

**TEACHERS' PERCEPTIONS ON 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  
Aananda Rai**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2019**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Miss Aananda Rai** has prepared the thesis entitled **Teachers' Perceptions on English as a Medium of Instruction** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 05/07/2019

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This thesis has been recommended for evaluation by the following **Research Guidance Committee:**

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## **DEDICATION**

*Affectionately*

*dedicated to*

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

## **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: 04/07/2019

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**Aananda Rai**

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**AanandaRai**

## ABSTRACT

This research entitled **Teachers' Perceptions on English as a Medium of Instruction** aimed to analyze the perceptions of the Non English teachers while teaching the subjects' contents in public schools where EMI has been implemented. This study was conducted on the teachers who were teaching other subjects except English subject in basic and secondary level. This research study followed the quantitative research design. It was carried out in Kathmandu district using questionnaire as a tool that consisted of closed and open ended questions. The major finding of this research was that the teachers were found having the positive perceptions regarding the implementation of EMI but they were also found to be having challenges to implement it effectively in the real classrooms. Majority of the teachers (i.e. 86%) repeated that English is an international language, so, EMI should be implemented in schools as it helps to provide the quality education to the students. As this research study was focused on the practice of EMI in the real classrooms, the majority of teachers, on the basis of the data, were found involving their students in interaction in the English language for implementing EMI effectively.

This thesis consists of five chapters. The first chapter is introductory part. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definitions of key terms are consisted in this chapter. Similarly, the second chapter consists of review of all the related theoretical and empirical literatures, their implications on the study and conceptual framework of the whole study. In the same way, the third chapter consists of methodological procedures used for carrying out the research. This chapter includes population, sample and sampling strategy, sampling procedures, research tool, data collection procedures, data analysis and interpretation procedures and ethical considerations. After that, the fourth chapter deals with the analysis and interpretation of data. And at the end, findings and the conclusion of the study has been presented after analyzing and interpreting data. The appropriate recommendations are suggested in the fifth chapter of this study and they are followed by the references and the appendices.

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## **LIST OF ABBREVIATION AND SYMBOLS**

EFL	-	English as a Foreign Language
EMI	-	English as a Medium of Instruction
MOE	-	Ministry of Education
MOI	-	Medium of Instruction
NCED	-	National Centre for Education Development
NCF	-	National Curriculum Framework
NEC	-	Nepal Education Commission
NESP	-	National Education System Plan
NMI	-	Nepali as a Medium of Instruction
PCL	-	Proficiency Certificate Level
SSDP	-	School Sectors Development Plan
SSRP	-	School Sectors Reform Plan