perceptions and Practices of Public School Teachers in English Medium of Instruction: A Narrative Inquiry** under my guidance and supervision.

I recommend this thesis for acceptance.

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## RECOMMENDATION FOR EVALUATION

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# DEDICATION

Dedicated

To

My parents

Who spent their entire life to make me what I am today.

## ACKNOWLEDGEMENTS

I am greatly beholden to a number of people for their support and guidance throughout this work. I would like to extend my profound gratitude to my venerable thesis supervisor **Mr. Ashok Sapkota**, teaching Assistant of the Department of English Education, Tribhuvan University, Kirtipur. His continuous professional guidance and encouragement were the vital source of permanent motivation for me. Moreover, his insightful comments on content, design, language and relevant literature review helped me throughout the study.

I would like to express my sincere gratitude to **Dr. Gopal Prasad Pandey**, Lecturer and Head, Department of English Education, T.U for his constructive guideline and learning sources.

I am grateful to **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, T.U for his wonderful and remarkable suggestion to accomplish this work.

I am also grateful to **Dr. Laxmi Bahadur Maharjan**, Professor, Department of English Education, Tribhuvan University, Kirtipur, for his invaluable and constructive suggestion while completing this study.

I must have to extend my sincere gratitude to my gurus and gurumas. **Prof. Dr. Bal Mukunda Bhandari, Prof. Dr. Anju Giri, Prof. Dr. Anjana Bhattarai, Dr. Ram Ekwel Singh, Dr. Prem Bahadur Phyak, Dr. Purna Bahadur Kandel, Mr. Raj Narayan Yadav** for their constructive suggestions and inspiration. My sincere gratitude also goes to my respected teachers, **Mrs. Madhu Neupane, Mr. Guru Prasad Poudel, Mr. Khem Raj Joshi and Mr. Jagadish poudel** for their valuable suggestions and inspirations.

My sincere thank goes to my research participants who provided their time and participated in my study willingly. My entire research would not have been accomplished without their contribution.



I would like to respect the administrative staff of Department of English Education, **Mrs. Madhavi Khanal** and **Mrs. Nabina Maharjan** for their kind co-operation.

Without the support and love of my family who cheered me on to completion, this study would have not been possible. I am grateful to my friends, **Kabita K.C, Dipak K.C, Padam Ale Magar, Dhan Bahadur Chettri, Ranjita Lamichhane** and **Sabita Sharma** for their great support and to all those who directly or indirectly helped me in completing this study.

Saraswoti Subedi

## ABSTRACT

The study entitled **Perceptions and Practices of Public School Teachers in English Medium of Instruction: A Narrative Inquiry** aim to find out the perceptions of teachers regarding the use of English as a medium of instruction (EMI) and analyze the practice of EMI at primary level. Purposive sampling procedure was used as sampling procedure in which four primary level teachers of public school. This is the Narrative inquiry design so data were collected through classroom observation and semi-structured interview to get in depth data. The study showed that both English and Nepali languages are used as medium of instruction. Likewise teachers are positive towards the implementation and practice of EMI thoroughly. Encouragement and motivation are the key points for the progress of the students. But it is found that there is gap between perception and classroom practice. Most of the teachers face lack of subject wise training, materials and students related problems while implementing EMI.

This thesis consists of five chapters. The first chapter deals with the general background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter consists of review of theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. Similarly, the third chapter is about methodology used in this study. It deals with the design of the study, population of the study, sampling procedures and research tools and data collection procedure and ethical consideration. The fourth chapter consists of result and discussion, and the analysis and interpretation, where the fifth chapter presents the findings, conclusion and recommendations related to the policy level, practice level and further research of the study on the basis of the analysis and interpretation of data, followed by references and appendices.

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## **REFERENCES**

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## **LIST OF ABBREVIATIONS**

CDC	:	Curriculum Development Center
CUP	:	Cambridge University Press
Dr	:	Doctor
EFL	:	English as Foreign Language
EMI	:	English as a Medium of Instruction
ESL	:	English as a Second language
ICT	:	Information communication technology
Moe.	:	Ministry of Education
MOI	:	Medium of Instruction
NCF	:	National curriculum Framework
SMC	:	School management committee
SSRP	:	School Sector Reform Plan