

**SECONDARY LEVEL STUDENTS' PERCEPTIONS OF  
USING ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) IN  
PUBLIC SCHOOLS**

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

**Submitted by  
Susma Thapa**

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

**2017**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Ms. Susma Thapa** has prepared the thesis entitled **Secondary Level Students' Perceptions of Using English as a Medium of Instruction (EMI) in Public Schools** under my guidance and supervision.

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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 of any university.

Date: 23/04/2017

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**Susma Thapa**

# DEDICATION

*Dedicated to*

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

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**Susma Thapa**

## ABSTRACT

This research work entitled **Secondary Level Students' Perceptions of Using English as a Medium of Instruction (EMI) in Public Schools** has been carried out to find out secondary level students' perceptions of using EMI in terms of opportunities and challenges in public schools of Tanahun district. I used purposive non random sampling procedure to select thirty secondary level students studying in two public schools of Tanahun district, where EMI has been implemented. A set of questionnaire was used as a tool for data collection. The data obtained through close-ended questionnaire was analyzed statistically and open-ended questionnaire was analyzed descriptively. The study shows that all of the respondents had positive attitude towards EMI that it offers greater opportunity for further study. Almost all of the students (i.e. 96.66%) opined that English provides good career prospects. No availability of English medium textbooks on time and difficulty in using English as the means of classroom interaction with teachers are main challenges related to EMI. Most of the respondents (i.e. 93.33%) opined that interaction between teachers and students should be in English medium as well English medium textbooks and other supportive materials should be available on time.

This study consists of five chapters. The first chapter is introductory in nature. It includes 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 deals with the review of related theoretical literature, related empirical literature, implications of the study and conceptual framework. Similarly, the third chapter deals with design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. Similarly, the fourth chapter presents the analysis of data and interpretation of results. Finally, the fifth chapter includes the findings, conclusion and recommendations of the study.

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## **LIST OF ABBREVIATIONS AND SYMBOL**

A	-	Agree
DA	-	Strongly Disagree
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
EMI	-	English as a Medium of Instruction
ESL	-	English as a Second Language
F	-	Frequency Distribution
MOE	-	Ministry of Education
MOI	-	Medium of Instruction
MT	-	Mother Tongue
NCED	-	National Centre for Education Development
NMI	-	Nepali as a Medium of Instruction
NO.	-	Number
P	-	Percentage
p.	-	Page
SA	-	Strongly Agree
SD	-	Strongly Disagree
SLC	-	School Leaving Certificate
SN	-	Serial Number
SSDP	-	School Sectors Development Plan
SSRP	-	School Sectors Reform Plan
T.U.	-	Tribhuvan University



