

**Challenges and Practices of Implementing English as a Medium of Instruction  
(EMI) in the Community Schools**

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

**Submitted by  
Nisha Rai**

**Department of English Education  
University Campus  
Tribhuvan University  
Kirtipur, Kathmandu  
2023**

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## DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 29-12-2022

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Nisha Rai** has completed the research of her M.Ed. thesis entitled **Challenges and Practices of Implementing English as Medium of Instruction in Community Schools** under my guidance and supervision.

I recommend the thesis for acceptance.

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# DEDICATION

*Dedicated*

*to*

*My Parents*

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.....

**Nisha Rai**



## ABSTRACT

This study entitled **Challenges and Practices of Implementing English as a Medium of Instruction (EMI) in a Community Schools** aimed at exploring the practices of implementing English as a medium of instruction and the challenges faced while implementing English as a medium of instruction in community schools. I used purposive non-random sampling procedure to select sample, which were 30 secondary level teachers teaching through EMI in different schools of Kathmandu, Lalitpur and Bhaktapur districts. I used questionnaire as the major tool of the research. The collected data were presented in tables, pie-charts and columns; and analyzed and discussed quantitatively and qualitatively. The main findings of the study showed that in the majority of the schools, EMI has been recently implemented. Similarly, in most of the schools, all the subjects except language and social subjects were taught through EMI and a majority of the teachers were found to teach their subjects in English. Generally, EMI has been implemented in the Basic Level and parent's demand was the central cause of implementing EMI in community schools. On the other hand, it was found that English language has not been frequently used by most of the teachers and all the students were not found to be able to take exam in English medium. It was found that several challenges related to the educational system, school administration, teachers, parents and students were found to occur in implementing English as medium of instruction in community schools. It was found difficult to manage subject-wise teachers, to address EMI created problems in linguistic and cultural diversity, implementation of EMI created difficulties in protecting and promoting mother tongues and local culture and there was no feasibility of implementing EMI in all subjects. Similarly, there was difficult to manage routine for Nepali as medium of instruction and EMI and to fulfill subject-wise teachers for EMI at the same time and it was difficult to interact, discuss and write the contents in English fluently and motivate the students towards the contents. Almost all the teachers felt EMI as a burden to the parents to afford fees to their children's study through EMI. Similarly, the students had many challenges such as low proficiency in English language, less motivation to the contents, confusing ideas in the subject matter.

The thesis consists of five chapters. The first chapter is an introductory chapter. It includes background of the study, statement of the problem, objectives of study,

research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter deals with theoretical and conceptual framework of the study. The third chapter deals with methodology which incorporates research design and method, population, sample and sampling strategies, field/site of the study, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure. The fourth chapter deals with rigorous analysis of data and interpretation of results. The fifth chapter presents summary of findings, conclusions and recommendations based on this research.

**Nisha Rai**

## TABLE OF CONTENTS

	<b>Page No.</b>
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Approval for the Research</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>ix</i>
<i>List of Figures</i>	<i>xii</i>
<i>Lists of Symbols and Abbreviations</i>	<i>xiii</i>
<b>Chapter I: Introduction</b>	<b>1-4</b>
Background of the Study	1
Statement of the Problem	2
Objectives of the Study	3
Research Questions	3
Significance of the Study	3
Delimitations of the Study	3
Definitions of the Key Term	4
<b>Chapter II : Review of the Related Literature and Conceptual Framework</b>	<b>5- 15</b>
Review of Related Theoretical Literature	5
Language Policy and Practice in Educational System in Nepal	5
Mother Tongues and Nepali as Medium of Instruction	6
English as Medium of Instruction	6
The Benefits of Using English as a Medium of Instruction	8
The Challenges of Using English as a Medium of Instruction	10
Review of Empirical Literature	11
Implications of the Review for the Study	13
Conceptual Framework	14
<b>Chapter III: Research Methodology</b>	<b>16-18</b>
Research Design and Methods of the Study	16

Population, Sample and Sampling Strategies	16
Study Area/ Field	16
Data Collection Tools and Techniques	16
Sources of Data	17
Primary Data	17
Secondary Data	17
Data Collection Procedures	17
Data Analysis and Interpretation Procedure	18
Ethical Considerations	18
<b>Chapter IV: Results and Discussion</b>	<b>19-43</b>
Analysis of Data and Interpretation of Results	19
The Practice of English as Medium of Instruction in Community Schools	19
The Challenges of Implementing English as Medium of Instruction	29
The Challenges Related to the Educational System	29
The Challenges Related to the School Administration	32
The Challenges Related to the Teachers	35
The Challenges Related to the Students and Parents	38
<b>Chapter V: Conclusion and Recommendations</b>	<b>43-47</b>
Conclusion	43
Implication	44
Policy Related	44
Practice Related	45
Further Research Related	46
<b>References</b>	
<b>Appendix</b>	

## LIST OF FIGURES

	<b>Page No:</b>
Figure 1: Conceptual Framework	15
Figure 2: Use of English as Medium of Instruction	20
Figure 3: The Subjects Taught through English as Medium of Instruction	21
Figure 4: Human Resource Management in Implementing English as Medium of Instruction	21
Figure 5: Level-Wise Implementation of English as Medium of Instruction	22
Figure 6: Frequently Used Language in Teaching through EMI	23
Figure 7: The Result of the Students Who Read through EMI	24
Figure 8: The Cause of Implementing English as Medium of Instruction	24
Figure 9: The Number of the Students Who were Able to take their exam in EM	25
Figure 10: Extra Investment in Implementing English as Medium of Instruction	26
Figure 11: Burden to the Parents of Paying Fees for EMI	27
Figure 12: Difficulties in Protecting and Promoting Mother Tongues	30
Figure 13: Feasibility of Implementing English as Medium of Instruction in All Subject	30
Figure 14: Difficulties to Address EMI Created Problems in Linguistic and Cultural Diversity	31
Figure 15: Difficulty to Manage Subject-Wise Teachers for Teaching Through EMI	32
Figure 16: Possibility of Implementing EMI without Collecting Fees	32
Figure 17: Difficulty in Managing Routine for Nepali as Medium of Instruction and EMI At the Same Time	33
Figure 18: Difficulty to Fulfill Subject-Wise Teachers for EMI	34

Figure 19: Difficulty in Designing and Developing Curricular Materials and Managing Classroom	35
Figure 20: Difficulty to Interact, Discuss and Write the Contents in English Fluently	36
Figure 21: Challenging to Present the Lessons and Examples Effectively	36
Figure 22: Difficulty to Motivate the Students Towards the Contents	37
Figure 23: Hard to Prepare and Collect the Teaching and Learning Materials	38
Figure 24: Tough to Understand the Lessons and Read the Contents in EM	39
Figure 25: Difficulty in Reminding, Thinking and Performing in Exam	39
Figure 26: Difficulty in Getting Clear Concept of the Contents in English	40
Figure 27: Burden to the Parents to Afford Fees to their Children's Study Through EMI	41

**LISTS OF SYMBOLS AND ABBREVIATIONS**

%	Percentage
CDC	Curriculum Development Centre
CEHRD	Centre for Education and Human Resource Development
CUP	Cambridge University Press
Dr.	Doctor
ELT	English Language Teaching
EMI	English as Medium of Instruction
etc.	Etcetera
ICT	Information and Communication Technology
L1	First Language
M.Ed	Master of Education
MOE	Ministry of Education
NBS	National Bureau of Statistics
NCF	National Curriculum Framework
No	Number
TU	Tribhuvan University