

**TEACHERS' PERCEPTIONS ON ENGLISH AS A MEDIUM OF INSTRUCTION TO
IMPROVE STUDENTS' LANGUAGE PROFICIENCY**

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Debisara Neupane

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2021

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Miss **Debisara Neupane** has prepared the thesis entitled **Teachers' perceptions on English as a Medium of Instruction to improve students' language proficiency** under my guidance and supervision.

I recommended 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:24-1-2021

.....

Debisara Neupane

DEDICATION

Affectionately

dedicated to

My parents who have devoted their whole life to make me

what I am today.

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Debisara Neupane

ABSTRACT

The title of my research is **Teachers' Perceptions on English as a Medium of Instruction to improve students' language proficiency**. The main objectives of this study are to analyze the perceptions of the Non English teachers while teaching the subjects' contents and find out benefits of EMI implementation as well as challenges faced by them in community schools where EMI has been implemented. The data were collected by questionnaire containing close ended and open ended question from thirty non-English teacher of community school. This study was conducted on the teachers who were teaching other subjects except English subject in secondary level of Kathmandu district by using judgmental sampling procedure. This research study followed the quantitative research design. The data was analyzed and interpreted statically and descriptively. The major finding of this research was that the teachers were found having the positive perceptions regarding the implementation of EMI to improve students' language proficiency. Most of the teachers perceived that the use of English language by all other subject teachers facilitate the students' to improve their listening, speaking, reading and writing skills. Majority of the teachers respondent that EMI supports for greater opportunities in life, increases English language proficiency and make students able to communicate in English language around the world. Most of the teachers have faced challenges to implement EMI regarding the weak exposure to English language, interferences of students' mother tongue and their English competency in the real classroom. Majority of the teachers repeated that English is an international language, it is important to teach the students in English medium it helps to provide good proficiency and quality education to the students. The data exhibits that majority of the teachers were practically contributing by using appropriate pedagogical strategies to enhance English competency.

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 interpreting data. The appropriate recommendations are suggested in the fifth chapter of this study and they are followed by the references and appendices.

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LIST OF ABBREVIATION AND SYMBOLS

CDC	Curriculum Development Center
EFL	English as a Foreign Language
ELT	English Language Teaching
EMI	English as a Medium of Instruction
MLE	Multi Lingual Education
MOE	Ministry of Education
MOI	Medium of Instruction
MTB	Mother Tongue Based
NELTA	Nepal English Language Teacher Association
NESP	National Education System Plan
NMI	Nepali as a Medium of Instruction
SSDP	School Sectors Development Plan
SSRP	School Sectors Reform Plan