

**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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## **DEDICATION**

*Affectionately*

*dedicated to*

*My parents who have devoted their whole life to make me*

*what I am today.*

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation Committee**:

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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**

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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.

## Table of Contents

	Pag.no.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendations for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>ix</i>
<i>List of Symbols and Abbreviations</i>	<i>x</i>
<b>Chapter One: Introduction</b>	
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	4
1.5 Significance of the Study	5
1.6 Delimitation of the Study	5
1.7 Operational Definitions of the key Terms	6
<b>Chapter Two: Review of Related Literature and Conceptual Framework</b>	
2.1 Review of Related Theoretical Literature	7
2.1.1 Global Spread of English Language	7

2.1.2 English as a Medium of Instruction	8
2.1.3 English Language proficiency	11
2.1.4 Benefits of English as a Medium of Instruction	13
2.1.5 Challenges in the Implement of English as a Medium of Instruction	15
2.1.6 Role of non- English Teachers to Implement English as a Medium of Instruction	17
2.2 Review of Empirical Literature	19
2.3 Implication of the Review for the Study	22
2.4 Conceptual Framework	23
<b>Chapter Three: Methods and Procedure of the Study</b>	
3.1 Design of the Study	25
3.2 Population, Sample and Sampling Strategy	26
3.3 Research Tools	26
3.4 Sources of Data	26
3.4.1 Primary Sources of Data	26
3.4.2 Secondary Source of Data	26
3.5 Data Collection Procedures	27
3.6 Ethical Considerations	28
<b>Chapter Four: Analysis and Interpretation of Results</b>	
4.1 Teachers' experience on teaching subjects' contents in English as a Medium of Instruction	29
4.2 Motivation for Teachers to use EMI in Community Schools	29
4.3. Teachers' Role on Effective Implementation of EMI	30

4.4 Teachers' Perceptions on Benefits of EMI Implementation	40
4.5 Teachers' Perceptions on Challenges in EMI Implementation	43
4.6 Qualitative Data	49
<b>Chapter Five: Finding, Conclusion and Recommendations</b>	
5.1 Findings	53
5.2 Conclusion	54
5.3 Recommendations	55
5.3.1 Policy Level	55
5.3.2 Practice Level	56
5.3.3 Further Research level	56
<b>References</b>	
<b>Appendices</b>	

## **List of Tables**

Table 1	Improvement of students English language proficiency
Table 2	Reasons to implement EMI in schools
Table 3	Schools supports for implementing EMI
Table 4	Subject teachers' concern and interest over the students' English usage problems
Table 5	Teachers' perceptions on pedagogical strategies that help to improve language proficiency
Table 6	Teachers' perception on co-operation between English and non- English teacher helps to improve students' language proficiency.
Table 7	Teachers' perceptions on use of teaching materials helps to improve students' language proficiency
Table 8	Teachers' satisfaction on EMI implementation
Table 9	Teachers' perceptions on benefits of EMI implementation
Table 10	Teachers' perceptions on how EMI supports their students.
Table 11	Teachers perceptions on challenges EMI implementation
Table 12	Students' comfort to the content delivered through EMI
Table 13	Teachers' perceptions on the availability of teaching learning resource materials.
Table 14	Teachers' experience of EMI training, workshop and conferences.
Table 15	Use of the mother tongue by the teachers in classroom.
Table 16	Comfort of the teachers to teach their students in English language.

## **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