

**A CASE STUDY ON EXPECTATIONS AND CHALLENGES
FACED BY PUBLIC SCHOOLS FOR THE
IMPLEMENTATION OF EMI**

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

Submitted by

Bishnu Devi Gaire

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2017

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DEDICATION

This thesis is dedicated to my Mother.

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: 01-03-2017

.....

Bishnu Devi Gaire

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ABSTRACT

This present study entitled ‘A Case Study on Expectations and Challenges Faced by Public Schools for the Implementation of EMI’ aimed to explore expectations of stakeholders before the implementation of EMI in public school and to find out challenges faced by them while implementing it. It also investigated the reasons that forced the school to quit EMI programme. A public primary school of Baglung district that practiced EMI for five years and quitted from the year of 2072 was selected purposively as a sample. This study used interview as a tool of primary data collection and some related documents were reviewed for secondary data. Five teachers including principal, five parents, and three SMC members were interviewed to get the required information. After the collection of data, they were coded thematically and analyzed descriptively. The findings of this study showed that the main expectations from EMI were to stop the flow of students towards private school and to increase enrollment in the public schools. Similarly, providing quality education as per the need of time and reducing the academic gap between the rich and poor were also found as the expectations from the EMI. Teachers’ qualification and pedagogical competence, training and motivations for teachers, their facilities, mother tongue interference, curriculum and text book adaptation, financial management, socio- economic condition, awareness and effort of parents as well as SMC and its responsibility were found as the main areas of challenges while implementing EMI in that school. Lack of required preparation before implementation and lack of coordination, collaboration and collective effort among stakeholders after its implementation as well as financial problem were the main reasons that forced to quit the EMI programme.

The first chapter, introduction part of this study consists of background of the study, statement of the problem, objectives of the study, research questions,

significance of the study, delimitations of the study, and operational definition of the key terms. In the second chapter related literature are reviewed thematically. Introduction of medium of instruction, EMI, need of EMI, perception of teachers, parents, students and stakeholders toward EMI, EMI in Nepal, EMI related policy and provisions, preparedness for EMI and challenges to implement EMI are included. It also consists of empirical review, its implication for the study and conceptual framework of this study. Chapter three discusses about methods and procedures of the study. It consists of design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. Fourth chapter of this study incorporates the analyzed and interpretations of the data where fifth chapter showed findings, conclusion and recommendations related to policy, practice and further research. References and appendices are included at the last part of this thesis.

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LIST OF ABBREVIATIONS

CBS:	Central Beuro of Statics
CUP:	Cambridge University Press
EFL:	English as Foreign Language
ELT:	English Language Teaching
EMI:	English as Medium of Instruction
EMS:	English Medium School
GT:	Grammar Translation
M. Ed:	Master of Education
MI:	Medium of Instruction
MoE:	Ministry of Education
NCF:	National Curriculum Framework
NMS:	Nepali Medium School
Reg. No.:	Registration Number
SLC:	School Leaving Certificate
SMC:	School Management Committee
TSC:	Teacher Service Commission
TU:	Tribhuvan University
VDC:	Village Development Committees