

**ASSUMPTIONS AND PRACTICES OF ENGLISH AS A MEDIUM OF INSTRUCTION
IN COMMUNITY SCHOOLS OF NEPAL**

**A Thesis submitted to the department of English Education
in Partial Fulfillment for the Master of Education in English**

**Submitted by
ChampaBhatta**

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

2020

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T.U.Reg.No.9-2-327-49-2013

Date of approval of

Thesis Proposal: 2076/11/04

Examination Roll No: 7328036/074 Date of Submission: 2020/12/18

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Champa Bhatta** has prepared the thesis entitled **Assumptions and Practices of EMI in community Schools of Nepal** under my guidance and supervision.

I recommend this thesis for acceptance.

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DEDICATION

Dedicated to my parents who devoted their entire 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: 2020/12/17

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Champa Bhatta

ACKNOWLEDGEMENTS

First of all, I would like to express my deep sense of honor and gratitude to my thesis supervisor **Dr. Tara Datta Bhatta**, Professor, Department of English Education, Tribhuvan University Kirtipur for his continuous encouragement and invaluable suggestions. I am deeply indebted for his help during my research work. Truly speaking, without him, this work would have been incomplete as well as worthless. I thankfully express my gratefulness and acknowledgement to external thesis supervisor **Dr. Rishi Ram Rijam**, Department of English Education Mahendra Ratna Campus, Tahachal for his kind co-operation and suggestions related to the thesis.

I am also grateful to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education for his kind co-operation and academic guidance.

Similarly, I would like to express my gratitude to **Dr. Prem Phyak, Prof. Dr. Anjana Bhattraï, Dr. Bal Mukunda Bhandari, Mr. Guru Prasad Poudel, Mr. Resham Acharya, Mr. Ashok Sapkota, Mr. Jagadish Paudel and Mr. Khem Raj Joshi** for their direct and indirect valuable academic support and encouragement.

Furthermore, I am also thankful to the participants who patiently took part in my study as respondent.

Mrs. Madhavi Khanal the librarian, Department of English Education deserves a lot of thanks for kind co-operation in course of carrying out this research. I am extremely grateful to all my family members and well-wishers for their direct and indirect academic support and encouragement. Nonetheless, I would like to offer my gratitude to **Mr. Ganga Datt Bhatt, Mr. Hemant Raj Joshi and Mr. Dilli Raj Bhatta** for their kind co-operation and inspiration to carry out this research.

Finally, I owe a debt to all my colleagues for their regular support and encouragement.

Champa Bhatta

ABSTRACT

This research entitled **Assumptions and Practices of English as a Medium of Instruction in community Schools of Nepal** was an attempt to explore the perception of basic level English teachers towards EMI in terms of its assumptions and practices in community schools of Nepal and to identify the existing practices, trend and necessity of EMI in community schools of Nepal. Narrative inquiry research design was followed to complete this study. The respondents for this research were selected by using purposive, non random sampling procedure. The primary data were collected from five basic level English teachers of two different schools of Dhangadhi, kailali. Unstructured interview was the main tool for data collection. The Collected data were analyzed and interpreted by using thematic analysis in descriptive and qualitative way. The major finding of this study was that both of the public schools are practicing EMI in their schools to provide quality education, increase enrollment rate, reduce dropout rate, for reputation of the institution etc. Similarly, this study also found that there are various challenges in implementing EMI such as diversity in class, unavailability of authentic textbooks and lack of English Environment for students at their home.

This thesis contains five chapters. The first chapter deals with 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. The second chapter comprises review of the related theoretical and empirical studies, implications of the studies and conceptual framework. Likewise, third chapter consists design of the study and method of the study, population, sample and sampling strategies, research tools, sources of data, data collection tools and techniques, data collection procedure, data analysis and interpretation procedures and ethical consideration. The fourth chapter includes analysis of data and interpretation of results. Similarly, the fifth chapter focuses findings, conclusions and recommendations based on analysis and interpretation of the study. The references and appendices have been included in the last part of the thesis.

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LIST OF ABBREVIATIONS AND SYMBOLS

ELT	:	English Language Teaching
EMI	:	English as a Medium of Instruction
MI	:	Medium of Instruction
MoE	:	Ministry of Education
SSDP	:	School Sector Development Plan
SSRP	:	School Sector Reform Plan